New York Social Emotional Learning

Early Elementary (K-2)

Develop self-awareness that: nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency. 1

A Identify and understand their emotions and how emotions relate to their actions. Use understanding of emotions to inform actions. 1A

- a Recognize and name their basic emotions, where they feel them in their bodies, and describe situations that may evoke these emotions. 1A.1A
- b Identify their emotions and make choices to support their well-being, including simple selfregulation techniques such as belly breathing). 1A.1B

B Discover and reflect on aspects of personal and group identity such as characteristics, qualities, and interests, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc., and identify external resources that support or contribute to identity development. 1B

- a Identify likes, dislikes, and personal strengths. 1B.1A
- b Identify family, peer, school, and community assets that contribute to their identity in multiple groups and communities. 1B.1B

C Demonstrate skills related to setting and working toward personal and academic goals. 1C

- a Identify and set short-term personal or academic goals. 1C.1A
- b Describe how learning is helpful to their personal and academic growth. 1C.1B

Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging. 2

A Recognize and build empathy for the feelings and perspectives of others. 2A

- a Recognize that others may experience situations differently from them. 2A.1A
- b Use listening skills to identify the feelings and perspectives of others. 2A.1B

B Recognize and affirm individual identities as well as individual and group similarities and differences, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc. 2B

- a Recognize their similarities to and differences from others. 2B.1A
- b Express respectful curiosity about the history and lived experiences of others. 2B.1B
- c Recognize bullying behaviors and practice safety and courage in seeking help from a trusted adult to respond. 2B.1C

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Apply a variety of communication and social skills to interact with individuals and groups across lines of difference. 2C

a Identify ways to interact with others that protect personal and collective safety and wellbeing, including establishing, maintaining, and respecting boundaries. 2C.1A

b Demonstrate adaptability in social contexts that consider community and personal wellbeing. 2C.1B

D Demonstrate the ability to prevent, manage, or resolve conflicts, including those that involve injustice or are related to culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc. 2D

a Identify opportunities, challenges, and conflicts commonly experienced by themselves and their peers. 2D.1A

b Communicate needs and wants clearly with peers and trusted adults, and practice approaches to navigating conflicts with adult support. 2D.1B

Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts. 3

A Consider individual and collective social, emotional, and physical safety and well-being, as well as social context in making decisions. 3A

a Explain how their actions impact self and others. 3A.1A

b Create, understand, and practice shared classroom expectations that support the wellbeing of self and others. 3A.1B

B Apply decision making skills to influence outcomes and strengthen agency in social and academic life. 3B

a Identify a range of decisions that they make at school and at home and the effects of those decisions. 3B.1A

b Apply a simple decision-making approach to make intentional choices when they are interacting across lines of difference. 3B.1B

C Take action to support the wellbeing of their school and community, including taking stands against bias and injustice. 3C

a Identify ways they can help their classroom community. 3C.1A

b Identify ways they can help their family. 3C.1B