

# ILLINOIS STATE STANDARDS FOR SOCIAL/EMOTIONAL LEARNING CURRICULUM ALIGNMENT

The state of Illinois defines social and emotional learning as “the process through which children and adults acquire knowledge, attitudes, and skills they need to:”

- Recognize and manage their emotions
- Demonstrate caring and concern for others
- Establish positive relationships
- Make responsible decisions
- Handle challenging situations constructively

Further, “Quality SEL instruction in which students learn to process, integrate, and selectively apply SEL skills in developmentally, contextually, and culturally appropriate ways in conjunction with a safe, caring, participatory and responsive school climate can result in positive outcomes including:”

- Promotion of mental wellness
- Prevention of mental health issues
- School connectedness
- Reduction in student absenteeism
- Reduction in suspensions
- Adoption, implementation, and institutionalization of new practices
- Improved academic outcomes

Please see the list below for Hopeful Minds lessons that reinforce each standard and benchmark for late elementary students.

## Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

	Standard	Applicable HM Lesson(s)
<b>A.</b>	<b>Identify and manage one’s emotions and behavior.</b>	Lessons 3, 4, 5
<b>1A.2a.</b>	Describe a range of emotions and the situations that cause them.	Lessons 3, 4
<b>1A.2b.</b>	Describe and demonstrate ways to express emotions in a socially acceptable manner.	Lessons 4, 5

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	Standard	Applicable HM Lesson(s)
<b>B.</b>	<b>Recognize personal qualities and external supports.</b>	Lessons 13
<b>1B.2a.</b>	Describe personal skills and interests that one wants to develop.	Lessons 4, 5, 8
<b>1B.2b.</b>	Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	Lessons 2, 13
<b>C.</b>	<b>Demonstrate skills related to achieving personal and academic goals.</b>	Lessons 2, 7, 8
<b>1C.2a.</b>	Describe the steps in setting and working toward goal achievement.	Lessons 7, 8, 10
<b>1C.2b.</b>	Monitor progress on achieving a short-term personal goal.	Lessons 7, 8, 10

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

	Standard	Applicable HM Lesson(s)
<b>A.</b>	<b>Recognize the feelings and perspectives of others.</b>	Lessons 4, 14, 16
<b>2A.2a.</b>	Identify verbal, physical, and situational cues that indicate how others may feel.	Lessons 4, 14, 16
<b>2A.2b.</b>	Describe the expressed feelings and perspectives of others.	Lessons 4, 14, 16
<b>B.</b>	<b>Recognize individual and group similarities and differences.</b>	N/A
<b>2B.2a.</b>	Identify differences among and contributions of various social and cultural groups.	N/A
<b>2B.2b.</b>	Demonstrate how to work effectively with those who are different from oneself.	N/A
<b>C.</b>	<b>Use communication and social skills to interact effectively with others.</b>	Lessons 5, 13
<b>2C.2a.</b>	Describe approaches for making and keeping friends.	Lessons 5, 13, 14, 16
<b>2C.2b.</b>	Analyze ways to work effectively in groups.	N/A
<b>D.</b>	<b>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	Lesson 3
<b>2D.2a.</b>	Describe causes and consequences of conflicts.	Lesson 10
<b>2D.2b.</b>	Apply constructive approaches in resolving conflicts.	Lessons 10, 11

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**Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

	<b>Standard</b>	<b>Applicable HM Lesson(s)</b>
<b>A.</b>	<b>Consider ethical, safety, and societal factors in making decisions.</b>	N/A
<b>3A.2a.</b>	Demonstrate the ability to respect the rights of self and others.	N/A
<b>3A.2b.</b>	Demonstrate knowledge of how social norms affect decision making and behavior.	N/A
<b>B.</b>	<b>Apply decision-making skills to deal responsibly with daily academic and social situations.</b>	Lessons 4, 5, 8, 10
<b>3B.2a.</b>	Identify and apply the steps of systematic decision making.	Lessons 4, 5, 8
<b>3B.2b.</b>	Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	Lessons 8, 9, 10
<b>C.</b>	<b>Contribute to the well-being of one's school and community.</b>	Lessons 14, 16
<b>3C.2a.</b>	Identify and perform roles that contribute to the school community.	Lesson 16
<b>3C.2b.</b>	Evaluate one's participation in efforts to address an identified need in one's local community.	Lesson 16



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