



OCEANSIDE UNIFIED SCHOOL DISTRICT SOCIAL EMOTIONAL LEARNING STANDARDS AND UNPACKING

[\(Resources & Toolkit here\)](#)

SEL COMPETENCIES
(Click on the competency to be taken to potential lesson plans)

[SELF-AWARENESS](#)

[SELF-MANAGEMENT](#)

[SOCIAL AWARENESS](#)

[RELATIONSHIP SKILLS](#)

[RESPONSIBLE DECISION-MAKING](#)

DEFINITIONS

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and growth areas and having a well-grounded sense of confidence and optimism.

The ability to regulate one's emotions, thoughts and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward personal and academic goals.

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

STUDENT GOALS

GOAL 1: Develop self awareness to have knowledge of one's emotions, to develop a confident and optimistic self-concept, and to recognize individual strengths and growth areas.

GOAL 2: Develop and demonstrate self management skills and resiliency to regulate emotions and behaviors, to monitor and achieve goals related to school and life success.

GOAL 3: Develop social awareness skills and empathize and understand the perspectives and social norms from diverse backgrounds and cultures.

GOAL 4: Demonstrate relationship skills needed to establish and maintain healthy and rewarding relationships .

GOAL 5: Demonstrate decision making skills, and responsible behaviors in school, personal, and community environment.

STUDENT OBJECTIVES & "I" STATEMENTS

SEL.1.A. Student demonstrates an awareness of one's own emotions and behaviors.
"I am able to identify and communicate how I am feeling."

SEL. 2.A. Student demonstrates an ability to manage emotions and behaviors constructively.
"I can appropriately handle my feelings."

SEL.3.A. Student demonstrates awareness of other people's emotions and perspectives.
"I care about the feelings and opinions of others."

SEL.4.A. Student uses effective communication and social skills to interact and cooperate with others.
"I will interact appropriately with others."

SEL 5.A. Student considers self, social, and relationship factors in making constructive and respectful decisions.

SEL.1. B. Student demonstrates awareness of personal characteristics and preferences.
"I am aware of what I like and dislike as well as my strengths and challenges."

SEL.2.B. Student demonstrates the ability to seize opportunities to be honest and show integrity.
"I can act in an honest manner."

SEL 3.B. Student demonstrates consideration for others and a desire to contribute to the well being of their school and community by serving others.
"I care about others and do my part to make my school community better."

SEL. 4.B. Student develops affirming and healthy relationships.
"I will work on having positive relationships."

SEL. 5.B. Student uses effective decision making skills.

SEL.1.C. Student demonstrates awareness of growth areas and identifies external supports.
"I am aware of where I can find help and support."

SEL.2.C. Student demonstrates an ability to be resilient in setting and achieving goals.
"I can adjust my goals when necessary."

SEL.3.C. Student demonstrates an awareness and respect for cultural and social differences.
"I care about and respect the individual differences of others."

SEL.4.C. Student demonstrates an ability to prevent, manage, and resolve conflicts in constructive ways.
"I will learn to handle conflicts in constructive ways."

SEL.5.C. Student applies problem solving skills to respond respectfully, responsibly, and safely to academic and social situations.

SEL.1. D. Student demonstrates an awareness of personal responsibility.
"I am aware of my responsibilities at school."

SEL. 2. D. Students demonstrate an ability to manage supports for school and life success.
"I can set and achieve goals that will make me more successful."

SEL .3.D. Student demonstrates awareness of social norms and can respond to social cues.
"I care about how I read others and how they read me."

To model relationship skills, staff members should strive to demonstrate open, collaborative, clear and concise communication, contribute to a reciprocal relationship with coworkers, conduct crucial conversations with immediate parties, be approachable, avoid passive aggressive or overly assertive approaches, and model the "Golden Rule" (treat others the way you want to be treated). One step further - treat others the way **they** want to be treated.

To model responsible decision-making, staff members should strive to demonstrate integrity, ensure decisions are for the good of the group, practice STAR ("Stop, Think, Act, Reflect"), be selective in addressing issues ("pick your battles"), consider the context of your decision, maintain high levels of respect at all times, and handle matters in an appropriate setting and in a timely manner.

STAFF DESCRIPTORS

To model self-awareness, staff members should strive to be a reflective practitioner, ask for help, offer help, be solution oriented, have a growth-mindset, be aware of emotions and how your attitude affects others.

To model self-management, staff members should strive to monitor and reflect on short term and long term goals, be mindful of and in control of your emotions and understand the impact they can have on others, recognize potential detrimental emotions and their triggers, and take initiative.

To model social awareness, staff members should strive to have an open mind, know the kids you teach, the staff and parents you work with, be culturally aware, and exhibit the highest level of professionalism (dress code, deadlines, punctuality, language/ tone, awareness of school events and expectations).