

Teaching and Learning Supports

Middle School

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Social Emotional Learning within Math Instruction

Local student data (even common student emotions observed by teachers in math class) can be an excellent place to start for identifying student SEL targets. Here are some detailed steps from a Classrooms in Action 'front line' support of integrating social emotional standards benchmarks at the classroom level with Urbana grade level leaders, PBIS coaches, and student education advocates.

Local teacher teams can discuss potential links between observed student needs within Math instruction (ongoing emotional or social student behaviors) and SEL benchmarks. For effective implementation, team focus on three to four prioritized benchmarks helps continually reinforce specific SEL benchmark targets throughout the year connected to multiple lessons and classroom behavioral expectations. With explicit SEL benchmark goals being reinforced continually, teams can then begin to brainstorm common strategies in support of student SEL skill practice.

Educators who continue use of this common language and goal approach, can continue SEL

integration by co-creating a rubric for agreed upon student performance observation behaviors or artifacts which supports recording and tracking student progress.

Middle School (Grades 6-8) SEL benchmarks

Middle / Jr. High

Social Emotional Learning Standards (SEL)		
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.		
A. Identify and Manage One's emotions and behavior	Analyze factors that create stress or motivate successful performance. Apply strategies to manage stress and to motivate successful performance.	1A. 3a 1A. 3b 1B. 3a
B. Recognize personal qualities and external supports	Analyze how personal qualities influence choices and success. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	1B. 3a 1B. 3b 1C. 3a 1C. 3b
C. Demonstrate skills related to achieving personal and academic goals	Set a short-term goal and make a plan for achieving it. Analyze why one achieved or did not achieve a goal.	1C. 3a 1C. 3b
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.		
A. Recognize the feelings and perspectives of others	Predict others' feelings and perspectives in a variety of situations. Analyze how one's behavior may affect others.	2A. 3a 2A. 3b 2B. 3a
B. Recognize individual and group similarities and differences	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. Analyze the effects of taking action to oppose bullying based on individual and group differences.	2B. 3a 2B. 3b 2C. 3a 2C. 3b
C. Use communication and social skills to interact effectively with others	Analyze ways to establish positive relationships with others. Demonstrate cooperation and teamwork to promote group effectiveness.	2C. 3a 2C. 3b 2D. 3a 2D. 3b
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	Evaluate strategies for preventing and resolving interpersonal problems. Analyze how conflict-resolution skills contribute to work within a group.	2D. 3a 2D. 3b
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.		
A. Consider ethical, safety, and societal factors in making decisions	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. Analyze the reasons for school and societal rules.	3A. 2a 3A. 2b 3B. 2a 3B. 2b
B. Apply decision-making skills to deal responsibly with daily academic and social situations	Analyze how decision-making skills improve study habits and academic performance. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	3B. 2a 3B. 2b 3C. 2a 3C. 2b
C. Contribute to the well-being of one's school and community	Evaluate one's participation in efforts to address an identified school need. Evaluate one's participation in efforts to address an identified need in one's local community.	3C. 2a 3C. 2b 3C. 3a 3C. 3b

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Additional grade levels available at:

Identified Need	SEL related benchmark	Strategies for support
Feeling frustrated in math performance (Math Practice #1)	SEL 1A.3a - Analyze factors that create stress or motivate successful performance.	<ul style="list-style-type: none"> • 3B4T Chart (Brain, Browse, Buddy, Teacher) • Beyond 'I Can't Do This' strategies
Dialogue with peers in math work groups (Math Practice #3)	SEL 2C.3b - Demonstrate co-operation and teamwork to promote group effectiveness.	Supporting student discussions through use of Classroom Collaboration Kit . Order yours or print for use today!
Student Math Anxiety	SEL 1A.3a* - Apply strategies to manage stress and to motivate successful performance.	<p style="text-align: center;">Reduction of Math Anxiety</p> <ul style="list-style-type: none"> • Teacher Language • Planning and study supports • Student mindfulness practice • PBIS or referral for supports

*SEL 1A.4a - Teacher/Student Observation Rubric

1 - Beginning	2 - Emerging	3 - Consistent	4 - Exemplar
Student rarely applies provided strategies to manage stress and to motivate successful performance.	Student shows occasional ability to apply provided and/or new strategies to manage stress and to motivate successful performance.	Student shows consistent ability to apply provided and/or new strategies to manage stress and to motivate successful performance.	Student shows consistent ability to help self and others apply provided and/or new strategies to manage stress and to motivate successful performance.

