



Social Emotional Learning Trajectory

	Early Childhood 3-6 years	Lower Elementary 6-9 years	Upper Elementary 9-12 years	Middle School 12-14 years
Goal 1: Develop self-awareness and self management skills.				
Identify and manage one's emotions and behavior.	Express feelings that are appropriate to the situation. Express feelings verbally, through play, or art. Provide verbal labels for a range of emotions. Control most negative responses by talking with a peer or an adult.	Recognize and label emotions and how they are linked to behavior. Demonstrate control of impulsive behavior.	Describe a range of emotions and the situations that cause them. Describe and demonstrate ways to express emotions in a socially acceptable manner.	Analyze factors that create stress or motivate successful performance. Apply strategies to manage stress and to motivate successful performance.
Recognize personal qualities and external supports.	Describe self by using several basic characteristics. Exhibit preferences for familiar adults and peers, for favorite books, activities, toys, and foods.	Identify one's likes and dislikes, needs and wants, strengths and challenges. Identify family, peer, school and community strengths.	Describe personal skills and interests that one wants to develop. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	Analyze how personal qualities influence choices and successes. Analyze how making use of school and community supports and opportunities can contribute to school and life success.
Demonstrate skills related to achieving personal and academic goals.	Demonstrate initiative and independence in choosing works and completion of tasks. Participate in self-care activities.	Describe why school is important in helping students achieve personal goals. Identify goals for academic success and classroom behavior.	Describe the steps in setting and working toward goal achievement. Monitor progress on achieving a short-term personal goal.	Set a short-term goal and make a plan for achieving it. Analyze why one achieved or did not achieve a goal.



Social Emotional Learning Trajectory

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.				
Recognize the feelings and perspectives of others.	Show caring and concern for others. Use the classroom environment purposely and respectfully.	Recognize that others may experience situations differently from oneself. Use listening skills to identify the feelings and perspectives of others.	Identify verbal, physical, and situational cues that indicate how others may feel. Describe the expressed feelings and perspectives of others.	Predict others' feelings and perspectives in a variety of situations. Analyze how one's behavior may affect others.
Recognize individual and group similarities and differences.	Engage in cooperative group play. Share materials and experience taking turns.	Describe the ways that people are similar and different. Describe positive qualities in others.	Identify differences among and contributions of various social and cultural groups. Demonstrate how to work effectively with those who are different from oneself.	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. Analyze the effects of taking action to oppose bullying based on individual and group differences.
Use communication and social skills to interact effectively with others.	Use words to communicate one's needs, wants, and feelings. Separate feelings from behaviors.	Identify ways to work and play well with others. Demonstrate appropriate social and classroom behavior.	Describe approaches for making and keeping friends. Analyze ways to work effectively in groups.	Analyze ways to establish positive relationships with others. Demonstrate cooperation and teamwork to promote group effectiveness.
Demonstrate an ability to prevent, manage and resolve interpersonal conflict in constructive ways.	Manage transitions and begin to adapt to changes in routine. Inhibit behavior when directed – such as	Identify problems and conflicts commonly experienced by peers. Identify approaches for resolving conflicts	Describe the cause and consequences of conflicts. Apply constructive approaches to	Evaluate strategies for preventing and resolving interpersonal problems. Define unhealthy peer pressure and evaluate



Social Emotional Learning Trajectory

	walking instead of running.	constructively.	resolving conflicts.	strategies for resisting it.
--	-----------------------------	-----------------	----------------------	------------------------------

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.				
Consider ethical, safety, and societal factors in making decisions.	Understand and follow rules and routines.	Explain why unprovoked acts that hurt others are wrong.	Demonstrate the ability to respect the rights of self and others.	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
	Recognize unsafe situations and tell an adult.	Identify social norms and safety considerations that guide behavior.	Demonstrate knowledge of how social norms affect decision making and behavior.	Analyze the reasons for school and societal including governmental rules.
Apply decision-making skills to deal responsibly with daily academic and social situations.	Begin to negotiate conflicts by using words before seeking assistance.	Identify a range of decisions that students make at school.	Identify and apply the steps of systemic decision making.	Analyze how decision-making skills improve study habits and academic performance.
	Ask for help from peers and adults.	Make positive choices when interacting with peers.	Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	Evaluate strategies for resisting pressures to engage in unsafe or unethical activities in the personal and societal arenas.
Contribute to the well-being of one's school and community.	Care for the classroom environment and animals.	Identify and perform roles that contribute to one's classroom and school community.	Identify and perform roles that contribute to the school and local community.	Evaluate one's participation in efforts to address an identified need not only in one's local community but also in a global context.