

Social/Emotional Development and Your Classroom

This chart lists ISBE Social/Emotional Learning Standards. Social/emotional development should be built into each grade through activities and programs directly addressing these needs and in instruction and assessment in the core curriculum, including:

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|---------------------------|-----------------------------------|
| Goal-setting for learning | Collaborative learning activities |
| Individualized projects | Progressive assessments |

The core curriculum is full of opportunities for students to analyze and interpret important elements of social/emotional development. For example...

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|---------------------------|---------------------|-----------------------------|
| Interpreting literature | Analyzing history | Analyzing current events |
| Writing about experiences | Graphing progress | Expanding vocabulary |
| Interpreting/making art | Profiling a culture | Reading/writing biographies |

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

Standards	How I Will Support Student Development
A: Identify and manage one's emotions and behavior.	
B: Recognize personal qualities and external supports	
C: Demonstrate skills related to achieving personal and academic goals.	

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

Standards	How I Will Support Student Development
A: Recognize the feelings and perspectives of others.	
B: Recognize individual and group differences	
C: Use communication and social skills to interact effectively with others.	

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

Standards	How I Will Support Student Development
A: Consider ethical, safety, and societal factors in making decisions.	
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	
C: Contribute to the well-being of one's school and community.	