Illinois Social Emotional Learning

Grades 9-10

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

4 Early High School (Grades 9-10) 1A.4

1 Analyze patterns in emotional responses and decision-making in future situations. 1A.4.1

2 Evaluate how personal qualities and emotions impact choices, interactions, relationships, and academics. 1A.4.2

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

4 Early High School (Grades 9-10) 1B.4

1 Build self-confidence through positive self-talk using affirmations and personal strengths, to solve problems. 1B.4.1

2 Identify positive adult role models and support systems and analyze if and how they contribute to identity development. 1B.4.2

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

4 Early High School (Grades 9-10) 1C.4

1 Demonstrate persistence and adaptability in pursuing goals while considering the impact of changing external circumstances. 1C.4.1

2 Develop and implement a long-term plan that anticipates and reflects unexpected outcomes, while adapting strategies and leveraging external resources such as family, community, and other supports. 1C.4.2

Self-Management: Self-management includes abilities such as managing one's emotions, identifying and using stress management and self-care strategies, expressing emotions in he
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A Manage one's emotions, thoughts, and behaviors in effective ways. 2A

4 Early High School (Grades 9-10) 2A.4

1 Apply self-regulation strategies in real-life situations. 2A.4.1

2 Sustain focus and motivation by applying healthy coping strategies to manage stress, anxiety, or setbacks. 2A.4.2

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

personal and collective goals, using planning 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

4 Early High School (Grades 9-10) 2B.4

1 Reframe setbacks and adjust goals to adapt to new challenges to sustain effort toward long term personal and academic success. 2B.4.1

2 Reflect on the outcomes of personal goals and seek support when needed. 2B.4.2

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

4 Early High School (Grades 9-10) 2C.4

1 Apply structured problem-solving strategies to overcome challenges and seek feedback when needed. 2C.4.1

2 Demonstrate consistent personal wellness routines for health and safety, with increasing independence. 2C.4.2

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 res
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effectively in diverse

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

4 Early High School (Grades 9-10) 3A.4

1 Analyze how social, historical, and cultural contexts shape people's experiences and worldviews. 3A.4.1

2 Demonstrate empathy and humility by actively listening to and supporting diverse viewpoints, especially those different from their own. 3A.4.2

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

4 Early High School (Grades 9-10) 3B.4

1 Explore ways to use culturally specific practices like language, customs, and ways of engaging to enrich understanding of the world. 3B.4.1

2 Present information and adapt organization to the task, purpose, and audience, considering diverse communication preferences. 3B.4.2

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

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

4 Early High School (Grades 9-10) 3C.4

1 Examine how cultural, social, and personal identities and abilities influence people's values, behaviors and perspectives. 3C.4.1

2 Analyze the importance of inclusion and representation in school, community, and media through collaborative dialogue. 3C.4.2

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

4 Early High School (Grades 9-10) 4A.4

1 Express and affirm that similarities and differences are what make communities strong and interesting. 4A.4.1

2 Participate in community or school activities that acknowledge, include, or celebrate diverse voices. 4A.4.2

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

4 Early High School (Grades 9-10) 4B.4

1 Demonstrate the ability to present and support a point of view in a positive, and inclusive manner. 4B.4.1

2 Demonstrate the ability to listen and engage when faced with conflicting viewpoints. 4B.4.2

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

4 Early High School (Grades 9-10) 4C.4

1 Analyze the short-term and long-term outcomes of all behaviors and evaluate how responsible decision making improves outcomes. 4C.4.1

2 Apply problem-solving steps to find fair solutions to conflicts, including responding to feedback from others in a productive manner. 4C.4.2

Responsible Decision-Making: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes considering ethical standards, safety concerns, social norms, the well-being of self and others, and the consequences of various actions. Responsible decision-making also involves analyzing situations accurately before acting, solving problems effectively, learning how to reflect on past decisions, and applying what is learned to future choices. 5

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

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and social interactions across various 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

4 Early High School (Grades 9-10) 5A.4

1 Pose questions about the world and people and how various problems impact various groups. 5A.4.1

2 Identify how bias and assumptions influence knowledge, research, and problem solving. 5A.4.2

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

4 Early High School (Grades 9-10) 5B.4

1 Synthesize information from varied and credible sources to support complex decisions. 5B.4.1

2 Anticipate and reflect upon the broader social, emotional, and ethical consequences of decisions. 5B.4.2

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

4 Early High School (Grades 9-10) 5C.4

1 Develop strong digital citizenship skills to navigate a complex digital landscape and protect self from harm. 5C.4.1

2 Consider self-reflections to make future decisions that are honest, more equitable, and considerate of their well-being and the well-being of others. 5C.4.2