

BROWARD COUNTY PUBLIC SCHOOLS

Standards for Social Emotional Learning (SEL) Development

Key for SEL Standards Code

Example for “SEL1A.3a” uses Subject of SEL, Strand 1, Standard A, Middle School is”3”, Benchmark Indicator “a”

Subject	Strand	Learning Standard	Grade Level	Benchmark Indicators
SEL	1	A	3	a

Strand 1: Develop self-awareness and self-management skills to achieve school and life success.

Why these Standards are important: Strand 1 Standards include the SEL Core Competencies of self-awareness and self-management. (CASEL) Building and developing self-awareness cultivates the ability to identify one’s thoughts, values and emotions, and recognize how these relate behaviors. Self-awareness involves the assessment of one’s abilities (i.e., strengths and areas of growth) and includes the need for confidence, growth mindset, optimism and knowledge of what improvement may be needed. Self-management is the ability to self-regulate emotions, thoughts, and behaviors in various settings and to set and work towards personal and academic learning goals.

Learning Standard	Early Elementary	Upper Elementary	Middle School	Early High School	Upper High School
A: Identify and manage one’s emotions, stress, and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	1A.2a. Describe an understanding of emotions and the situations that cause them.	1A.3a. Analyze factors that create stress or motivate successful performance.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	1A.5a. Evaluate how expressing one’s emotions in different situations affects others.
	1A.1b. Demonstrate awareness and manage control of impulsive behavior.	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.3b. Apply strategies to manage stress and to motivate successful performance.	1A.4b. Generate ways to develop more positive attitudes.	1A.5b. Evaluate how expressing more positive attitudes influences others.

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Strand 1: Develop self-awareness and self-management skills to achieve school and life success. (Page 2)

Learning Standard	Early Elementary	Upper Elementary	Middle School	Early High School	Upper High School
B: Recognize personal qualities and internal and external supports	1B.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.	1B.2a. Describe personal skills and interests that one wants to develop.	1B.3a. Analyze how personal qualities influence choices and successes.	1B.4a. Set priorities in building on strengths and identifying areas for improvement.	1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.
	1B.1b. Identify family, peer, school, and community strengths.	1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	1B.4b. Analyze how positive adult role models and support systems contribute to school and life success.	1B.5b. Evaluate how developing interests and filling useful roles support school and life success.
C: Demonstrate skills related to achieving personal and academic goals.	1C.1a. Describe why school is important in helping students achieve personal goals.	1C.2a. Describe the steps in setting and working toward goal achievement.	1C.3a. Set a short-term goal and make a plan for achieving it.	1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
	1C.1b. Identify goals for academic success and classroom behavior.	1C.2b. Monitor progress on achieving a short- term personal goal.	1C.3b. Analyze why one achieved or did not achieve a goal.	1C.4b. Apply strategies to overcome obstacles to goal achievement.	1C.5b. Monitor progress toward achieving a goal, and evaluate one’s performance against criteria.

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Strand 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Why these standards are important: Strand 2 Standards include the SEL Core Competencies of social-awareness and interpersonal skills. (CASEL) Building and maintaining positive relationships with others are central to success in school and life and require the ability to empathize and recognize the thoughts, feelings, and perspectives of others, including those different from one’s own. In addition, establishing positive peer, family, and work relationships require skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Learning Standard	Early Elementary	Upper Elementary	Middle School	Early High School	Upper High School
A: Recognize the feelings and perspectives of others with empathy.	2A.1a. Recognize that others may experience situations differently from oneself.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	2A.3a. Predict others’ feelings and perspectives in a variety of situations.	2A.4a. Analyze similarities and differences between one’s own and others’ perspectives.	2A.5a. Demonstrate how to express understanding of those who hold different opinions.
	2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.2b. Describe the expressed feelings and perspectives of others.	2A.3b. Analyze how one’s behavior may affect others.	2A.4b. Use conversation skills to understand others’ feelings and perspectives.	2A.5b. Demonstrate ways to express empathy for others.
B: Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different.	2B.2a. Identify differences among and contributions of various social and cultural groups.	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.	2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
	2B.1b. Describe positive qualities in others.	2B.2b. Demonstrate how to work effectively with those who are different from oneself.	2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.	2B.4b. Demonstrate respect for individuals from different social and cultural groups.	2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.

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Learning Standard	Early Elementary	Upper Elementary	Middle School	Early High School	Upper High School
C: Use communication and social skills to interact respectfully and effectively with others.	2C.1a. Identify ways to work and play well with others.	2C.2a. Describe approaches for making and keeping friends.	2C.3a. Analyze ways to establish positive relationships with others.	2C.4a. Evaluate the effects of requesting support from and providing support to others.	2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.
	2C.1b. Demonstrate appropriate social and classroom behavior.	2C.2b. Analyze ways to work effectively in groups.	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.4b. Evaluate one's contribution in groups as a member and leader.	2C.5b. Plan, implement, and evaluate participation in a group project.
D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers.	2D.2a. Describe causes and consequences of conflicts.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	2D.4a. Analyze how listening and talking accurately help in resolving conflicts.	2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.
	2D.1b. Identify approaches to resolving conflicts constructively.	2D.2b. Apply constructive approaches in resolving conflicts.	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.4b. Analyze how conflict-resolution skills contribute to work within a group.	2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.

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Strand 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Why these standards are important: Strand 3 Standards includes the SEL Core Competency of responsible decision-making. (CASEL) Promoting one’s own well-being, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one’s classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, collaborating, anticipating the consequences of each, and evaluating and learning from one’s decision making.

Learning Standard	Early Elementary	Upper Elementary	Middle School	Early High School	Upper High School
A: Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why unprovoked acts that hurt others are wrong.	3A.2a. Demonstrate the ability to respect the rights of self and others.	3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	3A.4a. Demonstrate personal responsibility in making ethical decisions.	3A.5a. Apply ethical reasoning to evaluate societal practices.
	3A.1b. Identify social norms and safety considerations that guide behavior.	3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	3A.3b. Analyze the reasons for school and societal rules.	3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.	3A.5b. Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	3B.1a. Identify a range of decisions that students make at school.	3B.2a. Identify and apply the steps of systematic decision making.	3B.3a. Analyze how decision-making skills improve study habits and academic performance.	3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate consequences of decisions.	3B.5a. Analyze how present decision making affects college and career choices.
	3B.1b. Make positive choices when interacting with classmates.	3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	3B.4b. Apply decision-making skills to establish responsible social and work relationships.	3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.

Strand 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. (Page 2)

Learning Standard	Early Elementary	Upper Elementary	Middle School	Early High School	Upper High School
C: Contribute to the well-being of one's relationships, classrooms, school, and community.	3C.1a. Identify and perform roles that contribute to one's relationships and classroom	3C.2a. Identify and perform roles that contribute to the classroom and school community.	3C.3a. Evaluate one's participation in efforts to address an identified school and community needs.	3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.
	3C.1b. Identify and perform roles that contribute to one's friends and family.	3C.2b. Identify and perform roles that contribute to one's family and local community.	3C.3b. Evaluate one's participation in efforts to address an identified need in one's school and local community.	3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.