



# HAWTHORN DISTRICT 73

Essential Student Learning Outcomes:

## Social Emotional Learning

Essential learning outcomes represent **prioritized learning standards**. They provide focus and a common understanding of what is necessary for all students to know and be able to do by the end of the school year. Please click the links below to access our essential learning outcomes for each grade level.

[Social Emotional Learning Preschool \(ages 3-4\)](#)

[Social Emotional Learning Preschool \(ages 4-5\)](#)

[Social Emotional Learning Kindergarten](#)

[Social Emotional Learning Grade 1](#)

[Social Emotional Learning Grade 2](#)

[Social Emotional Learning Grade 3](#)

[Social Emotional Learning Grade 4](#)

[Social Emotional Learning Grade 5](#)

[Social Emotional Learning Grade 6](#)

[Social Emotional Learning Grade 7](#)

[Social Emotional Learning Grade 8](#)

*For more information about social emotional learning standards, please see the [Illinois Early Learning and Development Standards](#) (preschool) and the [Illinois Social Emotional Learning Standards](#) (preschool-grade 12).*

### Preschool (ages 3-4)

30.A.ECa Recognize and label basic emotions.
30.A.ECe Use materials with purpose, safety, and respect.
30.B.ECa Describe self using several basic characteristics.
30.C.ECC Show some initiative, self-direction, and independence in actions.
31.A.ECe Develop positive relationships with peers.
31.B.ECa Interact verbally and nonverbally with other children.
31.B.ECC Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
31.C.ECC Seek adult help when needed to resolve conflict.
32.A.ECb Follow rules and make good choices about behavior.
32.B.ECa Participate in discussions about finding alternative solutions to problems.

### Preschool (ages 4-5)

30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.
30.B.ECa Describe self using several basic characteristics.
30.C.ECC Show some initiative, self-direction, and independence in actions.
30.C.ECd Demonstrate engagement and sustained attention in activities.
31.A.ECa Show empathy, sympathy, and caring for others.
31.A.ECe Develop positive relationships with peers.
31.B.ECb Engage in cooperative group play.
31.C.ECb Solve simple conflicts with peers with independence, using gestures or words.
32.A.ECb Follow rules and make good choices about behavior.
32.B.ECa Participate in discussions about finding alternative solutions to problems.

### Kindergarten

1A.1a. Recognize and accurately label emotions and how they are linked to behavior.
1A.1b. Demonstrate control of impulsive behavior.
2A.1b. Use listening skills to identify the feelings and perspectives of others.
2C.1a. Identify ways to work and play well with others.
2C.1b. Demonstrate appropriate social and classroom behavior.

<b>2D.1b.</b> Identify approaches to resolving conflicts constructively.
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<b>3A.1b.</b> Identify social norms and safety considerations that guide behavior.
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<b>3B.1b.</b> Make positive choices when interacting with classmates.
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#### Grade 1

<b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.
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<b>1A.1b.</b> Demonstrate control of impulsive behavior.
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<b>2A.1b.</b> Use listening skills to identify the feelings and perspectives of others.
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<b>2C.1a.</b> Identify ways to work and play well with others.
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<b>2C.1b.</b> Demonstrate appropriate social and classroom behavior.
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<b>2D.1b.</b> Identify approaches to resolving conflicts constructively.
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<b>3A.1b.</b> Identify social norms and safety considerations that guide behavior.
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<b>3B.1b.</b> Make positive choices when interacting with classmates.
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<b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.
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#### Grade 2

<b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.
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<b>1A.1b.</b> Demonstrate control of impulsive behavior.
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<b>2A.1b.</b> Use listening skills to identify the feelings and perspectives of others.
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<b>2C.1a.</b> Identify ways to work and play well with others.
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<b>2C.1b.</b> Demonstrate appropriate social and classroom behavior.
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<b>2D.1b.</b> Identify approaches to resolving conflicts constructively.
--

<b>3A.1b.</b> Identify social norms and safety considerations that guide behavior.
--

<b>3B.1b.</b> Make positive choices when interacting with classmates.
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<b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.
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#### Grade 3

<b>1A.2b.</b> Describe and demonstrate ways to express emotions in a socially acceptable manner.
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<b>1C.2b.</b> Monitor progress on achieving a short-term personal goal.
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<b>2A.2a.</b> Identify verbal, physical, and situational cues that indicate how others may feel.
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<b>2A.2b.</b> Describe the expressed feelings and perspectives of others.
<b>2B.2b.</b> Demonstrate how to work effectively with those who are different from oneself.
<b>2C.2b.</b> Analyze ways to work effectively in groups.
<b>2D.2b.</b> Apply constructive approaches in resolving conflicts.
<b>3A.2a.</b> Demonstrate the ability to respect the rights of self and others.
<b>3A.2b.</b> Demonstrate knowledge of how social norms affect decision making and behavior.
<b>3B.2b.</b> Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

#### Grade 4

<b>1A.2b.</b> Describe and demonstrate ways to express emotions in a socially acceptable manner.
<b>1C.2b.</b> Monitor progress on achieving a short-term personal goal.
<b>2A.2a.</b> Identify verbal, physical, and situational cues that indicate how others may feel.
<b>2A.2b.</b> Describe the expressed feelings and perspectives of others.
<b>2B.2b.</b> Demonstrate how to work effectively with those who are different from oneself.
<b>2C.2b.</b> Analyze ways to work effectively in groups.
<b>2D.2b.</b> Apply constructive approaches in resolving conflicts.
<b>3A.2a.</b> Demonstrate the ability to respect the rights of self and others.
<b>3A.2b.</b> Demonstrate knowledge of how social norms affect decision making and behavior.
<b>3B.2b.</b> Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

#### Grade 5

<b>1A.2b.</b> Describe and demonstrate ways to express emotions in a socially acceptable manner.
<b>1C.2b.</b> Monitor progress on achieving a short-term personal goal.
<b>2A.2a.</b> Identify verbal, physical, and situational cues that indicate how others may feel.
<b>2A.2b.</b> Describe the expressed feelings and perspectives of others.
<b>2B.2b.</b> Demonstrate how to work effectively with those who are different from oneself.
<b>2C.2b.</b> Analyze ways to work effectively in groups.

<b>2D.2b.</b> Apply constructive approaches in resolving conflicts.
<b>3A.2a.</b> Demonstrate the ability to respect the rights of self and others.
<b>3A.2b.</b> Demonstrate knowledge of how social norms affect decision making and behavior.
<b>3B.2b.</b> Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

## Grade 6

<b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.
<b>1A.3b.</b> Apply strategies to manage stress and to motivate successful performance.
<b>1B.3a.</b> Analyze how personal qualities influence choices and successes.
<b>1B.3b.</b> Analyze how making use of school and community supports and opportunities can contribute to school and life success.
<b>1C.3a.</b> Set a short-term goal and make a plan for achieving it.
<b>2A.3a.</b> Predict others' feelings and perspectives in a variety of situations.
<b>2A.2b.</b> Analyze how one's behavior may affect others.
<b>2C.3a.</b> Analyze ways to establish positive relationships with others.
<b>2D.3a.</b> Evaluate strategies for preventing and resolving interpersonal problems.
<b>3A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
<b>3A.3b.</b> Analyze the reasons for school and societal rules.
<b>3B.3b.</b> Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.

## Grade 7

<b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.
<b>1A.3b.</b> Apply strategies to manage stress and to motivate successful performance.
<b>1B.3a.</b> Analyze how personal qualities influence choices and successes.
<b>1B.3b.</b> Analyze how making use of school and community supports and opportunities can contribute to school and life success.
<b>1C.3a.</b> Set a short-term goal and make a plan for achieving it.
<b>2A.3a.</b> Predict others' feelings and perspectives in a variety of situations.
<b>2A.2b.</b> Analyze how one's behavior may affect others.

<b>2C.3a.</b> Analyze ways to establish positive relationships with others.
<b>2D.3a.</b> Evaluate strategies for preventing and resolving interpersonal problems.
<b>3A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
<b>3A.3b.</b> Analyze the reasons for school and societal rules.
<b>3B.3b.</b> Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.

## Grade 8

<b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.
<b>1A.3b.</b> Apply strategies to manage stress and to motivate successful performance.
<b>1B.3a.</b> Analyze how personal qualities influence choices and successes.
<b>1B.3b.</b> Analyze how making use of school and community supports and opportunities can contribute to school and life success.
<b>1C.3a.</b> Set a short-term goal and make a plan for achieving it.
<b>2A.3a.</b> Predict others' feelings and perspectives in a variety of situations.
<b>2A.2b.</b> Analyze how one's behavior may affect others.
<b>2C.3a.</b> Analyze ways to establish positive relationships with others.
<b>2D.3a.</b> Evaluate strategies for preventing and resolving interpersonal problems.
<b>3A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
<b>3A.3b.</b> Analyze the reasons for school and societal rules.
<b>3B.3b.</b> Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.