New York Social Emotional Learning

Late HS (11-12)

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 Examine how the expression of their thoughts and emotions in different contexts affects self and others. 1A.5A
- b Express their emotions in increasingly complex situations to advocate for their needs and wants. 1A.5B

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 Implement a plan to build on a personal strength or address a challenge while honoring the value, authenticity, and dignity of self. 1B.5A
- b Participate meaningfully and assess ways involvement in their community can support identity development and encourage aspirations. 1B.5B

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

- a Identify personal and systemic resources to mitigate barriers to achieving goals, including those related to oppression, power, and privilege. 1C.5A
- b Identify and apply strategies intended to address their obstacles in working toward goals beyond high school. 1C.5B

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 Demonstrate empathy for the unique lived experiences of others and their differing perspectives. Practice self-reflection to better understand self and others. 2A.5A
- b Demonstrate empathy and communication skills to work collaboratively across lines of difference in groups. 2A.5B

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 Identify community-building strategies that honor contributions and differences of individuals and social and cultural groups across lines of difference. 2B.5A

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b Advocate for the well-being and rights of others and reflect on how the responsibility to stand up to exclusion, prejudice, and injustice contributes to the common good. 2B.5B

c Evaluate strategies for being kind to self and others, and for responding to stereotyping, prejudice, and microaggressions. 2B.5C

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

a Reflect on the results of using communication and social skills in daily interactions with peers, teachers, and families and develop strategies to improve in areas that are challenging. 2C.5A

b Assess the impact of their participation in groups working to effect community change. 2C.5B

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 Self-assess conflict-resolution skills and develop a plan to strengthen them. 2D.5A

b Practice using negotiation skills to reach solutions that value identities, relationships, and promote social justice. 2D.5B

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 Demonstrate personal responsibility by making decisions that support the wellbeing of self and others. 3A.5A

b Evaluate how the expectations of different groups, including the expectations of those with social influence, power, and privilege, influence personal decisions and actions. 3A.5B

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

a Generate possible solutions to challenges, anticipate potential consequences of decisions, and take intentional action toward desired outcomes. 3B.5A

b Apply decision making skills to establish mutually supportive interpersonal and intergroup relationships. 3B.5B

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

a Participate cooperatively with others to plan, implement, and evaluate civic capstone projects to meet identified school needs. 3C.5A

b Work cooperatively with others to plan, implement, and evaluate a civic capstone project that addresses a social injustice identified in the local or global community. 3C.5B