Illinois Social Emotional Learning

Grades 11-12

Self-Awareness: Develop the ability to recognize and understand one's own emotions, identities, biases, and values; reflect on how personal experiences, power, and privilege shape one's attitudes and behaviors, and cultivate a sense of individual within social, cultural, and political contexts. Self-awareness enables young people to respond thoughtfully, affect change, cope with emotions, and motivate themselves to persevere when faced with personal, academic or work-related obstacles. 1

A Demonstrate awareness and understanding of one's emotions and their influence upon behavior. 1A

5 Late High School (Grades 11-12) 1A.5

1 Identify strategies for managing emotional responses and decision-making in future situations. 1A.5.1

2 Adjust behaviors to emotional stressors, reflect on outcomes, and use insights for personal growth and life success. 1A.5.2

B Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets. 1B

5 Late High School (Grades 11-12) 1B.5

1 Create goals based on personal strengths, assets, and aspirations. 1B.5.1

2 Participate meaningfully and assess ways involvement in a community can support identity development and encourage aspirations. 1B.5.2

C Understand how external influences like culture, family, and community can deepen understanding of personal and academic goals. 1C

5 Late High School (Grades 11-12) 1C.5

1 Analyze how external factors like socioeconomic background, cultural norms, and role models have shaped their academic and career pathways. 1C.5.1

2 Evaluate and adjust goals over time in response to changing external circumstances or new insights and knowledge. 1C.5.2

Self-Management: Self-management includes abilities such as managing one's emotions, identifying and using stress management and self-care strategies, expressing emotions in healthy ways, exhibiting self-discipline and self-mo pe go

Skip to main content

A Manage one's emotions, thoughts, and behaviors in effective ways. 2A

5 Late High School (Grades 11-12) 2A.5

1 Demonstrate self-regulation skills in challenging or unfamiliar contexts. 2A.5.1

2 Demonstrate resilience and flexibility when facing unexpected changes. 2A.5.2

B Demonstrate awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets. 2B

and organizational skills, showing the courage to take initiative, demonstrating personal and collective agency, and cultivating resilience and overcoming adversity. Self-management empowers individuals to regulate their emotions and behavior, cope with stress and adversity, and build resilience, agency, and hope—ultimately leading to stronger relationships, improved mental health, academic and life success, and the ability to achieve personal and collective goals. 2

5 Late High School (Grades 11-12) 2B.5

1 Apply effective strategies to challenges and use setbacks as opportunities for growth. 2B.5.1

2 Understand which strategies and coping mechanisms work best for them and apply them when dealing with life events. 2B.5.2

C Understand how external influences like culture, family, and community can deepen understanding of personal and academic goals. 2C

5 Late High School (Grades 11-12) 2C.5

1 Evaluate the effectiveness of problem-solving strategies and independently solve problems. 2C.5.1

2 Utilize resiliency, resources, and inherent capabilities to prepare for life beyond high school. 2C.5.2

Social Awareness: Social Awareness is the ability to understand the perspectives of and empathize with others, including those with diverse backgrounds, cultures, abilities, identities, contexts, and life experiences by recognizing perspectives, showing concern for others, and demonstrating mutual understanding in interpersonal interactions. Social awareness builds inclusive, safe learning environments and fosters empathy, compassion, and civic responsibility. It equips students to work eff tea relationships, reduces

Skip to main content

A Recognize that others may have similar or different thoughts and feelings based upon their experiences, abilities, community, and cultural and social groups. 3A

5 Late High School (Grades 11-12) 3A.5

1 Evaluate strategies for engaging in non-verbal and verbal communication across multiple cultures. 3A.5.1

2 Apply empathy and perspective-taking in real-world contexts, including civic engagement, leadership, and collaborative problem-solving. 3A.5.2

B Demonstrate a range of skills to interact and communicate effectively with others in social and academic settings. 3B

5 Late High School (Grades 11-12) 3B.5

1 Reflect on and adjust communication style to better understand the impact of inequities on individuals and groups. 3B.5.1

2 Advocate for self, others, or groups who are marginalized, experiencing distress, or societal inequities in culturally and contextually considerate ways. 3B.5.2

C Demonstrate awareness of other's emotions, perspectives, backgrounds, identities, languages, abilities and cultures. 3C

conflict, and enhances school culture, while preparing students to be culturally sensitive citizens in a global society. 3

5 Late High School (Grades 11-12) 3C.5

1 Engage in dialogue and collaborative action to address inequities in one's community. 3C.5.1

2 Examine how personal identity, values, and experiences can influence interactions with others in the community and broader society. 3C.5.2

Relationship Skills: The ability to establish, maintain, and restore healthy, rewarding connections with individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking or offering help when needed. Relationship skills are the foundation for success in school, work, and life. Supportive, nurturing relationships with others is essential to the healthy and holistic development of all young people. Whether it's collaborating on a group project, navigating a disagreement with a friend, or working in a diverse team as an adult, strong interpersonal skills are what make these interactions effective and meaningful. 4

A **Recognize, value, and affirm individual and group similarities and differences to build stronger relationships within communities.** 4A

5 Late High School (Grades 11-12) 4A.5

1 Critically examine how recognizing and affirming differences strengthens teams, communities, and the workplace. 4A.5.1

2 Exhibit leadership through service to improve the school and community. 4A.5.2

B **Demonstrate effective communication and listening skills with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities to build relationships.** 4B

5 Late High School (Grades 11-12) 4B.5

1 Analyze how an individual's own identity and the identity of others influence communication. 4B.5.1

2 Adjust communication styles to be inclusive while also recognizing the impact of technology on face-to-face interactions in academic and professional settings. 4B.5.2

C **Demonstrate an ability to prevent, manage, and resolve conflicts by interacting productively with others.** 4C

5 Late High School (Grades 11-12) 4C.5

1 Use cooperative strategies for collaborating with peers, adults, and others in the community. 4C.5.1

2 Practice using negotiation skills to reach collective solutions that value relationships, promote justice, and acknowledge the needs of everyone involved. 4C.5.2

Responsible Decision-Making: The ability to make caring and constructive choices ab[illegible] an[illegible] ac[illegible]

A **Actively engage in a process of questioning, investigating, and seeking understanding about a topic or problem to construct knowledge and problem solving.** 5A

Skip to main content

situations. Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts. This includes the capacities to consider ethical standards and safety concerns, as well as to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Responsible decisionmaking is the foundation of an individual's participation in community. Each person needs the ability to solve problems by defining issues and decisions to be made, generating multiple solutions, anticipating the outcomes of each solution, and having the ability to evaluate and learn from the outcomes of their decision making. 5

5 Late High School (Grades 11-12) 5A.5

1 Seek input from diverse sources and voices when exploring a problem. 5A.5.1

2 Seek understanding of different viewpoints prior to making insightful decisions. 5A.5.2

B Consider multiple sources of information and diverse perspectives to make informed decisions about the potential impact on themselves and others. 5B

5 Late High School (Grades 11-12) 5B.5

1 Make informed decisions grounded in data and ethical reasoning by anticipating how their choices can advance or hinder self or others. 5B.5.1

2 Generate solutions while considering the impact on personal well-being, relationships, and communities. 5B.5.2

C Demonstrate the ability to make thoughtful, safe, and inclusive decisions when making choices in academic, social, and digital environments. 5C

5 Late High School (Grades 11-12) 5C.5

1 Utilize technology to prepare for future academic and professional success. 5C.5.1

2 Apply insights from past experiences to make future decisions for the safety of themselves and others. 5C.5.2