Wisconsin Social and Emotional Learning Competencies

1st-3rd

EMOTIONAL DEVELOPMENT

Understand and manage one's emotions

1 Self-Awareness: Learners will be able to recognize and label a variety of their own basic emotions. 1-3.1

2 Self-Management: Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions. 1-3.2

3 Self-Management: Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions. 1-3.3

4 Focus Attention: Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions. 1-3.4

5 Social Awareness: Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 1-3.5

6 Social Awareness: Learners will be able to predict how someone else may feel in a variety of situations. 1-3.6

SELF-CONCEPT

Develop positive self-identity and recognize self as a lifelong learner

7 Self-Awareness: Learners will be able to identify and describe skills and activities they do well and those for which they need help. 1-3.7

8 Self-Awareness: Learners will be able to identify and explore their own beliefs. 1-3.8

9 Self-Awareness and Social-Awareness: Learners will be able to define the role family and culture play in their identity and beliefs. 1-3.9

10 Self-Management: Learners will be able to identify simple goals for personal and academic success. 1-3.10

11 Self-Awareness and Self-Management: Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks. 1-3.11

SOCIAL COMPETENCE

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large

12 Social Awareness: Learners will be able to present their own point of view. 1-3.12

13 Social Awareness: Learners will be able to identify commonalities they share with peers. 1-3.13

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14 Social Awareness: Learners will be able to recognize and respect that individual differences are important to self and others. 1-3.14

15 Relationship Skills: Learners will be able to identify the different relationships they have with others. 1-3.15

16 Relationship Skills: Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others. 1-3.16

17 Relationship Skills: Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues. 1-3.17

18 Relationship Skills: Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 1-3.18

19 Relationship Skills: Learners will be able to understand the perspective of others in a conflict situation. 1-3.19

20 Decision Making: Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options. 1-3.20

21 Social Awareness: Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations. 1-3.21

22 Decision Making and Relationship Skills: Learners will be able to describe ways to promote personal safety. 1-3.22

23 Social Awareness and Relationship Skills: Learners will be able to identify how to get help from a trusted adult in a variety of situations. 1-3.23

24 Decision Making, Social Awareness, and Relationship Skills: Learners will be able to, with adult guidance, identify classroom, school, and community needs. 1-3.24