



Iowa Social-Emotional Learning Competencies K-12

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

The following table shows targets and indicators related to Self-Awareness across grade bands.

Target	K - 2	3 - 5	6 - 8	9 - 12
Identifying Emotions	Identify and name their own basic emotions/feelings. Identify situations that might elicit emotions/feelings.	Recognize differing intensity levels of their emotions. Identify how thoughts and emotions influence behavior. Describe a range of emotions and the situations that cause those emotions.	Recognize and communicate one’s emotions to others in a healthy way. Identify emotional stressors. Summarize how thoughts and emotions affect behavior.	Recognize emotions as personal indicators of response to situations. Analyze emotional states that contribute to or detract from the learner’s ability to make decisions. Summarize how thoughts and emotions affect behavior.
Accurate Self Perception	Identify likes and dislikes. Describe things they do well. Describe an activity/task in which they may need help in order to be successful.	Identify personal traits, strengths, and challenges that help or hinder academics, social situations, and/or emotional regulation. Describe the personal qualities they possess that make them successful members of their school community. Describe personal skills and interests that they want to develop.	Identify how personal qualities and interests affect decision-making. Examine how personal emotional states contribute to or detract from the ability to problem solve. Categorize personal skills, strengths and interests the learner wants to develop. Select priorities for personal improvement that builds on strengths.	Identify personal qualities and interests. Categorize personal skills, strengths and interests the learner wants to develop. Select priorities for personal improvement that builds on strengths. Differentiate how personal qualities influence choices and success.



Target	K - 2	3 - 5	6 - 8	9 - 12
<p>Accurate Self Perception (continued)</p>			<p>Differentiate how personal qualities influences choices and success.</p> <p>Select priorities and build on strengths and identify areas for improvement.</p> <p>Discover the abilities needed to achieve high quality results and outcomes.</p>	
<p>Self-Confidence</p>	<p>Demonstrate positive self-talk when participating in challenging tasks.</p> <p>Demonstrate willingness to try new things.</p> <p>Actively participate in, question, and contribute to the learning process.</p>	<p>Identify positive qualities about themselves.</p> <p>Express positive beliefs in one's ability to achieve.</p> <p>Actively participate, question, and contribute.</p>	<p>Express positive beliefs in one's ability to achieve and contribute.</p> <p>Examine conditions that influence confidence in oneself.</p> <p>Critique his/her abilities that lead to high quality results and outcomes.</p>	<p>Express positive beliefs in one's ability to achieve and contribute.</p> <p>Examine conditions that influence self-efficacy.</p> <p>Critique their abilities that lead to high quality results and outcomes.</p> <p>Create strategies focusing on positive affirmations.</p>



Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.

The following table shows targets and indicators related to Self-Management across grade bands.

Target	K - 2	3 - 5	6 - 8	9 - 12
Impulse Control	<p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p>	<p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p>	<p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors.</p>	<p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors.</p>
Stress Management	<p>Identify stressors that result in physical or emotional responses.</p> <p>Identify healthy practices to manage response to stressful situations.</p> <p>Apply healthy practices to handle situations that cause stress.</p> <p>Communicate the need for assistance to manage stress as needed.</p>	<p>Identify stressors that result in physical or emotional responses.</p> <p>Identify healthy practices that can minimize response to stress and promote physical and mental wellness.</p> <p>Communicate the need for assistance to manage stress as needed.</p> <p>Demonstrate constructive ways to handle situations that cause stress.</p>	<p>Identify stressors that result in physical or emotional responses.</p> <p>Identify healthy practices that can minimize response to stress and promote physical and mental wellness.</p> <p>Communicate the need for assistance to manage stress as needed.</p>	<p>Identify stressors that result in physical or emotional responses.</p> <p>Demonstrate healthy practices that can minimize or utilize stress and promote physical and mental wellness.</p> <p>Communicate the need for assistance to manage stress as needed.</p>



Target	K - 2	3 - 5	6 - 8	9 - 12
<p>Self-Discipline and Self-Motivation</p>	<p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate ability to delay immediate gratification.</p>	<p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate ability to delay immediate gratification.</p> <p>Accept mistakes as part of learning. Demonstrate the ability to take initiative.</p> <p>Demonstrate ability to work independently.</p>	<p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate ability to delay immediate gratification.</p> <p>Adapt for and overcome obstacles by demonstrating perseverance.</p> <p>Demonstrate the ability to take initiative.</p> <p>Demonstrate ability to work independently.</p>	<p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate the ability to delay immediate gratification. Model the ability to adapt and overcome obstacles.</p> <p>Demonstrate the ability to take initiative.</p> <p>Demonstrate the ability to work independently.</p>
<p>Goal Setting</p>	<p>Demonstrate the ability to identify a simple goal.</p> <p>Implement steps toward a goal including identifying resources needed.</p> <p>Monitor progress toward a goal and adjust as needed.</p>	<p>Demonstrate the ability to identify a simple goal.</p> <p>Implement steps toward a goal including identifying resources needed, monitoring progress, and make changes as needed.</p> <p>Reflect on process and outcome of goal setting.</p>	<p>Create, monitor, adapt, and evaluate goals to achieve success in school and life.</p> <p>Identify internal and external resources necessary to overcome obstacles in meeting goals.</p> <p>Reflect on process and outcome of goal setting.</p>	<p>Create, monitor, adapt, and evaluate goals to achieve success in school and life.</p> <p>Identify internal and external resources necessary to overcome obstacles in meeting goals.</p> <p>Reflect on process and outcome of goal setting.</p>
<p>Organizational Skills</p>	<p>Demonstrate skills that keep personal items organized.</p> <p>Demonstrate ability to manage time and tasks.</p>	<p>Demonstrate skills that keep personal items organized.</p> <p>Demonstrate ability to manage time and tasks.</p>	<p>Manage materials, space, time and responsibilities effectively.</p>	<p>Select the appropriate supplies and tools needed for completion of tasks and/or projects.</p> <p>Manage materials, space, time and responsibilities effectively.</p>



Social Awareness

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources.

The following table shows targets and indicators related to Social Awareness across grade bands.

Target	K - 2	3 - 5	6 - 8	9 - 12
Perspective-Taking and Empathy	<p>Demonstrate awareness that others may have different thoughts or feelings from oneself.</p> <p>Identify and interpret social cues (verbal and nonverbal) to determine how others feel.</p> <p>Identify and connect with the feelings of others without judgement.</p>	<p>Recognize differing points of view and perspectives.</p> <p>Identify and interpret social cues (verbal and nonverbal) to determine how others feel.</p> <p>Recognize when one's feelings are affected by/match the way someone else is feeling (experiences empathy).</p>	<p>Demonstrate awareness of other people's emotions, experiences and perspectives through a cross-cultural lens.</p> <p>Identify and interpret social cues for how others feel and respond constructively.</p> <p>Predict others' feelings and reactions.</p> <p>Recognize and validate another person's feelings and perspective.</p>	<p>Demonstrate awareness of other people's emotions, life experiences and perspectives through a cross-cultural lens.</p> <p>Evaluate and interpret social cues for how others feel and respond constructively.</p> <p>Recognize and validate the other person's feelings and perspective.</p> <p>Demonstrate awareness of different cultures and a respect for human dignity.</p>
Appreciating Diversity and Respect for Others	<p>Identify ways that people are alike and different from self.</p> <p>Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</p> <p>Interact effectively with those who are similar and different from oneself.</p>	<p>Identify ways that people are alike and different from self.</p> <p>Identify contributions of various social and cultural groups.</p> <p>Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</p> <p>Work/interact effectively with those who are similar and</p>	<p>Demonstrate an awareness of differences and respect for human dignity.</p> <p>Identify contributions of various social and cultural groups.</p> <p>Demonstrate willingness to integrate diverse points of view.</p> <p>Demonstrate consideration for the feelings, wishes,</p>	<p>Demonstrate an awareness of differences and respect for human dignity.</p> <p>Articulate contributions of various social and cultural groups.</p> <p>Demonstrate willingness to honor diverse points of view.</p> <p>Demonstrate consideration for the</p>



Target	K - 2	3 - 5	6 - 8	9 - 12
<p>Appreciating Diversity and Respect for Others (continued)</p>		<p>different from oneself.</p>	<p>rights, and traditions of others. Work effectively with those who are similar and different from oneself.</p>	<p>feelings, wishes, cultures, languages, histories, rights, and traditions of others. Work effectively with those who are similar and different from oneself.</p>
<p>Civic Engagement</p>	<p>Perform roles that contribute to the overall functioning and enhancement of their classroom and school. Recognize the definition of a community and that you have a role in that community.</p>	<p>Identify and perform roles that contribute to one's family, school and community. Recognize each individual is part of numerous communities. Identify strategies for improving those communities.</p>	<p>Recognize the role of volunteerism in the functioning of our society. Identify strategies to improve the community. Demonstrate advocacy skills. Model active engagement in family, school, and community projects and events.</p>	<p>Recognize the role of volunteerism in the functioning of our society. Identify strategies to improve the community. Demonstrate advocacy skills. Model active engagement in family, school, and community projects and events.</p>



Relationship Skills

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed.

The following table shows targets and indicators related to Relationship Skills across grade bands.

Target	K - 2	3 - 5	6 - 8	9 - 12
Communication	<p>Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings.</p> <p>Use facial expressions, body language, gestures, words, and tone to effectively communicate thoughts, feelings, wants, needs, and ideas to others.</p> <p>Attentively listens and responds to the feelings, ideas, and requests of others.</p> <p>Respond attentively and/or with empathy to others.</p>	<p>Recognize facial expressions, body language, gestures, and tone of others to understand others' thoughts and feelings.</p> <p>Use facial expressions, body language, gestures, words, and tone to interact effectively with others in a variety of ways (e.g., writing, speaking, visuals, and technology).</p> <p>Attentively listen and respond to the needs, wants, and ideas of others.</p> <p>Deliver and receive compliments, feedback, and respond appropriately.</p>	<p>Interpret and infer how facial expressions, body language, gestures, and tone impact interactions.</p> <p>Use facial expressions, body language, gestures, words, and tone to interact effectively with others in a variety of ways (e.g., writing, speaking, visuals, and technology).</p> <p>Attentively listen and respond to the needs, wants, and ideas of others.</p> <p>Deliver and receive compliments, feedback, and constructive critique, and respond appropriately.</p> <p>Recognize impact of cell phone/tablet or other electronic forms on social interactions.</p>	<p>Interpret and infer how facial expressions, body language, gestures, and tone impact interactions.</p> <p>Use facial expressions, body language, gestures, words, and vocal tone to interact effectively with others in a variety of ways (e.g., writing, speaking, visuals, and technology).</p> <p>Demonstrate attentive listening and responding to the needs, wants, and ideas of others.</p> <p>Demonstrate ability to adapt to various forms of communication in formal and informal contexts.</p> <p>Deliver and receive compliments, feedback, and constructive critique, responding appropriately.</p>



Target	K - 2	3 - 5	6 - 8	9 - 12
Communication (continued)				<p>Demonstrate cooperative behaviors in a group (e.g., encourage, acknowledge other perspectives and opinions, compromise, reach consensus).</p> <p>Recognize impact of cell phone/tablet or other electronic forms on social interactions.</p>
Social Engagement	<p>Initiate and engage in social interactions with peers and adults.</p> <p>Demonstrate social behaviors that are appropriate to the situation and environment.</p>	<p>Initiate and engage in social interactions with peers and adults.</p> <p>Demonstrate social behaviors that are appropriate to the situation and environment.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</p>	<p>Initiate and engage in social interactions with peers and adults.</p> <p>Analyze social situations and environments and respond appropriately.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</p>	<p>Initiate and engage in social interactions with peers and adults.</p> <p>Analyze social situations and environments, including social media, and respond in ways that build/sustain healthy relationships.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</p> <p>Demonstrate consideration for social norms of other cultures and traditions.</p>



Target	K - 2	3 - 5	6 - 8	9 - 12
<p>Relationship Building</p>	<p>Identify and demonstrate traits of healthy friendships.</p> <p>Identify and recognize behaviors that are hurtful and/or not safe.</p> <p>Demonstrate skills to maintain safety of self and others.</p>	<p>Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship.</p> <p>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</p> <p>Express interest and appreciation for others.</p>	<p>Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship.</p> <p>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</p> <p>Express interest and appreciation for others.</p> <p>Create and maintain positive and supportive relationships with adults and learners.</p> <p>Demonstrate advocacy skills for self and others when necessary.</p>	<p>Demonstrate personal qualities and decisions that contribute to a healthy relationship.</p> <p>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</p> <p>Express interest and appreciation for others.</p> <p>Create and maintain positive and supportive relationships with adults and students of diverse backgrounds and cultures.</p>
<p>Teamwork</p>	<p>Cooperate with others in group activities (shares and takes turns).</p> <p>Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way.</p> <p>Demonstrate graciousness in winning and losing.</p>	<p>Demonstrate cooperative behaviors with others (listen, encourage, acknowledge opinions, compromise, reach consensus).</p> <p>Recognize and supports others with different abilities in group activities.</p>	<p>Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus).</p> <p>Acknowledge others' diverse strengths and contributions to a group/team effort.</p> <p>Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions,</p>	<p>Demonstrate collaborative skills with others. (listen, encourage, acknowledge opinions, compromise, reach consensus).</p> <p>Acknowledge others' diverse strengths and contributions to a group/team effort.</p> <p>Present multiple techniques when providing feedback to others.</p>



Target	K - 2	3 - 5	6 - 8	9 - 12
Teamwork (Continued)			compromise, reach consensus). Acknowledge others' diverse strengths and contributions to a group/team effort. Demonstrate graciousness in winning and losing.	Demonstrate graciousness in winning and losing.



Responsible Decision-making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

The following table shows targets and indicators related to Responsible Decision-making across grade bands.

Target	K - 2	3 - 5	6 - 8	9 – 12
Identifying Problems	<p>Identify choices and decisions that one makes in daily life.</p> <p>Identify choices that may result in a problem.</p> <p>Recognize when a situation is a problem and what makes it a problem.</p>	<p>Recognize when a situation is a problem and what makes it a problem (e.g., safe vs unsafe; healthy/unhealthy, legal/illegal, etc.).</p> <p>Identify choices that may result in a problem.</p>	<p>Identify a variety of problems and decisions that affect learners' lives.</p> <p>Define characteristics of safe and unsafe situations, including online safety.</p>	<p>Identify a variety of problems and decisions that affect learners' lives.</p> <p>Define characteristics of safe and unsafe situations, including online safety.</p>
Analyzing Situations and Solving Problems	<p>Identify possible choices that one has and how to respond.</p> <p>Identify the possible positive and negative consequences a decision could have on themselves and others.</p> <p>Identify situations that require assistance from an adult.</p> <p>Apply choice and accept responsibility for outcome.</p>	<p>Identify the possible positive and negative effects a decision could have on themselves and others.</p> <p>Identify situations that require assistance from an adult.</p> <p>Identify situations when peer pressure influences decisions.</p> <p>Apply choice and accept responsibility for outcome.</p>	<p>Generate multiple solutions for solving problems in a variety of situations.</p> <p>Consider the well-being of self and others when making decisions.</p> <p>Differentiate between situations where the learner can problem solve without assistance and situations that require assistance.</p> <p>Identify when pressure peer, social, and cultural norms affect decision making.</p> <p>Apply choice and accept responsibility for outcome.</p>	<p>Consider multiple perspectives and views upon identifying a problem.</p> <p>Generate multiple solutions for solving problems in a variety of situations.</p> <p>Consider the well-being of self and others when making decisions.</p> <p>Differentiate between situations where the learner can problem solve without assistance and situations that require assistance.</p> <p>Identify when peer-pressure, social, and/or cultural norms affect decision making.</p>



Target	K - 2	3 - 5	6 - 8	9 - 12
<p>Evaluating and Reflecting</p>	<p>Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?).</p> <p>Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?).</p>	<p>Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?).</p> <p>Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time)?</p>	<p>Reflect on the positive and negative consequences of decisions for oneself and others.</p> <p>Reflect on past decisions, apply learning to new situations.</p> <p>Reflect on choices and decisions and possible impact on the future.</p>	<p>Reflect on the positive and negative consequences of decisions for oneself and others.</p> <p>Reflect on past decisions and apply learning to new situations.</p> <p>Demonstrate consideration of the impact of traditions, experiences, and cultures of others in their decisions and outcomes.</p>
<p>Ethical Responsibility</p>	<p>Demonstrate awareness of equity, fairness and respect that positively impact the greater good.</p> <p>Accept ownership for actions.</p>	<p>Demonstrate awareness of equity, fairness and respect that positively impact the greater good.</p> <p>Accept ownership for actions.</p>	<p>Demonstrate equity, fairness, and respect, in actions that positively impact the greater good.</p> <p>Accept ownership for actions.</p>	<p>Demonstrate awareness of equity, fairness and respect that positively impact the greater good.</p> <p>Accept ownership for actions.</p> <p>Demonstrate decisions based on greater good even if not good for them individually.</p>