New York Social Emotional Learning

Middle School (6-8)

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 Identify the connections between their thoughts, feelings, and behaviors. 1A.3A
- b Apply selfregulation skills to effectively express emotions, including strong emotions. 1A.3B

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 how their personal strengths, challenges, experiences, and identities influence choices and outcomes. 1B.3A
- b Explore and assess school and community assets and opportunities to identify resources that will contribute to their identity development. 1B.3B

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

- a Develop a plan and prioritize steps in working toward a goal. 1B.3A
- b Monitor progress on a shortterm goal and make necessary adjustments to their plan to work toward their goal. 1B.3B

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 Practice perspective-taking to infer understanding of others' thoughts, feelings, and intentions. 2A.3A
- b Practice respectful curiosity to better understand others' lived experiences. 2A.3B

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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 Exchange ideas and beliefs with individuals and social and cultural groups across lines of difference through open-minded communication. 2B.3A
- b Demonstrate understanding of how culture or life experience shapes communication within and between identity groups. 2B.3B
- c Reflect on the role of bias against individual, social, and cultural differences in bullying, stereotyping, prejudice, and microaggressions. 2B.3C

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

- a Practice empathy in order to establish and maintain positive relationships with individuals and groups across lines of difference 2C.3A
- b Demonstrate cooperation and teamwork to promote group wellbeing and collective efficacy. 2C.3B

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 Describe potential causes and consequences of conflicts; recognizing that power and privilege impact relationships. 2D.3A
- b Practice strategies for responding constructively to conflict and relational aggression. 2D.3B

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 Consider how curiosity, honesty, fairness, and compassion enable them to take the needs and wants of self and others into account when making decisions, including seeking help from an adult for a peer whose well-being may be endangered 3A.3A
- b Analyze the sources and effects of school and societal rules, including those that cause or perpetuate injustice, and their impact on individuals and groups. 3A.3B

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

- a Reflect on how decision-making skills contribute to their study habits, academics, relationships, and participation in group activities in and out of school. 3B.3A
- b As part of decision-making, consider strategies for making choices based on their values that promote personal and collective safety and well-being. 3B.3B

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

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a Participate in civic experiences such as community service to address identified needs in their school, including those rooted in bias and injustice, and reflect on their efforts. 3C.3A

b Participate in civic experiences such as community service to address identified needs in their community, including those rooted in bias and injustice, and reflect on their efforts. 3C.3B