Illinois Social Emotional Learning

Kindergarten-Grade 2

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

1 Early Elementary (Kindergarten-Grade 2) 1A.1

1 Identify emotions to support personal well-being. 1A.1.1

2 Describe situations that may cause a variety of emotions. 1A.1.2

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

1 Early Elementary (Kindergarten-Grade 2) 1B.1

1 Identify and discuss personal strengths, challenges, and interests. 1B.1.1

2 Engage in conversations about themselves and important people, places, and routines in their lives. 1B.1.2

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

1 Early Elementary (Kindergarten-Grade 2) 1C.1

1 Set short-term goals and identify reasons behind them with adult assistance. 1C.1.1

2 Identify a trusted adult as a resource or support outside of the family. 1C.1.2

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-motivation, setting personal and collective goals, using planning an
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A Manage one's emotions, thoughts, and behaviors in effective ways. 2A

1 Early Elementary (Kindergarten-Grade 2) 2A.1

1 Describe connections between feelings, thoughts, and actions. 2A.1.1

2 Use a variety of strategies to manage strong emotions. 2A.1.2

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

1 Early Elementary (Kindergarten-Grade 2) 2B.1

1 Apply basic coping strategies and seek appropriate help when facing challenges. 2B.1.1

2 Reframe setbacks positively, with adult support. 2B.1.2

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

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

1 Early Elementary (Kindergarten-Grade 2) 2C.1

1 Identify a personal or academic goal, with adult support, and use simple strategies to meet the goal. 2C.1.1

2 Express feelings and choices when facing a challenge, celebrate progress, and recognize when a problem is solved. 2C.1.2

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 effectively in diverse teams, strengthens relationships, reduces co sc

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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

1 Early Elementary (Kindergarten-Grade 2) 3A.1

1 Recognize that others may have different preferences, beliefs, or feelings about the same situation. 3A.1.1

2 Recognize and name basic emotions of others using facial expressions, tone of voice, and context clues. 3A.1.2

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

1 Early Elementary (Kindergarten-Grade 2) 3B.1

1 Use words or non-verbal gestures to comfort or welcome others. 3B.1.1

2 Demonstrate the ability to wait, take turns, and share with others. 3B.1.2

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

1 Early Elementary (Kindergarten-Grade 2) 3C.1

1 Identify visible differences among people. 3C.1.1

2 Learn about others' cultures, holidays, and traditions through stories, conversations, and classroom activities. 3C.1.2

culturally sensitive citizens in a global society. 3

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

1 Early Elementary (Kindergarten-Grade 2) 4A.1

1 Share and celebrate something special about themselves and something special about a classmate. 4A.1.1

2 Work cooperatively with others, showing willingness to include everyone. 4A.1.2

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

1 Early Elementary (Kindergarten-Grade 2) 4B.1

1 Recognize differences in how people express themselves. 4B.1.1

2 Learn ways to share ideas and show interest in what others are saying in a variety of situations or environments. 4B.1.2

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

1 Early Elementary (Kindergarten-Grade 2) 4C.1

1 Use calm words and actions to try to stop small problems before they become bigger. 4C.1.1

2 Communicate needs and wants clearly with peers and adults. 4C.1.2

Responsible Decision-Making: The ability to make caring and constructive choices about personal behavior and social interactions across various sit... Demonstrate int... ma...

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

1 Early Elementary (Kindergarten-Grade 2) 5A.1

1 Ask questions using what, when, where, why, and how to learn about the environment and others. 5A.1.1

2 Identify problems in their environment and who is involved. 5A.1.2

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

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

1 Early Elementary (Kindergarten-Grade 2) 5B.1

1 Use classroom materials and adults to learn about a topic before making a choice. 5B.1.1

2 Describe how a decision made in class or at home affected others. 5B.1.2

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

1 Early Elementary (Kindergarten-Grade 2) 5C.1

1 Use technology and follow basic digital safety rules with guidance. 5C.1.1

2 Choose inclusive behaviors during play and express understanding of how those decisions affect others. 5C.1.2