

# Social & Emotional Learning Curriculum

## EC - Kindergarten

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.				
Illinois SEL Learning Standard	IELD Standard	Preschool Benchmark	Kindergarten Benchmark	Early Elementary SEL Benchmark
A. Identify and manage one's emotions and behavior.	30.A.ECa Recognize and label basic emotions.	30.A.ECa/1A.1a.EC Recognize and label basic emotions. <i>1A.1a.EC With teacher support, recognize nonverbal gestures/responses associated with feelings such as crying when sad, making fists when mad.</i>	1A.1a.K Recognize and label the 5 basic emotions of happy, sad, afraid/scared, surprised, and angry/mad. 1A.1a.K Recognize nonverbal gestures/responses associated with feelings such as crying when sad, making fists when mad.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.
	30.A.ECc Express feelings that are appropriate to the situation.	30.A.ECc/1A.1b.EC Express feelings that are appropriate to the situation.	1A.1b.K With prompting and support, recognize strong feelings and identify ways to calm oneself. 1A.1b.K With prompting and support, explore different strategies to manage feelings and behavior.	1A.1b. Demonstrate control of impulsive behavior.
B. Recognize personal qualities and external supports.	30.B.ECa Describe self using several basic characteristics.	<i>1B.1a.EC Express likes and dislikes, needs and wants</i> <i>1B.1a.EC Shows confidence in abilities (e.g. "Look what I can do.")</i>	1B.1a.K Identify one's likes and dislikes and needs and wants. 1B.1a.K Define what a strength is.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.
	30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.			
	31.A.ECc Interact easily with familiar adults.	31.A.ECc /1B.1b.EC Interact easily with familiar adults.	1B.1b.K Identify who is in one's family, who is a peer, who works at school, and who are community helpers.	1B.1b. Identify family, peer, school, and community strengths.
	31.A.ECd Demonstrate attachment to familiar adults.	31.A.ECd/1.B.1b.EC Demonstrate attachment to familiar adults.		
C. Demonstrate skills related to achieving personal and academic goals.	(none)	N/A	1C.1a.K Define what a goal is. 1C.1a.K Identify why school is important.	1C.1a. Describe why school is important in helping students achieve personal goals.
	30.C.ECa Exhibit eagerness and curiosity as a learner.	30.C.ECa/1C.1b.EC Exhibit eagerness and curiosity as a learner.	1C.1b.K Identify behaviors that make one successful in school.	1C.1b. Identify goals for academic success and classroom behavior.
	30.C.ECc Show some initiative, self-direction, and independence in actions.	30.C.ECc/1C.1b.EC Show some initiative, self-direction, and independence in actions.		
	30.C.ECd Demonstrate engagement and sustained attention in activities.	30.C.ECd/1C.1b.EC Demonstrate engagement and sustained attention in activities.		

<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>				
Illinois SEL Learning Standard	IELD Standard	Preschool Benchmark	Kindergarten Benchmark	Early Elementary SEL Benchmark
A: Recognize the feelings and perspectives of others.	31.A.ECb Recognize the feelings and perspectives of others.	2A.1a.EC Recognize one's feelings in response to a situation. 2A.1a.EC Recognize others' feelings in response to a situation.	2A.1a.K Identify one's feelings in response to a situation. 2A.1a.K Identify others' feelings in response to a situation.	2A.1a. Recognize that others may experience situations differently from oneself.
	31.A.ECa Show empathy, sympathy, and caring for others.	31.A.ECa/2A.1b.EC Show empathy, sympathy, and caring for others.	2A.1b.K Identify listening skills. 2A.1b.K Use listening skills to hear how others are feeling.	2A.1b. Use listening skills to identify the feelings and perspectives of others.
B: Recognize individual and group similarities and differences.	SOCIAL STUDIES 18.A.ECa Recognize similarities and differences in people	SOCIAL STUDIES 18.A.ECa: Recognize similarities and differences in people	2B.1a.K Describe the ways that people are the same. 2B.1a.K Describe the ways that people are different.	2B.1a. Describe the ways that people are similar and different.
	(none)	N/A	2B.1b.K Identify positive qualities in oneself.	2B.1b. Describe positive qualities in others.
C: Use communication and social skills to interact effectively with others.	31.A.ECe Develop positive relationships with peers.	31.A.ECe/2C.1a.EC Develop positive relationships with peers.	2C.1a.K Identify appropriate ways to seek and respond to group entry. 2C.1a.K Identify ways to take turns and share toys/other resources with classmates. 2C.1a.K Identify ways to be helpful toward others. 2C.1b.K Identify examples of appropriate social behaviors. 2C.1b.K Identify and demonstrate appropriate classroom behaviors.	2C.1a. Identify ways to work and play well with others. 2C.1b. Demonstrate appropriate social and classroom behavior.
	31.B.ECa Interact verbally and nonverbally with other children.	31.B.ECa/2C.1a.EC Interact verbally and nonverbally with other children.		
	31.B.ECb Engage in cooperative group play.	31.B.ECb/2.C.1a.EC Engage in cooperative group play.		
	31.C.ECa Begin to share materials and experiences and take turns.	31.C.ECa/2.C.1a.EC Begin to share materials and experiences and take turns.		
	30.A.ECd Begin to understand and follow rules. (REPEATED IN 3.A.1b)	2C.1b.EC Identify examples of appropriate social behaviors. 2C.1b.EC Identify and demonstrate appropriate classroom behaviors.		
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	(none)	2D.1a.EC Identify when something is a problem.	2D.1a.K Identify when something is a problem.	2D.1a. Identify problems and conflicts commonly experienced by peers.
	30.C.ECb Demonstrate persistence and creativity in seeking solutions to problems.	30.C.ECb/2D.1b.EC Demonstrate persistence and creativity in seeking solutions to problems.	2D.1b.K With support, identify approaches to resolving conflicts constructively.	2D.1b. Identify approaches to resolving conflicts constructively.
	31.C.ECb Solve simple conflicts with peers with independence, using gestures or words.	31.C.ECb/2D.1b.EC Solve simple conflicts with peers with independence, using gestures or words.		
	31.C.ECc Seek adult help when needed to resolve conflict.	31.C.ECc/2D.1b.EC Seek adult help when needed to resolve conflict.		
	32.B.ECa Participate in discussions about finding alternative solutions to problems.	32.B.ECa/2D.1b.EC Participate in discussions about finding alternative solutions to problems.		

<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>				
<b>Illinois SEL Learning Standard</b>	<b>IELD Standard</b>	<b>Preschool Benchmark</b>	<b>Kindergarten Benchmark</b>	<b>Early Elementary SEL Benchmark</b>
A: Consider ethical, safety, and societal factors in making decisions.	30.A.ECf Begin to understand the consequences of his or her behavior.	30.A.ECf/3A.1a.EC Begin to understand the consequences of his or her behavior.	3A.1a.K Identify kind and unkind words and actions. 3A.1a.K With support, describe how unkind words and actions make others feel.	3A.1a. Explain why unprovoked acts that hurt others are wrong.
	30.A.ECd Begin to understand and follow rules.	30.A.ECd/3A.1b.EC Begin to understand and follow rules.	3A.1b.K With support, identify school safety rules.	3A.1b. Identify social norms and safety considerations that guide behavior.
	30.A.ECe Use materials with purpose, safety, and respect.	30.A.ECe/3A.1b.EC Use materials with purpose, safety, and respect.	3A.1b.K With support, identify one's feelings when in safe and unsafe situations.	
	32.A.ECa Participate in discussions about why rules exist.	32.A.ECa/3A.1b.EC Participate in discussions about why rules exist.		
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	32.A.ECb Follow rules and make good choices about behavior.	32.A.ECb/3B.1a.EC Follow rules and make good choices about behavior.	3B.1a.K Identify positive choices at school. 3B.1a.K Identify negative choices at school.	3B.1a. Identify a range of decisions that students make at school.
	31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	31.B.ECc/3B.1b.EC Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	3B.1b.K With support, make positive choices when interacting with classmates.	3B.1b. Make positive choices when interacting with classmates.
C. Contribute to the well-being of one's school and community.	(none)	N/A	3C.1a.K Identify roles in the classroom. 3C.1a.K Perform roles that contribute positively to one's classroom.	3C.1a. Identify and perform roles that contribute to one's classroom.
	(none)	N/A	3C.1b.K Identify roles in the family. 3C.1b.K Identify ways to contribute positively to one's family.	3C.1b. Identify and perform roles that contribute to one's family.