

Oregon Social and Emotional Learning

# Grades K-12

## Self-Awareness & Identity

- 1 Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments. 1**
  - A Identify and label emotions, thoughts, strengths, and potential (both personal and cultural). 1.A**
    - 1 Name emotions, thoughts, strengths and potential. 1.A.1
    - 2 Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change. 1.A.2
    - 3 Investigate areas of strength, growth, interest and passion that signal strong emotions and responses. 1.A.3
    - 4 Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose. 1.A.4
  - B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses. 1.B**
    - 1 Identify physiological cues related to the stress response system and what they look like, feel like, and sound like. 1.B.1
    - 2 Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation. 1.B.2
    - 3 Draw conclusions about what stress response state that one is experiencing based on the identified cues. 1.B.3
    - 4 Apply concepts of the stress response system to identify tools to help regulate across situations and environments. 1.B.4
  - C Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior. 1.C**
    - 1 Identify one's emotions, thoughts, perspectives, and behaviors. 1.C.1
    - 2 Infer causes of one's emotions, thoughts, perspectives, and behaviors. 1.C.2
    - 3 Assess consequences of behaviors based on one's emotions, thoughts, and perspectives. 1.C.3
    - 4 Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time. 1.C.4
  - D Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging. 1.D**
    - 1 Define and ask questions about one's personal and social intersectional identity and positionality. 1.D.1
    - 2 Describe one's personal and social intersectional identity and positionality. 1.D.2
    - 3 Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose. 1.D.3
    - 4 Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging. 1.D.4

---

## Self-Management & Agency

### 2 Use management strategies to build personal and collective agency that lead to achieving goals and aspirations. 2

- A Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity. 2.A
    - 1 Notice and label thoughts, emotions, impulses, and stressors. 2.A.1
    - 2 Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments. 2.A.2
    - 3 Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors. 2.A.3
    - 4 Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others. 2.A.4
  - B Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity. 2.B
    - 1 Name a variety of management strategies and skills. 2.B.1
    - 2 Identify which management strategy to use across situations and environments. 2.B.2
    - 3 Assess how the management strategies were used across situations and environments. 2.B.3
    - 4 Analyze how management strategies and skills impact oneself, others, and the community. 2.B.4
  - C Plan, evaluate, and achieve personal and collective goals and aspirations. 2.C
    - 1 Identify personal and collective goals and aspirations. 2.C.1
    - 2 Construct a plan to meet personal and collective goals and aspirations. 2.C.2
    - 3 Assess and evaluate one's actions to achieve personal and collective goals and aspirations. 2.C.3
    - 4 Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary. 2.C.4
  - D Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative. 2.D
    - 1 Define personal and collective agency, and name the skills needed in order to take initiative. 2.D.1
    - 2 Apply personal and collective agency by showing courage and taking initiative. 2.D.2
    - 3 Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency. 2.D.3
    - 4 Critique and remove barriers that restrict personal and collective agency. 2.D.4
-

## Social-Awareness & Belonging

### 3 Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society. 3

- A Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities. 3.A
    - 1 Recognize and identify factors that define and influence personal and collective identities. 3.A.1
    - 2 Distinguish between similarities and differences that define and influence personal and collective identities. 3.A.2
    - 3 Formulate and assess strategies used to affirm personal and collective identities. 3.A.3
    - 4 Analyze and critique why factors influence personal and collective identities. 3.A.4
  - B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives. 3.B
    - 1 Identify the social skills necessary for healthy relationships and achieving goals. 3.B.1
    - 2 Recognize in oneself and others how social skills affect relationships and achieving goals. 3.B.2
    - 3 Use social skills to collectively achieve mutual goals that affirm identities and perspectives. 3.B.3
    - 4 Analyze and critique the health of relationships and whether they affirm identities and perspectives. 3.B.4
  - C Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments. 3.C
    - 1 Identify and define the qualities of belonging within a diverse community. 3.C.1
    - 2 Distinguish how systemic injustices across situations and environments affect a sense of belonging. 3.C.2
    - 3 Demonstrate qualities that foster a sense of belonging in a diverse community. 3.C.3
    - 4 Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging. 3.C.4
-

## Relationship Skills & Collaborative Problem-Solving

- 4 Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems. 4**
- A** Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication. **4.A**
- 1 Identify how backgrounds can be similar and different and recognize that people may experience situations differently. **4.A.1**
  - 2 Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others. **4.A.2**
  - 3 Assess communication skills to highlight the personal strengths and unique contributions of relationships with others. **4.A.3**
  - 4 Demonstrate empathy through various forms of communication to work collaboratively with others. **4.A.4**
- B** Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving. **4.B**
- 1 Understand the needs and emotions of others, and identify ways others are similar and different from oneself. **4.B.1**
  - 2 Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency. **4.B.2**
  - 3 Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others. **4.B.3**
  - 4 Connect how one's communication and cultural identity influence perspectives and how it might differ from others. **4.B.4**
- C** Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed. **4.C**
- 1 Identify when someone is experiencing harm or when there is a conflict that needs to be resolved. **4.C.1**
  - 2 Recognize when a conflict is able to be resolved between peers and when to seek outside support. **4.C.2**
  - 3 Repair and restore relationships with individuals and to communities where harm has occurred. **4.C.3**
  - 4 Reflect on participation in practices that repair and restore harm to individuals or community groups. **4.C.4**
- D** Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives. **4.D**
- 1 Identify ways to solve a problem that is culturally sensitive to the perspective of those involved. **4.D.1**
  - 2 Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved. **4.D.2**
  - 3 Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving. **4.D.3**

- 4 Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives. 4.D.4
- 

## Responsible Decision-Making & Curiosity

### 5 Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments. 5

- A Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments. 5.A
  - 1 Define and recognize curiosity, openmindedness, and critical thinking. 5.A.1
  - 2 Show, interpret, and make observations of curiosity, openmindedness, and critical thinking across situations and environments. 5.A.2
  - 3 Develop, explain and investigate opportunities to be curious, openminded, and think critically across situations and environments. 5.A.3
  - 4 Apply the concepts of curiosity, openmindedness, and critical thinking to make choices and understand the impact across situations and environments. 5.A.4
- B Make informed choices and identify solutions for personal and social injustices after analyzing all types of information. 5.B
  - 1 Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices. 5.B.1
  - 2 Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices. 5.B.2
  - 3 Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems. 5.B.3
  - 4 Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices. 5.B.4
- C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being. 5.C
  - 1 Identify, define and recognize choices and contributions in promoting personal, family, and community well-being. 5.C.1
  - 2 Make observations and show how choices and contributions promote personal, family, and community well-being. 5.C.2
  - 3 Anticipate and explain how choices and contributions promote personal, family, and community well-being. 5.C.3
  - 4 Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being. 5.C.4