

## School-Connect 4.0 Alignment with Ohio’s Social and Emotional Learning Standards

Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (CASEL, 2017). The skills associated with social-emotional learning provide the foundation for effective communication, problem-solving, critical thinking, resiliency, perseverance and teamwork — all of which are necessary for individuals to be successful in a technical or career field and postsecondary work. The Framework for Systemic Social and Emotional Learning (CASEL, 2017) identifies and defines five competencies—self-awareness, self-management, social awareness, relationship skills and responsible decision-making—which Ohio used as its basis for the standards. These five competencies are.

**NOTE:** Many lessons include multiple competencies used simultaneously (e.g., self-awareness & self-management) and are therefore listed more than once.

COMPETENCY A: SELF-AWARENESS		
A1: Demonstrate an awareness of personal emotions		
A1. 1.d Identify complex emotions as an indicator of personal state of well-being	<i>Think-Pair-Share activities and self-assessments embedded throughout School-Connect 4.0 give students an opportunity to reflect on their current emotions. Additionally, emotional self-awareness is directly addressed in:</i> 1.7: Checking in on Ourselves and Others 1.8: Finding Calm 2.3: Tuning In to Others	6.3: Monitoring & Managing Emotions 8.1: Increasing Your Emotional Awareness 8.8: Cultivating Hope and Happiness
A1. 2.d Analyze ways emotions impact the social environment	4.2: Collaborating Effectively 4.3: Disagreeing Respectfully 4.6: Negotiating Within Groups 5.7: Skill-building for Challenging Conversations	6.2: Being Aware of Personality Styles 6.4: De-escalating Conflict 6.5: Using Problem-solving Strategies 8.5: Breaking Through Loneliness
A1. 3.d Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers	1.6: Setting up for School Success ( <i>includes guidance on proactive self-advocacy</i> ) 1.7: Checking in on Ourselves and Others 4.8: Reflecting on Lessons Learned	8.3: Coping with Stress/Anxiety 8.4: Understanding Sadness/Depression 8.6: Recognizing When You/Others Need Help
A1. 4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response	5.7: Skill-building for Challenging Conversations 6.5: Using Problem-solving Strategies	
A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges		
A2. 1.d Practice using personal strengths in pursuit of post-secondary goals	7.1: Recognizing Character Strengths 7.2: Being Your True Self 7.3: Forging Your Path	7.4: Exploring Career Options 7.5: Furthering Your Education

A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges	7.7: Setting Life Goals 7.8: Mapping Your Plan 7.9: Presenting Your Mission Map (PBL)
<b>A3: Demonstrate awareness of and willingness to seek help for self or others</b>	
A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support	1.6: Setting up for School Success ( <i>includes guidance on proactive self-advocacy</i> ) 8.6: Recognizing When You/Others Need Help
A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths	2.7: Giving and Receiving Feedback 4.2: Collaborating Effectively 4.3: Disagreeing Respectfully 4.4: Brainstorming and Idea Building 4.5: Agreeing on Group Responsibilities 4.6: Negotiating Within Groups 4.7: Practicing Group Work
A3. 3.d Access community resources and safety networks for self or others	8.6: Recognizing When You/Others Need Help
<b>A4: Demonstrate a sense of personal responsibility, confidence and advocacy</b>	
A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for postsecondary life	3.2: Applying Growth Mindset 3.3: Bouncing Back from Setbacks 3.4: Optimizing In-class Learning 3.5: Managing Time and Priorities 3.6: Overcoming Procrastination 3.7: Maximizing Out-of-class Learning 3.8: Making the Most of Test Prep
A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges	3.1: Goal-Setting for School Success 7.7: Setting Life Goals 7.8: Mapping Your Plan 7.9: Presenting Your Mission Map (PBL)
A4. 3.d Demonstrate self-advocacy in context specific situations	1.6: Setting up for School Success ( <i>includes guidance on proactive self-advocacy</i> )

## COMPETENCY B: SELF-MANAGEMENT

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

1.4: Understanding Your Brain

B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation	6.4: De-escalating Conflict 6.5: Using Problem-solving Strategies 8.1: Increasing Your Emotional Awareness 8.2: Appreciating the Power of Thought	
B1. 2.d Evaluate how emotions expressed in different settings impact the outcome of a situation	4.2: Collaborating Effectively 4.3: Disagreeing Respectfully 5.7: Skill-building for Challenging Conversations	6.3: Monitoring & Managing Emotions 6.4: De-escalating Conflict 6.5: Using Problem-solving Strategies 6.6: Making a Sincere Apology
B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors	1.7: Checking in on Ourselves and Others 1.8: Finding Calm 2.3: Tuning In to Others 6.3: Monitoring & Managing Emotions 8.1: Increasing Your Emotional Awareness 8.2: Appreciating the Power of Thought	
<b>B2: Set, monitor, adapt and evaluate goals to achieve success in school and life</b>		
B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success	7.1: Recognizing Character Strengths 7.2: Being Your True Self 7.3: Forging Your Path 7.4: Exploring Career Options 7.5: Furthering Your Education	7.6: Envisioning Your Future 7.7: Setting Life Goals 7.8: Mapping Your Plan 7.9: Presenting Your Mission Map (PBL)
B2. 2.d Utilize school, family and community or varied resources that may assist in achieving a goal	1.6: Setting up for School Success 2.6: Communicating with Adults 2.7: Giving and Receiving Feedback 3.1: Goal-Setting for School Success 3.4: Optimizing In-class Learning	3.5: Managing Time and Priorities 3.6: Overcoming Procrastination 3.7: Maximizing Out-of-class Learning 3.8: Making the Most of Test Prep
B2. 3.d Set a post-secondary life goal with action steps, timeframes and criteria for evaluating achievement	7.4: Exploring Career Options 7.5: Furthering Your Education 7.6: Envisioning Your Future 7.7: Setting Life Goals 7.8: Mapping Your Plan	
B2. 4.d Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed	6.5: Using Problem-solving Strategies 7.7: Setting Life Goals 7.8: Mapping Your Plan	
<b>B3: Persevere through challenges and setbacks in school and life</b>		
B3. 1.d Demonstrate the ability to persevere through challenges for long-term rewards or success	3.2: Applying Growth Mindset 3.3: Bouncing Back from Setbacks	

B3. 2.d Reframe a current challenge or setback, by reflecting on successes	3.2: Applying Growth Mindset 3.3: Bouncing Back from Setbacks 8.2: Appreciating the Power of Thought
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## COMPETENCY C: SOCIAL AWARENESS

### C1: Recognize, identify and empathize with the feelings and perspective of others

C1. 1.d Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others	1.7: Checking in on Ourselves and Others 2.3: Tuning In to Others
C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ	5.1: Valuing Community and Cultural Wealth 5.4: Appreciating Diversity 5.5: Branching Outside Your Social Circle 5.6: Advocating for Others 5.8: Becoming Change Agents 5.9: Envisioning More Inclusive Communities (PBL)
C1. 3.d Demonstrate empathy through compassion in self and encourage in others	5.2: Working Toward Empathy 5.3: Checking for Blind Spots 5.6: Advocating for Others 6.1: Developing Positive Relationships 6.7: Forgiving Others & Ourselves

### C2: Demonstrate consideration for and contribute to the well-being of the school, community and world

C2. 1.d Demonstrate an awareness of responsibilities as an involved citizen in a democratic society	<b>Mod 12: Preparing for Adulthood</b> ( <i>in development</i> ) 12.1: Owning Adult Responsibilities 12.2: Building a Budget 12.3: Understanding Financial Literacy 12.5: Choosing Wisely 12.8: Contributing to Your Country 12.9: Launching into Adulthood (PBL)
C2. 2.d Engage in civic duties and opportunities within the broader community	4.9: Presenting a Service Project Plan (PBL) 5.8: Becoming Change Agents 5.9: Envisioning More Inclusive Communities (PBL) 12.8: Contributing to Your Country
C2. 3.d Implement a strategy to address a need in the broader community or world as change agents	4.9: Presenting a Service Project Plan (PBL) 5.8: Becoming Change Agents
C2. 4.d Evaluate the impact of personal involvement in an activity to improve school, home, community and world	5.8 Lesson Extension–2: Becoming a Skilled UNITEr (Includes the <i>School-Connect UNITE Guide: Preparing for Meaningful Connections and Positive Change</i> )

### C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures

	5.1: Valuing Community and Cultural Wealth
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C3. 1.d Examine and address explicit or implicit personal biases toward an individual or group	5.2: Working Toward Empathy 5.3: Checking for Blind Spots 5.4: Appreciating Diversity	
C3. 2.d Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective	5.1 Get Connected–1: Community Circle— Cultural Significance of Your Name 5.1 Lesson Extension–1: Cultural Show & Tell 5.1 Lesson Extension–2: Wall-to-Wall 5.1 Lesson Extension–3: Creating a "Culture of Me" Poster	5.2 Lesson Extension–1: Take a Walk in My Shoes—with a Classmate 5.2 Lesson Extension–2: Take a Walk in Their Shoes—with a Parent
C3. 3.d Analyze how one can build community that respects all human dignity virtually and in-person	2.2: Reviving Digital Zombies 5.1 Get Centered–1: Practicing Loving Kindness (Meta Mindfulness) with Erica Rascon	
<b>C4: Read social cues and respond constructively</b>		
C4. 1.d Evaluate how societal and cultural norms influence personal interactions	2.1: Creating First Impressions 2.3: Tuning In to Others 2.4: Using Active Listening	5.1: Valuing Community and Cultural Wealth 5.4: Appreciating Diversity
C4. 2.d Respond to social cues that differ depending on the societal and cultural norms of the environment	2.1: Creating First Impressions 2.3: Tuning In to Others 2.4: Using Active Listening 5.1: Valuing Community and Cultural Wealth 5.4: Appreciating Diversity	
C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions	4.1: Preparing for Group Projects 4.2: Collaborating Effectively 4.3: Disagreeing Respectfully 4.4: Brainstorming and Idea Building	4.5: Agreeing on Group Responsibilities 4.6: Negotiating Within Groups 4.7: Practicing Group Work 4.8: Reflecting on Lessons Learned

## COMPETENCY D: RELATIONSHIP SKILLS

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals	1.9: Agreeing on a Class Contract (PBL) 2.4: Using Active Listening 2.5: Connecting with Peers 2.6: Communicating with Adults 6.1: Developing Positive Relationships	
D1. 2.d Apply constructive feedback	2.7: Giving and Receiving Feedback 2.8: Preparing for Presentations	4.4: Brainstorming and Idea Building 4.5: Agreeing on Group Responsibilities

to strengthen connections and achieve common goals	4.2: Collaborating Effectively 4.3: Disagreeing Respectfully	4.6: Negotiating Within Groups
D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals	2.2: Reviving Digital Zombies 3.5: Managing Time and Priorities 3.6: Overcoming Procrastination 3.7: Maximizing Out-of-class Learning 3.8: Making the Most of Test Prep	
D2: Develop and maintain positive relationships		
D2. 1.d Establish and actively participate in a healthy network of personal, school and community relationships	2.5: Connecting with Peers 5.5: Branching Outside Your Social Circle 6.6: Making a Sincere Apology 6.7: Forgiving Others & Ourselves	6.8: Understanding Healthy Dating 6.9: Applying Relationship-Strengthening Skills (PBL)
D2. 2.d Incorporate compassionate and inclusive practices in relationships	5.5: Branching Outside Your Social Circle 5.6: Advocating for Others 5.7: Skill-building for Challenging Conversations 5.8: Becoming Change Agents	5.9: Envisioning More Inclusive Communities (PBL) 6.6: Making a Sincere Apology 6.7: Forgiving Others & Ourselves 6.8: Understanding Healthy Dating
D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships	5.6: Advocating for Others 5.9: Envisioning More Inclusive Communities (PBL) 6.1: Developing Positive Relationships	

## COMPETENCY E: RESPONSIBLE DECISION-MAKING

E1: Develop, implement and model effective decision and critical thinking skills		
E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives	4.4: Brainstorming and Idea Building 5.2: Working Toward Empathy 5.3: Checking for Blind Spots 6.5: Using Problem-solving Strategies	
E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges	6.4 Lesson Extension–1: Conflict Styles – Win or Lose? 6.4 Lesson Extension–2: Understanding Underlying Emotions 6.4 Lesson Extension–3: Attributional Biases	6.5 Lesson Extension–1: SOLVE-ing Classroom Problems
E2: Identify potential outcomes to help make constructive decisions		
E2. 1.d Implement strategies for reducing influence of stressors	1.8: Finding Calm 3.8: Making the Most of Test Prep 8.3: Coping with Stress/Anxiety	

that limit your ability to make the most-informed decisions when at school, at home or in the community with peers	8.7: Practicing Self-Care	
E2. 2.d Independently seek reliable adult mentors in various settings	2.6: Communicating with Adults 8.6: Recognizing When You/Others Need Help	
E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions	4.8: Reflecting on Lessons Learned The last lesson of every School-Connect module is a self-assessment/reflection applying the module content to life	
E3: Consider the ethical and civic impact of decisions		
E3. 1.d Demonstrate respect and integrity in all settings during the decision-making process	6.5: Using Problem-solving Strategies 6.6: Making a Sincere Apology 6.7: Forgiving Others & Ourselves 6.8: Understanding Healthy Dating	
E3. 2.d Engage in safe practices in my personal behavior choices and habits for self and toward others	8.3 Lesson Extension–3: Understanding Unhealthy Coping Strategies 8.3 Lesson Extension–4: Using Refusal Skills & Respectful Persuasion	
E3. 3.d Seek and engage in civic-minded activities that contribute to the larger community	4.9: Presenting a Service Project Plan (PBL) 5.8 Lesson Extension–2: Becoming a Skilled UNITEr 8.8: Cultivating Hope and Happiness	
E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable		
E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences	3.2: Applying Growth Mindset 5.5: Branching Outside Your Social Circle 7.6: Envisioning Your Future	
E4. 2.d Embrace productive struggle as an opportunity for personal growth	3.3: Bouncing Back from Setbacks 4.8: Reflecting on Lessons Learned	
E4. 3.d Anticipate and plan for transitions in post-secondary life	7.4: Exploring Career Options 7.5: Furthering Your Education 7.6: Envisioning Your Future	7.7: Setting Life Goals 7.8: Mapping Your Plan 7.9: Presenting Your Mission Map (PBL)