

2011-2012 SCOPE AND SEQUENCE

**SOCIAL EMOTIONAL LEARNING: TABLE OF CONTENTS**

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# 2011-2012 - SCOPE AND SEQUENCE



SUBJECT: SOCIAL EMOTIONAL LEARNING

GRADE/LEVEL: \_\_\_\_\_

FIRST QUARTER

SECOND QUARTER

ADDITIONAL NOTES / FOLLOW-UP

ADDITIONAL NOTES / FOLLOW-UP



# 2011-2012 - SCOPE AND SEQUENCE



SUBJECT: SOCIAL EMOTIONAL LEARNING

GRADE/LEVEL: \_\_\_\_\_

THIRD QUARTER	FORTH QUARTER
ADDITIONAL NOTES / FOLLOW-UP	ADDITIONAL NOTES / FOLLOW-UP
	

**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: PRE-KINDERGARTEN**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe self using several basic characteristics</li> <li>Identify and label feelings</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>Adapt to transition from home to school</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe self using several basic characteristics</li> <li>Identify and label feelings</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>Begin to adapt to transitions</li> <li>Take turns speaking</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe self using likes and dislikes</li> <li>Begin to demonstrate eagerness &amp; curiosity as a learner</li> <li>Identify and label feelings</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>Adapt to transitions</li> <li>Take turns speaking</li> <li>Use words to state problems</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe self using several basic characteristics</li> <li>Demonstrate eagerness &amp; curiosity as a learner</li> <li>Identify and label feelings</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>Adapt to transitions</li> <li>Take turns speaking</li> <li>Use words to state problems</li> <li>Begin to demonstrate impulse control</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Begin to name classmates</li> <li>Respect the rights of others</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Begin to name classmates</li> <li>Respect the rights of others</li> <li>Name feelings of others</li> <li>Begin to enter play appropriately</li> <li>Begin to share materials</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Name classmates</li> <li>Respect the rights of others</li> <li>Name and acknowledge feelings of others</li> <li>Begin to share materials</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Name classmates &amp; know something about them</li> <li>Respect the rights of others</li> <li>Name and acknowledge feelings of others</li> <li>Share materials</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Begin to follow class rules</li> <li>Begin to use classroom environment responsibly</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Begin to follow class rules</li> <li>Begin to use classroom environment responsibly</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow class rules</li> <li>Use classroom environment responsibly and purposefully</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow class rules</li> <li>Use classroom environment responsibly and purposefully</li> </ul>
<b>TEACHER NOTES</b>			
<p><i>Teachers will teach SEL explicitly</i></p> <p><i>Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving</i></p>			

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>• Compare characteristics of self &amp; others</li> <li>• Show initiative and independence in actions</li> <li>• Accurately label and express feelings/emotions</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>• Identify self calming techniques</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>• Compare characteristics of self &amp; others</li> <li>• Show initiative and independence in actions</li> <li>• Accurately label and express feelings/emotions</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>• Identify self calming techniques</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>• Compare characteristics of self &amp; others</li> <li>• Show initiative and independence in actions</li> <li>• Accurately label and express feelings/emotions</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>• Identify self calming techniques</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>• Compare characteristics of self &amp; others</li> <li>• Show initiative and independence in actions</li> <li>• Accurately label and express feelings/emotions</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>• Identify self calming techniques</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Recognize feelings of others</li> <li>• Engage in play with others</li> <li>• Identify situations where others may be hurt</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Establish friendship</li> <li>• Show empathy and caring for others</li> <li>• Recognize and begin to identify ways to “fix” situations</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Maintain friendships with 1-2 people</li> <li>• Show empathy and caring for others</li> <li>• Recognize and begin to identify ways to “fix” situations</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Maintain friendships with 1-2 people</li> <li>• Show empathy and caring for others</li> <li>• Recognize and begin to identify ways to “fix” situations</li> <li>• Show creativity and persistence seeking solutions from problems.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Perform classroom jobs</li> <li>• Follow classroom and school rules</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Perform classroom jobs</li> <li>• Follow classroom and school rules</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Perform classroom jobs</li> <li>• Follow classroom and school rules</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Perform classroom jobs</li> <li>• Follow classroom and school rules</li> </ul>
<b>ONGOING EMPHASIS</b>			
<p>Address all Social Emotional Learning (SEL) competencies.</p>			
<b>TEACHER NOTES</b>			
<p><i>Teachers will teach SEL explicitly</i>  <i>Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving</i></p>			

**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: KINDERGARTEN**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including likes and dislikes, needs and wants</li> <li>Recognize how emotions are linked to behavior</li> <li>Show excitement and curiosity as a learner</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>Express frustrations and anger without harming others, self or property</li> <li>Name calming strategies</li> <li>Demonstrate control of impulsive behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including likes and dislikes, needs and wants</li> <li>Recognize how emotions are linked to behavior</li> <li>Show excitement and curiosity as a learner</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Demonstrate control of impulsive behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including likes and dislikes, needs and wants</li> <li>Recognize how emotions are linked to behavior</li> <li>Show excitement and curiosity as a learner</li> </ul> <p>Develop self-management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Demonstrate control of impulsive behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /Identity</p> <ul style="list-style-type: none"> <li>Describe: abilities &amp; accomplishments</li> <li>Set personal &amp; academic learning goals</li> <li>Recognize emotions</li> <li>Show excitement and curiosity as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations &amp; anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Identify strategies to reach goals</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Name classmates</li> <li>Recognize acceptable methods to gain assistance</li> <li>Identify appropriate strategies to enter and exit from group play &amp; activities</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Name classmates</li> <li>Use observational and listening skills to identify the feelings of others</li> <li>Identify peers who help others</li> <li>Identify adults who can help</li> <li>Use appropriate strategies to enter and exit from group play &amp; activities</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Use observational and listening skills to identify the feelings and perspectives of others</li> <li>Identify peers who help others</li> <li>Identify adults who can help</li> <li>Use appropriate strategies to enter and exit from group play &amp; activities</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Identify the feelings &amp; perspectives of others</li> <li>Have positive relationships with one or two peers,</li> <li>Show the capacity to care about others</li> <li>Identify approaches to solving conflicts constructively</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Contribute to rule making process</li> <li>Identify roles and behaviors that contribute to personal &amp; classroom well being</li> <li>Make positive choices when interacting with classmates</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>Make positive choices when interacting with classmates</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>Make positive choices when interacting with classmates</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>Make positive choices when interacting with classmates</li> </ul>

**TEACHER NOTES**

*Teachers will teach SEL explicitly  
Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving*

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe abilities &amp; accomplishments</li> <li>Set personal &amp; academic learning goals</li> <li>Recognize emotions/feelings</li> <li>See one's self as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Demonstrate persistence as a learner</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe abilities &amp; accomplishments</li> <li>Set personal &amp; academic learning goals</li> <li>Recognize emotions/feelings</li> <li>See one's self as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Demonstrate persistence as a learner</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe abilities &amp; accomplishments</li> <li>Set personal &amp; academic learning goals</li> <li>Recognize emotions/feelings</li> <li>See one's self as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Demonstrate persistence as a learner</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe abilities &amp; accomplishments</li> <li>Set personal &amp; academic learning goals</li> <li>Recognize emotions/feelings</li> <li>See one's self as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Demonstrate persistence as a learner</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>
<ul style="list-style-type: none"> <li>Develop positive relationships with one or two peers, &amp; show the capacity to care about them</li> <li>Show interest in others; exchange information with others in appropriate ways</li> <li>Identify skills to resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive relationships with peers &amp; show the capacity to care about them.</li> <li>Recognize individual and group differences</li> <li>Show interest in others; exchange information with others in appropriate ways</li> <li>Use skills to solve conflicts constructively</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive relationships with peers &amp; show the capacity to care about them</li> <li>Recognize individual &amp; group differences</li> <li>Show interest in others; exchange information with others in appropriate ways</li> <li>Use skills to solve conflicts constructively</li> <li>Recognize that all people have similar needs</li> <li>Recognize and accept the difference of other cultures /ethnicities</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive relationships with peers &amp; show the capacity to care about them</li> <li>Recognize individual &amp; groups differences</li> <li>Show interest in others; exchange information with others in appropriate ways</li> <li>Use skills to solve conflicts constructively</li> <li>Recognize that all people have similar needs</li> <li>Recognize and accept the difference of other cultures /ethnicities</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>
<ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Practice saying "no" in unsafe situations.</li> <li>Develop skills to recognize bullies</li> <li>Make appropriate choices when interacting with classmates</li> </ul>	<ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Practice saying "no" in unsafe situations</li> <li>Develop skills to handle bullies</li> <li>Make appropriate choices when interacting with classmates</li> </ul>	<ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Practice saying "no" in unsafe situations</li> <li>Use skills to handle bullies</li> <li>Make appropriate choices when interacting with classmates</li> </ul>	<ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Practice saying "no" in unsafe situations</li> <li>Use skills to handle bullies</li> <li>Make appropriate choices when interacting with classmates</li> </ul>
<b>ONGOING EMPHASIS</b>			
<p>Address all Social Emotional Learning (SEL) competencies: Self Awareness, Self-Management; Social Awareness, Relationship Sills, Responsible Decision Making Name emotions (e.g. happy, surprised, sad, angry, proud, and afraid)</p>			

**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 1**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including likes and dislikes, needs and wants</li> <li>Recognize own emotions and communicate them in a range of contexts through speaking, drawing, writing</li> <li>Demonstrate excitement &amp; curiosity as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Recognize how emotions are linked to behavior</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Identify calming strategies</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including abilities and accomplishments</li> <li>Recognize own emotions and communicate them in a range of contexts through speaking, drawing, writing</li> <li>Set personal and academic learning goals</li> <li>Divide goals into manageable steps</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Describe how various situations make you feel</li> <li>Use calming strategies</li> <li>Demonstrate control of impulsive behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including abilities &amp; accomplishments</li> <li>Set personal &amp; academic learning goals</li> <li>Follow goal setting steps</li> <li>Communicate feelings</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations &amp; anger without harming others, self or property</li> <li>Demonstrate control of impulsive behavior</li> <li>Identify strategies to reach goals</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe: abilities &amp; accomplishments</li> <li>Follow steps to meet personal &amp; academic learning goals</li> <li>Communicate feelings</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations &amp; anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Name classmates</li> <li>Recognize acceptable methods to gain assistance</li> <li>Identify adults who can help you</li> <li>Identify examples of honesty and fairness when working and playing with others.</li> <li>Identify approaches to solving conflicts constructively (stop, think, act)</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Use observational and listening skills to identify the feelings and perspectives of others</li> <li>Identify examples of classroom behaviors that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas)</li> <li>Solve problems constructively</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Describe positive qualities of others</li> <li>Use observational and listening skills to identify the feelings and perspectives of others</li> <li>Recognize that others may interpret a situation differently from you</li> <li>Explain how positive &amp; negative behaviors make others feel.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Identify the feelings &amp; perspectives of others based on facial expressions &amp; gestures</li> <li>Recognize how changing your behaviors impacts how others feel &amp; respond.</li> <li>Describe the ways people are the same and different</li> <li>Recognize different cultural groups in school</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Discuss and create classroom rules</li> <li>Discuss school rules</li> <li>Identify roles and behaviors that contribute to personal &amp; classroom well being</li> <li>Participate in class meetings</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom &amp; school rules</li> <li>Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>Use "I statements: in expressing feelings</li> <li>Participate in class meeting to develop a sense of community</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom &amp; school rules</li> <li>Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>Use "I statements: in expressing feelings</li> <li>Participate in class meeting to develop a sense of community</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom and school rules</li> <li>Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>Use "I statements: in expressing feelings</li> <li>Participate in class meeting to develop a sense of community</li> <li>Identify a situation when you may feel unsafe</li> </ul>

**TEACHER NOTES**

*Teachers will teach SEL explicitly*

*Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving*

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe a situation where you feel confident</li> <li>Describe a situation where you need help</li> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> <li>Name emotions felt by characters in a story</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Name a time when you felt the same way a story character felt</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe a situation where you feel confident</li> <li>Describe a situation where you need help</li> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> <li>Name emotions felt by characters in a story</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Name a time when you felt the same way a story character felt</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe a situation where you feel confident</li> <li>Describe a situation where you need help</li> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> <li>Name emotions felt by characters in a story</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Name a time when you felt the same way a story character felt</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe a situation where you feel confident</li> <li>Describe a situation where you need help</li> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> <li>Name emotions felt by characters in a story</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Express frustrations and anger without harming others, self or property</li> <li>Control impulsive behavior</li> <li>Analyze how you might have done better in a situation</li> <li>Name a time when you felt the same way a story character felt</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Show interest in others; exchange information with others in appropriate ways</li> <li>Recognize the value of sharing diverse perspectives</li> <li>Show capacity to care about others (e.g., give compliments)</li> <li>Use skills to solve conflicts constructively</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Show interest in others; exchange information with others in appropriate ways</li> <li>Recognize the value of sharing diverse perspectives</li> <li>Show capacity to care about others (e.g., give compliments)</li> <li>Use skills to solve conflicts constructively</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Analyze how students feeling left out might feel</li> <li>Describe how different people interpret the same situation</li> <li>Recognize the existence of various groups (e.g., age, race, interests, religion, disability)</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Explain what a rumor is and how it hurts others</li> <li>Identify ways to avoid negative peer pressure</li> <li>Describe how different people interpret the same situation</li> <li>Recognize the differences in various cultural traditions.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being .</li> <li>Develop skills to recognize bullies</li> <li>Make appropriate choices when interacting with classmates</li> <li>Identify factors that make a situation unsafe</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Develop skills to handle bullies</li> <li>Explain why it is important to treat others, as you would like to be treated.</li> <li>Practice saying “no” in unsafe situations</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Use skills to handle bullies</li> <li>Make appropriate choices when interacting with classmate</li> <li>Practice saying “no” to unsafe situations</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Use skills to handle bullies</li> <li>Make appropriate choices when interacting with classmates</li> <li>Practice saying “no” in unsafe situations</li> </ul>
<p><b>ONGOING EMPHASIS</b></p>	<p>Address all Social Emotional Learning (SEL) competencies: Self Awareness, Self-Management; Social Awareness, Relationship Sills, Responsible Decision Making</p>		

**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 2**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /Identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including likes and dislikes, needs and wants</li> <li>Recognize own emotions</li> <li>Demonstrate engagement as a learner</li> <li>Describe how various situations make you feel</li> <li>Set personal and academic learning goals</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Recognize how emotions are linked to behavior</li> <li>Communicate frustrations and anger appropriately</li> <li>Identify calming strategies</li> <li>Identify social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /Identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including abilities and accomplishments</li> <li>Recognize own emotions and communicate them in a range of contexts through speaking, drawing, writing</li> <li>Identify strategies to reach goals</li> <li>Divide goals into manageable steps</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations &amp; anger appropriately</li> <li>Demonstrate control of impulsive behavior</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /Identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including abilities &amp; accomplishments</li> <li>Set personal &amp; academic learning goals</li> <li>Follow goal setting steps</li> <li>Communicate feelings</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations &amp; anger appropriately</li> <li>Demonstrate control of impulsive behavior</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /Identity</p> <ul style="list-style-type: none"> <li>Describe: abilities &amp; accomplishments</li> <li>Follow steps to meet personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Reflect on strategies used to achieve goals.</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations &amp; anger appropriately</li> <li>Demonstrate control of impulsive behavior</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships</b></p> <ul style="list-style-type: none"> <li>Name classmates</li> <li>Listen respectfully (using eye contact, nodding, asking clarifying questions) to the thinking of others and share own thinking</li> <li>Express interest &amp; appreciation for others (compliment etc.)</li> <li>Recognize acceptable methods to gain assistance</li> <li>Identify examples of honesty fairness when working and playing with others.</li> <li>Identify approaches to solving conflicts constructively (stop, think, act)</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships</b></p> <ul style="list-style-type: none"> <li>Listen respectfully to the thinking of others and share your own</li> <li>Express inters &amp; appreciation for others (compliment etc.)</li> <li>Recognize that others may interpret a situation differently from you</li> <li>Explain how positive behaviors make others feel.</li> <li>Explain how negative behaviors make others feel.</li> <li>Solve problems constructively</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships</b></p> <ul style="list-style-type: none"> <li>Describe positive qualities of others</li> <li>Use observational and listening skills to identify the feelings and perspectives of others</li> <li>Respond to the feelings &amp; perspectives of others based on facial expressions &amp; gestures</li> <li>Describe a time you had a disagreement with someone, what happened, and how might you have acted differently</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships</b></p> <ul style="list-style-type: none"> <li>Demonstrate an interest in the perspective of others</li> <li>Express empathy for others</li> <li>Recognize how changing your behaviors impacts how others feel &amp; respond.</li> <li>Identify various methods for resolving conflict</li> <li>Take responsibility for mistakes</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Discuss and create classroom rules</li> <li>Discuss school rules</li> <li>Identify and perform roles and behaviors that contribute to personal &amp; classroom well being</li> <li>Use "I statements" in expressing feelings</li> <li>Participate in class meetings to develop a sense of community</li> <li>Solve problems respectfully</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom &amp; school rules</li> <li>Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>Use "I statements" in expressing feelings</li> <li>Participate in class meeting to develop a sense of community</li> <li>Identify ways you can help your school or local community</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom &amp; school rules</li> <li>Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>Use "I statements" in expressing feelings</li> <li>Participate in class meeting to develop a class policy on teasing and bullying</li> <li>Participate in class meeting to develop a class policy on teasing and bullying</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom and school rules</li> <li>Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>Use "I statements" in expressing feelings</li> <li>Participate in class meeting to develop a class policy on teasing and bullying</li> <li>Participate in class meeting to develop a class policy on teasing and bullying</li> </ul>



**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 2**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> <li>Identify personal traits of characters in literature</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Explain how practice improves your performance of a skill</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Demonstrate how practice improves your performance of a skill</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe personal skills &amp; interest you want to develop</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Analyze how you might have done better in a situation</li> <li>Demonstrate how practice improves your performance of a skill</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Show interest in others by listening respectfully</li> <li>Exchange information with others in appropriate ways</li> <li>Describe how different people interpret the same situation</li> <li>Analyze how students feeling left out might feel</li> <li>Show capacity to care about others (e.g., Give compliments)</li> <li>Use skills to solve conflicts constructively</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Show interest in others</li> <li>Recognize the value of sharing diverse perspectives</li> <li>Analyze how students feeling left out might feel</li> <li>Show capacity to care about others (e.g., Give compliments)</li> <li>Use skills to solve conflicts constructively</li> <li>Accept people who may be or act differently</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Analyze how students feeling left out might feel</li> <li>Describe how different people interpret the same situation</li> <li>Recognize the existence of various groups (e.g., age, race, interests, religion, disability)</li> <li>Ask others to join groups or play</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Explain what a rumor is and how it hurts others</li> <li>Identify ways to avoid negative peer pressure</li> <li>Recognize the differences in various cultural traditions.</li> <li>Use humor appropriately</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being.</li> <li>Develop skills to recognize bullies</li> <li>Describe the consequences of breaking school or classroom rules on self &amp; others</li> <li>Identify factors that make a situation unsafe</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Develop skills to handle bullies</li> <li>Explain why it is important to treat others, as you would like to be treated.</li> <li>Practice saying “no” in unsafe situations</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Use skills to handle bullies</li> <li>Make appropriate choices when interacting with classmate</li> <li>Practice saying “no” in unsafe situations</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Use skills to handle bullies</li> <li>Make appropriate choices when interacting with classmates</li> <li>Practice saying “no” in unsafe situations</li> </ul>



EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including abilities &amp; accomplishments</li> <li>Identify goals for academic success and classroom behavior</li> <li>Identify strategies to reach goals</li> <li>Divide goals into manageable steps</li> <li>Recognize own emotions</li> <li>Describe how various situations make you feel</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Recognize how emotions are linked to behavior</li> <li>Communicate frustrations and anger appropriately</li> <li>Identify calming strategies</li> <li>Identify social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Identify goals for academic success and classroom behavior</li> <li>Identify short term and long term goals</li> <li>Identify strategies to reach goals</li> <li>Divide goals into manageable steps</li> <li>Recognize own emotions and communicate them in a range of contexts</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations &amp; anger appropriately</li> <li>Demonstrate control of impulsive behavior</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Continue to set personal &amp; academic learning goals</li> <li>Follow goal setting steps Reflect on strategies used to achieve goals</li> <li>Analyze what about school is challenging for you</li> <li>Communicate feelings</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations &amp; anger appropriately</li> <li>Demonstrate control of impulsive behavior</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Follow steps to meet personal &amp; academic learning goals</li> <li>Reflect on strategies used to achieve goals.</li> <li>Recognize how distractions may interfere with the achievement of a goal</li> <li>Communicate feelings</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations &amp; anger appropriately</li> <li>Demonstrate control of impulsive behavior</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Name classmates</li> <li>Listen respectfully (using eye contact, nodding, asking clarifying questions) to the thinking of others and share own thinking</li> <li>Express interest &amp; appreciation for others (compliment etc.)</li> <li>Recognize acceptable methods to gain assistance</li> <li>Identify examples of honesty fairness when working and playing with others.</li> <li>Identify approaches to solving conflicts constructively (stop, think, act)</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Listen respectfully to the thinking of others and share your own</li> <li>Express inters &amp; appreciation for others (compliment etc.)</li> <li>Recognize that others may interpret a situation differently from you</li> <li>Explain how positive behaviors make others feel.</li> <li>Explain how negative behaviors make others feel.</li> <li>Solve problems constructively</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Describe positive qualities of others</li> <li>Use observational and listening skills to identify the feelings and perspectives of others</li> <li>Respond to the feelings &amp; perspectives of others based on facial expressions &amp; gestures</li> <li>Describe a time you had a disagreement with someone, what happened, and how might you have acted differently;</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Demonstrate an interest in the perspective of others</li> <li>Express empathy for others</li> <li>Recognize how changing your behaviors impacts how others feel &amp; respond.</li> <li>Identify various methods for resolving conflict</li> <li>Take responsibility for mistakes</li> </ul>



**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 3**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> <li>Identify personal traits of characters in literature</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Explain how practice improves your performance of a skill</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Demonstrate how practice improves your performance of a skill</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe personal skills &amp; interest you want to develop</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Analyze how you might have done better in a situation</li> <li>Demonstrate how practice improves your performance of a skill</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Show interest in others by listening respectfully</li> <li>Exchange information with others in appropriate ways</li> <li>Describe how different people interpret the same situation</li> <li>Analyze how students feeling left out might feel</li> <li>Show capacity to care about others (e.g., Give compliments)</li> <li>Use skills to solve conflicts constructively</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Show interest in others</li> <li>Recognize the value of sharing diverse perspectives</li> <li>Analyze how students feeling left out might feel</li> <li>Show capacity to care about others (e.g., Give compliments)</li> <li>Use skills to solve conflicts constructively</li> <li>Accept people who may be or act differently</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Analyze how students feeling left out might feel</li> <li>Describe how different people interpret the same situation</li> <li>Recognize the existence of various groups (e.g., age, race, interests, religion, disability)</li> <li>Ask others to join groups or play</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Explain what a rumor is and how it hurts others</li> <li>Identify ways to avoid negative peer pressure</li> <li>Recognize the differences in various cultural traditions.</li> <li>Use humor appropriately</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being.</li> <li>Develop skills to recognize bullies</li> <li>Describe the consequences of breaking school or classroom rules on self &amp; others</li> <li>Identify factors that make a situation unsafe</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Develop skills to handle bullies</li> <li>Explain why it is important to treat others, as you would like to be treated.</li> <li>Practice saying “no” in unsafe situations</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Use skills to handle bullies</li> <li>Make appropriate choices when interacting with classmate</li> <li>Practice saying “no” in unsafe situations</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Use behaviors that contribute to personal &amp; classroom well being</li> <li>Use skills to handle bullies</li> <li>Make appropriate choices when interacting with classmates</li> <li>Practice saying “no” in unsafe situations</li> </ul>



**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 4**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including abilities &amp; accomplishments</li> <li>Identify goals for academic success and classroom behavior</li> <li>Identify strategies to reach goals</li> <li>Divide goals into manageable steps</li> <li>Describe a variety of emotions/feelings and the situations that cause them</li> <li>Use "I statement" to express various emotions</li> <li>Discuss ways to express emotions in an appropriate manner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Identify social norms and safety considerations that guide behavior</li> <li>Distinguish among emotions you might feel in various situations</li> <li>Predict possible responses to a range of emotions</li> <li>Demonstrate an awareness of how your behavior affects others</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Recognize personal qualities and external supports</li> <li>Identify goals for academic success and classroom behavior</li> <li>Identify short term and long term goals</li> <li>Identify strategies to reach goals</li> <li>Measure progress toward goals</li> <li>Recognize own emotions and communicate them in a range of contexts</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>List positive strategies for handling conflict</li> <li>Demonstrate control of impulsive behavior</li> <li>Communicate feelings with "I statements"</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Continue to set personal &amp; academic learning goals</li> <li>Follow goal setting steps</li> <li>Reflect on strategies used to achieve goals</li> <li>Analyze what about school is challenging for you</li> <li>Communicate feelings with "I statements"</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate feelings with "I statements"</li> <li>Demonstrate control of impulsive behavior</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>Follow steps to meet personal &amp; academic learning goals</li> <li>Reflect on strategies used to achieve goals.</li> <li>Recognize how distractions may interfere with the achievement of a goal</li> <li>Communicate feelings</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate feelings with "I statements"</li> <li>Demonstrate control of impulsive behavior</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Name classmates</li> <li>Describe how to make and keep friends</li> <li>Listen respectfully (using eye contact, nodding, asking clarifying questions) to the thinking of others and share own thinking</li> <li>Express interest &amp; appreciation for others (compliment etc.)</li> <li>Demonstrate how to initiate a conversation with a new student</li> <li>Describe how peers can support each other</li> <li>Describe how one feels when left out of a group</li> <li>List strategies to support students who are left out or bullied</li> <li>Recognize the consequences to oneself and others of dishonest behaviors</li> <li>Identify ways to build positive relations with peers</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Listen respectfully to the thinking of others and share your own</li> <li>Express interest &amp; appreciation for others (compliment etc.)</li> <li>Recognize that others may interpret a situation differently from you</li> <li>Explain how positive behaviors make others feel.</li> <li>Explain how negative behaviors make others feel.</li> <li>Solve problems constructively</li> <li>Develop a plan that supports the improvement of behaviors within a group</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Describe positive qualities of others</li> <li>Use observational and listening skills to identify the feelings and perspectives of others</li> <li>Respond to the feelings &amp; perspectives of others based on facial expressions &amp; gestures</li> <li>Describe a time you had a disagreement with someone, what happened, and how might you have acted differently;</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Demonstrate an interest in the perspective of others</li> <li>Express empathy for others</li> <li>Recognize how changing your behaviors impacts how others feel &amp; respond.</li> <li>Identify various methods for resolving conflict</li> <li>Recognize individual and group similarities and differences.</li> <li>Compare and contrast various social &amp; cultural groups and their contributions</li> <li>Demonstrate how to work effectively with those who are different from oneself.</li> </ul>

<b>EARLY FIRST QUARTER <i>cont.</i></b>	<b>LATE FIRST QUARTER <i>cont.</i></b>	<b>EARLY SECOND QUARTER <i>cont.</i></b>	<b>LATE SECOND QUARTER <i>cont.</i></b>
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>
<ul style="list-style-type: none"> <li>• Discuss and create classroom rules</li> <li>• Discuss school rules</li> <li>• Identify and perform roles and behaviors that contribute to personal &amp; classroom well being</li> <li>• Use “I statements: in expressing feelings</li> <li>• Participate in class meetings to develop a sense of community</li> <li>• Solve problems respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom &amp; school rules</li> <li>• Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>• Use “I statements: in expressing feelings</li> <li>• Participate in class meeting to develop a sense of community</li> <li>• Identify ways you can help your school or local community</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom &amp; school rules</li> <li>• Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>• Use “I statements” in expressing feelings</li> <li>• Participate in class meeting to develop a class policy on teasing and bullying</li> <li>• Participate in class meeting to develop a class policy on teasing and bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom and school rules</li> <li>• Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>• Use “I statements” in expressing feelings</li> <li>• Participate in class meeting to develop a class policy on teasing and bullying</li> <li>• Participate in class meeting to develop a class policy on teasing and bullying</li> </ul>

**ONGOING EMPHASIS**

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

- Identify and manage emotions and behaviors
  - Describe a variety of emotions/feelings and the situations that cause them
  - Discuss ways to express emotions in an appropriate manner
  - Explain how family members, peers, teachers, and other adults can support school success and responsible behavior.

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

- Use communication and social skills to interact effectively with others
  - Describe how to make friends
  - Discuss and practice ways to work effectively in groups
  - Demonstrate how to work effectively with those who are different from oneself.

**TEACHER NOTES**

*Teachers will teach SEL explicitly*

*Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving*


**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 4**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>• Set personal &amp; academic learning goals</li> <li>• Communicate feelings</li> <li>• Demonstrate engagement as a learner</li> <li>• Demonstrate persistence as a learner</li> <li>• Identify personal traits of characters in literature</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>• Use calming strategies</li> <li>• Communicate frustrations and anger appropriately</li> <li>• Control impulsive behavior</li> <li>• Reflect on strategies used to achieve goals</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>• Set personal &amp; academic learning goals</li> <li>• Communicate feelings</li> <li>• Demonstrate engagement as a learner</li> <li>• Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>• Use calming strategies</li> <li>• Communicate frustrations and anger appropriately</li> <li>• Control impulsive behavior</li> <li>• Reflect on strategies used to achieve goals.</li> <li>• Explain how practice improves your performance of a skill</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>• Set personal &amp; academic learning goals</li> <li>• Communicate feelings</li> <li>• Demonstrate engagement as a learner</li> <li>• Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>• Use calming strategies</li> <li>• Communicate frustrations and anger appropriately</li> <li>• Control impulsive behavior</li> <li>• Reflect on strategies used to achieve goals.</li> <li>• Demonstrate how practice improves your performance of a skill</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept/identity</p> <ul style="list-style-type: none"> <li>• Describe personal skills &amp; interest you want to develop</li> <li>• Communicate feelings</li> <li>• Demonstrate engagement as a learner</li> <li>• Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>• Use calming strategies</li> <li>• Communicate frustrations and anger appropriately</li> <li>• Control impulsive behavior</li> <li>• Analyze how you might have done better in a situation</li> <li>• Demonstrate how practice improves your performance of a skill</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Show interest in others by listening respectfully</li> <li>• Exchange information with others in appropriate ways</li> <li>• Describe how different people interpret the same situation</li> <li>• Analyze how students feeling left out might feel</li> <li>• Show capacity to care about others (e.g., Give compliments)</li> <li>• Use skills to solve conflicts constructively</li> <li>• Describe the causes and effects of conflicts</li> <li>• Practice resolving conflicts appropriately</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Show interest in others by listening respectfully</li> <li>• Exchange information with others in appropriate ways</li> <li>• Describe how different people interpret the same situation</li> <li>• Analyze how students feeling left out might feel</li> <li>• Show capacity to care about others (e.g., Give compliments)</li> <li>• Use skills to solve conflicts constructively</li> <li>• Describe the causes and effects of conflicts</li> <li>• Practice resolving conflicts appropriately</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Show interest in others by listening respectfully</li> <li>• Exchange information with others in appropriate ways</li> <li>• Describe how different people interpret the same situation</li> <li>• Analyze how students feeling left out might feel</li> <li>• Show capacity to care about others (e.g., Give compliments)</li> <li>• Use skills to solve conflicts constructively</li> <li>• Describe the causes and effects of conflicts</li> <li>• Practice resolving conflicts appropriately</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Show interest in others by listening respectfully</li> <li>• Exchange information with others in appropriate ways</li> <li>• Describe how different people interpret the same situation</li> <li>• Analyze how students feeling left out might feel</li> <li>• Show capacity to care about others (e.g., Give compliments)</li> <li>• Use skills to solve conflicts constructively</li> <li>• Describe the causes and effects of conflicts</li> <li>• Practice resolving conflicts appropriately</li> </ul>

EARLY THIRD QUARTER <i>cont.</i>	LATE THIRD QUARTER <i>cont.</i>	EARLY FOURTH QUARTER <i>cont.</i>	LATE FOURTH QUARTER <i>cont.</i>
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>
<ul style="list-style-type: none"> <li>• Follow classroom rules</li> <li>• Practice appropriate behavior that shows self-respect to self and others</li> <li>• Consider ethical, safety and societal factors in making decisions</li> <li>• Evaluate how others influence your behaviors</li> <li>• Evaluate how others influence your decisions</li> <li>• Develop skills to recognize bullies</li> <li>• Demonstrate respect for the property of others</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom rules</li> <li>• Practice appropriate behavior that shows self-respect to self and others</li> <li>• Consider ethical, safety and societal factors in making decisions</li> <li>• Evaluate how others influence your behaviors</li> <li>• Evaluate how others influence your decisions</li> <li>• Develop skills to recognize bullies</li> <li>• Demonstrate respect for the property of others</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom rules</li> <li>• Practice appropriate behavior that shows self-respect to self and others</li> <li>• Consider ethical, safety and societal factors in making decisions</li> <li>• Evaluate how others influence your behaviors</li> <li>• Evaluate how others influence your decisions</li> <li>• Develop skills to recognize bullies</li> <li>• Demonstrate respect for the property of others</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom rules</li> <li>• Practice appropriate behavior that shows self-respect to self and others</li> <li>• Consider ethical, safety and societal factors in making decisions</li> <li>• Evaluate how others influence your behaviors</li> <li>• Evaluate how others influence your decisions</li> <li>• Develop skills to recognize bullies</li> <li>• Demonstrate respect for the property of others</li> </ul>

**ONGOING EMPHASIS**

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

- Identify and manage emotions and behaviors
  - Describe a variety of emotions/feelings and the situations that cause them
  - Discuss ways to express emotions in an appropriate manner
  - Explain how family members, peers, teachers, and other adults can support school success and responsible behavior.

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

- Use communication and social skills to interact effectively with others
  - Describe how to make friends
  - Discuss and practice ways to work effectively in groups
  - Demonstrate how to work effectively with those who are different from oneself.

**TEACHER NOTES**

*Teachers will teach SEL explicitly*

*Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving*


**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 5**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe self characteristics including abilities &amp; accomplishments</li> <li>Identify goals for academic success and classroom behavior</li> <li>Identify strategies to reach goals</li> <li>Divide goals into manageable steps</li> <li>Describe a variety of emotions/feelings and the situations that cause them</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Distinguish among emotions you might feel in various situations</li> <li>Demonstrate an awareness of how your behavior affects others</li> <li>Describe the purposes of the planning center and identify situations in which the planning center may be used.</li> <li>Describe procedures for using the planning center</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe personal skills and interest one wants to develop</li> <li>Describe and demonstrate ways to express emotions in a socially acceptable manner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>List positive strategies for handling conflict</li> <li>Communicate feelings with "I statements"</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Continue to set personal &amp; academic learning goals</li> <li>Follow goal setting steps</li> <li>Reflect on strategies used to achieve goals</li> <li>Explain how family members, peers, school personnel and community members can support school success and responsible behavior</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Communicate feelings with "I statements"</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Follow steps to meet personal &amp; academic learning goals</li> <li>Reflect on strategies used to achieve goals.</li> <li>Recognize how distractions may interfere with the achievement of a goal</li> <li>Communicate feelings</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Communicate feelings with "I statements"</li> <li>Act on social norms and safety considerations that guide behavior</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Name classmates</li> <li>Describe how to make and keep friends</li> <li>Listen respectfully (using eye contact, nodding, asking clarifying questions) to the thinking of others and share own thinking</li> <li>Describe how one feels when left out of a group</li> <li>Identify verbal, physical and situational cues that indicate how others may feel</li> <li>List strategies to support students who are left out or bullied</li> <li>Recognize the consequences to oneself and others of dishonest behaviors</li> <li>Identify ways to build positive relations with peers</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Listen respectfully to the thinking of others and share your own</li> <li>Express inters &amp; appreciation for others (compliment etc.)</li> <li>Recognize that others may interpret a situation differently from you</li> <li>Recognize that students learn differently</li> <li>Solve problems constructively</li> <li>Develop a plan that supports the improvement of behaviors within a group</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Describe positive qualities of others</li> <li>Use observational and listening skills to identify the feelings and perspectives of others</li> <li>Recognize the difference between positive and negative relationships</li> <li>Demonstrate graciousness in winning and losing</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Demonstrate an interest in the perspective of others</li> <li>Express empathy for others</li> <li>Recognize how changing your behaviors impacts how others feel &amp; respond.</li> <li>Identify intervention methods to stop bullying</li> <li>Evaluate ways to include everyone one in group activities</li> <li>Demonstrate how to work effectively with those who are different from oneself.</li> </ul>

EARLY FIRST QUARTER <i>cont.</i>	LATE FIRST QUARTER <i>cont.</i>	EARLY SECOND QUARTER <i>cont.</i>	LATE SECOND QUARTER <i>cont.</i>
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>
<ul style="list-style-type: none"> <li>• Discuss and create classroom rules</li> <li>• Discuss school rules</li> <li>• Identify and perform roles and behaviors that contribute to personal &amp; classroom well being</li> <li>• Use “I statements: in expressing feelings</li> <li>• Participate in class meetings to develop a sense of community</li> <li>• Solve problems respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom &amp; school rules</li> <li>• Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>• Use “I statements: in expressing feelings</li> <li>• Participate in class meeting to develop a sense of community</li> <li>• Identify ways you can help your school or local community</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom &amp; school rules</li> <li>• Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>• Use “I statements” in expressing feelings</li> <li>• Participate in class meeting to develop a class policy on teasing and bullying</li> <li>• Participate in class meeting to develop a class policy on teasing and bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom and school rules</li> <li>• Perform roles &amp; behaviors that contribute to personal &amp; classroom well being</li> <li>• Use “I statements” in expressing feelings</li> <li>• Participate in class meeting to develop a class policy on teasing and bullying</li> <li>• Participate in class meeting to develop a class policy on teasing and bullying</li> </ul>

**ONGOING EMPHASIS**

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

- Identify and manage one’s emotions and behaviors
- Recognize personal qualities and external supports
- Demonstrate skills related to achieving personal and academic goals.

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

- Recognize the feelings and perspectives of others
- Recognize group and individual differences
- Use communication and social skills to interact effectively with others
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

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

- Consider ethical, safety, and societal factors in making decisions
- Apply decision making skills to deal responsibly with daily academic and social situations
- Contribute to well being of one’s school and community

*Resources to facilitate implementation: PATHS, SST, Peer Mediation and School Based Social Services*

**TEACHER NOTES**

*Teachers will teach SEL explicitly*

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**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 5**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> <li>Identify personal traits of characters in literature</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Explain how practice improves your performance of a skill</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Set personal &amp; academic learning goals</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Reflect on strategies used to achieve goals.</li> <li>Demonstrate how practice improves your performance of a skill</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p>Develop a positive self concept /identity</p> <ul style="list-style-type: none"> <li>Describe personal skills &amp; interest you want to develop</li> <li>Communicate feelings</li> <li>Demonstrate engagement as a learner</li> <li>Demonstrate persistence as a learner</li> </ul> <p>Develop self management skills</p> <ul style="list-style-type: none"> <li>Use calming strategies</li> <li>Communicate frustrations and anger appropriately</li> <li>Control impulsive behavior</li> <li>Analyze how you might have done better in a situation</li> <li>Demonstrate how practice improves your performance of a skill</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Identify unwelcome teasing or bullying behaviors</li> <li>Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation)</li> <li>Analyze why you may need to use different strategies for dealing with different conflict situations.</li> <li>Use verbal and non verbal strategies to resolve group conflict</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Identify ways to advocate for others</li> <li>Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation)</li> <li>Analyze why you may need to use different strategies for dealing with different conflict situations.</li> <li>Use verbal and non verbal strategies to resolve group conflict</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Discuss stereotyping and its negative impact on others</li> <li>Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation)</li> <li>Analyze why you may need to use different strategies for dealing with different conflict situations.</li> <li>Use verbal and non verbal strategies to resolve group conflict</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation)</li> <li>Analyze why you may need to use different strategies for dealing with different conflict situations.</li> <li>Use verbal and non verbal strategies to resolve group conflict</li> <li>Practice resolving conflicts appropriately</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Recognize an individual is responsible for his/her behavior</li> <li>Follow rules of home, school, and community</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Practice appropriate behavior that shows self-respect to self and others</li> <li>Generate alternative solutions and evaluate their consequences for a range of academic and social situations</li> <li>Develop strategies to work things out rather than retaliate when you feel wronged</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Practice appropriate behavior that shows self-respect to self and others</li> <li>Describe the role of community service.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Follow classroom rules</li> <li>Practice appropriate behavior that shows self-respect to self and others</li> <li>Consider ethical, safety and societal factors in making decisions</li> <li>Plan and implement a service project In your community</li> </ul>

**ONGOING EMPHASIS**

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

- Identify and manage one’s emotions and behaviors
- Recognize personal qualities and external supports
- Demonstrate skills related to achieving personal and academic goals.

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

- Recognize the feelings and perspectives of others
- Recognize group and individual differences
- Use communication and social skills to interact effectively with others
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

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

- Consider ethical, safety, and societal factors in making decisions
- Apply decision making skills to deal responsibly with daily academic and social situations
- Contribute to well being of one’s school and community

*Resources to facilitate implementation: PATHS, SST, Peer Mediation and School Based Social Services*

**TEACHER NOTES**

*Teachers will teach SEL explicitly*

*Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving*


**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 6**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>List differences between childlike behaviors and adolescent behaviors.</li> <li>Describe what excites you about moving into adolescence.</li> <li>Describe what concerns you about moving into adolescence.</li> <li>Name some things that you do well and some things you would like to do better.</li> <li>Name a bad habit that you will leave behind as you become an adolescent.</li> <li>Explain your understanding of classroom and school rules for staying out of trouble.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Describe a range of emotions.</li> <li>Share some personal experiences and the emotions you felt.</li> <li>Explain how you “get over it” when you are moody.</li> <li>Describe the physical responses common to a range of emotions.</li> <li>Describe and demonstrate ways to express emotions in a socially acceptable manner.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Describe some things that frustrate you, upset you or cause you stress.</li> <li>Explain how you deal with upsetting situations (e.g., being left out, losing, rejection, being teased).</li> <li>Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).</li> <li>Identify reliable adults from whom you would seek help in various stressful or upsetting situations.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Explain the difference between joking, teasing and bullying.</li> <li>Describe the feeling you have when you think others might be planning to pick on you or bully you.</li> <li>Identify people in your school, family or community you can talk to if you feel you are being bullied.</li> <li>Explain why it is important to address bullying when it first starts</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Describe what makes your friends special to you.</li> <li>Describe approaches for making and keeping friends.</li> <li>Explain how responsible students help their classmates do well in school.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Describe a time when you and a friend really cried or laughed together.</li> <li>Explain how friends know that they can trust you.</li> <li>Analyze how you can tell how a friend feels even when no words are expressed.</li> <li>Describe signs that a friend might need some privacy, time alone or “space.”</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Describe how you comfort friends when they are upset.</li> <li>Analyze what you and your friends do in your spare time to help each other cope with difficult or stressful situations.</li> <li>Describe a time that you had to tell a friend, “I’m sorry.”</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Describe ways for stopping yourself if you feel you are about to pick on someone.</li> <li>Demonstrate an awareness of how your behavior affects others.</li> <li>Predict others’ feelings and perspectives in a variety of situations.</li> <li>Analyze ways to let people know when they are not being kind to others.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Assist classmates in determining classroom rules and consequences.</li> <li>Analyze how decision-making skills improve study habits and academic performance.</li> <li>Describe some decisions you will need to make to guarantee that you will have a successful school year.</li> <li>Explain the processes you will use to set priorities so that your school work comes before recreation.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</li> <li>Explain how you decide what is fair when your friends are getting emotional about a decision (e.g., deciding who will go first; deciding how to share food).</li> <li>Reflect on possible consequence, both positive and negative, before expressing an emotion.</li> <li>Analyze which emotions are appropriate at a given time.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Generate alternative solutions to stressful situations and decide the best time to apply a particular solution.</li> <li>Assess the role that time plays in an event and determine the best time to deal with a situation.</li> <li>Break down issues that upset you into various parts and decide if there are some parts that are less stressful than others. Make a plan for tackling the smaller or easier parts first</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Explain how you know when playing around or “just teasing” is turning into bullying.</li> <li>Evaluate the consequences for bullying.</li> <li>Justify a decision to continue hanging with or leaving a circle of friends known to be bullies.</li> <li>Evaluate strategies for resisting pressures to engage in cruel behaviors.</li> <li>Decide upon strategies to support students who are left out or bullied.</li> <li>Describe ways to seek support if you are being bullied and explain why you might select one support over another.</li> </ul>

**ONGOING EMPHASIS**

All 5 SEL competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making.

Other areas for on-going reinforcement at grade 6:

- Monitor progress on achieving a short-term personal goal.
- Demonstrate how to work effectively with those who are different from oneself.
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
- Identify and perform roles that contribute to one’s local school or community.
- Evaluate strategies for preventing and resolving interpersonal problems.
- Demonstrate cooperation and teamwork to promote group effectiveness.
- Demonstrate ownership of feelings and an understanding of their origins (one’s hopes and expectations).
- Identify factors that cause stress both positive and negative.
- Describe strategies for dealing with upsetting situations(disappointment, loss, separation)
- Analyze the effort your family or other adults have made to support your success in school.
- Name community resources that promote student success. & identify personal strengths & weaknesses and the effect they have on your choices
- Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.
- Brainstorm possible ways to overcome obstacles in achieving your goals. & Evaluate your success and analyze what you might have done differently.
- Recognize how a situation would make you feel and treat others accordingly.
- Predict how one’s own behavior might affect the feelings of others. & Interpret non-verbal communication cues.
- Identify ways to overcome misunderstanding among various social and cultural groups. & Discuss stereotyping and its negative impact on others.

Other areas for on-going reinforcement at grade 6 cont.:

- Demonstrate respect for members of various ethnic and religious groups.
- Demonstrate encouragement of others and recognition of their contributions.
- Analyze different approaches to dealing with conflict. & Analyze why you made have to use different strategies for dealing with different conflict situations.
- Recognize that conflict is a natural part of life. & Suggest ways of addressing personal grievances to avoid conflict.
- Identify factors that cause stress both positive and negative.
- Describe strategies for dealing with upsetting situations(disappointment, loss, separation)
- Analyze the effort your family or other adults have made to support your success in school.
- Name community resources that promote student success. & identify personal strengths & weaknesses and the effect they have on your choices
- Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.
- Brainstorm possible ways to overcome obstacles in achieving your goals. & Evaluate your success and analyze what you might have done differently.
- Recognize that an individual is responsible for his/her behavior. & Analyze the risks of potentially dangerous situations.
- Identify the need for rules at school, home, and in society.
- Demonstrate an ability to stay on task. & Demonstrate an ability to turn in assignments on time.
- Evaluate strategies for avoiding risky behavior.
- Work with other students to plan and implement a service project in your school.
- Plan and implement with other students a service project in your community.

**TEACHER NOTES**

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**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 6**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Explain what it means to be popular.</li> <li>• Identify times when you had to do something you really did not want to do in order to be popular.</li> <li>• Describe the forces that encourage you to do the right thing,</li> <li>• Describe the forces that tempt you to do things you know you should not do.</li> <li>• Demonstrate your ability to present your own perspective.</li> <li>• Analyze how personal qualities influence choices and successes.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Set goals for learning a new skill or hobby that you never considered.</li> <li>• Identify the commitments you will need to make to learn a new skill or hobby.</li> <li>• Analyze how making use of school and community supports and opportunities can contribute to school and life success.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Identify a need in your school to make it a better place. Work with classmates on a project to address that need.</li> <li>• Set a short-term goal around the project and make a plan for achieving it.</li> <li>• Describe the talents, strengths and interests you have that can contribute to the project.</li> <li>• Explain how you will balance the need to share ideas while listening to the ideas of others.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Describe how the project is coming along and begin to identify what could make it be better.</li> <li>• Analyze things you are learning about yourself that you did not know before beginning this class project.</li> <li>• Identify struggles and successes you have felt while doing this project.</li> <li>• Analyze why you and your classmates did or did not achieve your goal.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Practice how to use refusal skills.</li> <li>• Describe ways to celebrate with your friends when you make the correct choice to do the right thing.</li> <li>• Practice giving and receiving compliments for making good choices.</li> <li>• Seek out, identify and approach people whose values you admire to establish new friendships.</li> <li>• Explore and identify new positive and fun ways to be with your friends.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Involve other students in finding new hobbies and skills and give each other constructive feedback.</li> <li>• Re-evaluate the use of free time to practice your hobby together with your friends.</li> <li>• Express ways for providing encouragement to a friend or classmate who is trying something new.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Describe causes and consequences of conflicts when working with other people.</li> <li>• Explain how you might help keep the peace when disagreements arise in working on the project.</li> <li>• Demonstrate ways for showing respect for different points of view.</li> <li>• Analyze ways to help others as they manage their role in the project.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Determine when classmates are getting frustrated in doing their part of the project and offer suggestions or offer to help.</li> <li>• Identify strategies for praising classmates and giving them compliments when they accomplish challenging tasks.</li> <li>• Help classmates understand the benefits of “sharing the load” so that everyone works hard, but no one works too hard.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Think about a decision you are facing. Make a list of the benefits of doing the right thing and compare it against a list of consequences for doing the wrong thing.</li> <li>• Analyze news stories about young people having tragic endings to determine if and how a bad decision may have contributed to the event.</li> <li>• Role-play a scene where you are helping to guide a younger sibling or friend who is struggling with making a decision to do the right or wrong thing.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Balance the time in exploring new hobbies and pursuits with time for doing homework, studying and meeting school commitments.</li> <li>• Balance the time is exploring new hobbies and pursuits with family responsibilities.</li> <li>• Analyze the impact of a hobby or new pursuit on your budget. Decide how you can afford to continue and develop.</li> <li>• See how/if your hobby might contribute to the improvement of your community or the lives of the people in it.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Develop a plan for staying focused and on-task as the project develops.</li> <li>• Explain how you will decide when and how you might need to readjust how you are going about completing your tasks for the project.</li> <li>• Analyze choices you have in tone of voice and words used when you comment on how the project is progressing and how your classmates are working together.</li> <li>• Decide what it means to be a leader or a follower when working on a group project.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Evaluate one’s participation in efforts to address an identified school need.</li> <li>• Explain actions that helped the project along and actions that held it back.</li> <li>• Analyze the extent to which your contributions did or did not measure up to the contributions of others in getting the project completed.</li> <li>• Write down lessons learned to help you decide how to go about the next group project you will encounter.</li> </ul>

**ONGOING EMPHASIS**

All 5 SEL competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making.

Other areas for on-going reinforcement at grade 6:

- Monitor progress on achieving a short-term personal goal.
- Demonstrate how to work effectively with those who are different from oneself.
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
- Identify and perform roles that contribute to one’s local school or community.
- Evaluate strategies for preventing and resolving interpersonal problems.
- Demonstrate cooperation and teamwork to promote group effectiveness.
- Demonstrate ownership of feelings and an understanding of their origins (one’s hopes and expectations).
- Identify factors that cause stress both positive and negative.
- Describe strategies for dealing with upsetting situations(disappointment, loss, separation)
- Analyze the effort your family or other adults have made to support your success in school.
- Name community resources that promote student success. & identify personal strengths & weaknesses and the effect they have on your choices
- Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.
- Brainstorm possible ways to overcome obstacles in achieving your goals. & Evaluate your success and analyze what you might have done differently.
- Recognize how a situation would make you feel and treat others accordingly.
- Predict how one’s own behavior might affect the feelings of others. & Interpret non-verbal communication cues.
- Identify ways to overcome misunderstanding among various social and cultural groups. & Discuss stereotyping and its negative impact on others.

Other areas for on-going reinforcement at grade 6 cont.:

- Demonstrate respect for members of various ethnic and religious groups.
- Demonstrate encouragement of others and recognition of their contributions.
- Analyze different approaches to dealing with conflict. & Analyze why you made have to use different strategies for dealing with different conflict situations.
- Recognize that conflict is a natural part of life. & Suggest ways of addressing personal grievances to avoid conflict.
- Identify factors that cause stress both positive and negative.
- Describe strategies for dealing with upsetting situations(disappointment, loss, separation)
- Analyze the effort your family or other adults have made to support your success in school.
- Name community resources that promote student success. & identify personal strengths & weaknesses and the effect they have on your choices
- Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.
- Brainstorm possible ways to overcome obstacles in achieving your goals. & Evaluate your success and analyze what you might have done differently.
- Recognize that an individual is responsible for his/her behavior. & Analyze the risks of potentially dangerous situations.
- Identify the need for rules at school, home, and in society.
- Demonstrate an ability to stay on task. & Demonstrate an ability to turn in assignments on time.
- Evaluate strategies for avoiding risky behavior.
- Work with other students to plan and implement a service project in your school.
- Plan and implement with other students a service project in your community.

**TEACHER NOTES**

*Teachers will teach SEL explicitly*

*Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving*


**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 7**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Identify physical and emotional changes during adolescence.</li> <li>Make a list of the qualities you have that make you special.</li> <li>Apply self-reflection techniques to identify personal strengths and weaknesses and steps one can take to develop strengths and overcome weaknesses.</li> <li>Analyze how your physical characteristics, personal qualities and temperament influence choices and success.</li> <li>Identify extra-curricular activities available to students.</li> <li>Evaluate the benefits of participating in extra-curricular activities.</li> <li>Describe how adults at school demonstrate caring concern for students.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Distinguish between different emotions.</li> <li>Reflect on possible consequences before expressing an emotion.</li> <li>Recognize and chart emotional triggers.</li> <li>Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change.</li> <li>Distinguish how you really feel from how others expect you to feel.</li> <li>Practice self-calming techniques such as self-talk.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Demonstrate an ability to process emotions to facilitate problem solving.</li> <li>Explain the possible outcomes associated with the different forms of communicating emotions.</li> <li>Identify school support personnel and how they assist students.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Identify factors that cause stress, both positive and negative.</li> <li>Recognize physical and emotional reaction to stress.</li> <li>Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation.)</li> <li>Apply strategies to manage stress and to motivate successful performance.</li> <li>Begin to identify the areas of school and life that are within your control.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>List qualities that contribute to friendships.</li> <li>Ask open-ended questions to encourage others to express themselves.</li> <li>Practice reflective listening.</li> <li>Use follow-up questions to clarify messages.</li> <li>Interpret non-verbal cues.</li> <li>Participate in setting and enforcing class rules.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Analyze how one’s behavior may affect others.</li> <li>Predict others’ feelings and perspectives in a variety of situations.</li> <li>Demonstrate encouragement of others and recognition of their contributions.</li> <li>Identify the feelings and perspectives of others during group discussions.</li> <li>Demonstrate graciousness in winning &amp; losing.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Identify factors that contribute to violence.</li> <li>Identify strategies for avoiding, sidestepping, and reducing violence.</li> <li>Analyze the causes of a physical or verbal fight that you observed and list prevention strategies.</li> <li>Practice negotiation skills in pairs, taking the perspective of both parties into account.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Distinguish between bullying and non-bullying situations.</li> <li>Identify intervention strategies to stop bullying.</li> <li>Describe how classmates who are the subject of rumors or bullying might feel.</li> <li>Explain why bullying or making fun of others is harmful to oneself or others.</li> <li>Role-play how to report bullying behavior.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Identify the need for rules at school, home and in society.</li> <li>Explain the consequences for breaking school rules.</li> <li>Keep a record of your daily activities.</li> <li>Identify tools to manage time better.</li> <li>Analyze how decision-making skills improve study habits and academic performance.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Learn and describe the steps of a decision-making model.</li> <li>Explain how uncontrolled emotions contribute to poor decision making.</li> <li>Name adults you are close to who can help you think about wise decisions when you are experiencing negative emotions.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Develop strategies to work things out rather than retaliate when you feel wronged.</li> <li>Define the roles of responsibility of a victim, bystander, perpetrator, or rescuer in a situation.</li> <li>Analyze decisions that contributed to violence.</li> <li>Practice making pro and con lists to help guide you in a decision.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Explain the connection between poor decisions and stress.</li> <li>Analyze how a hasty decision made matters worse.</li> <li>Analyze how a wise decision reduced stress and made matters better.</li> </ul>



**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 7**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Know the definition of peer pressure.</li> <li>• Differentiate between positive and negative peer pressure.</li> <li>• Recognize when others are exerting pressure to engage in negative behaviors or activities.</li> <li>• Develop strategies for resisting negative peer pressure and have alternatives when tempted to follow the crowd.</li> <li>• Identify organizations in your community for developing your interests and/or talents.</li> <li>• Know which adults are available to you to help provided guidance for avoiding negative peer pressure.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Recognize the impact of outside influences on personal development.</li> <li>• Give examples of safe, risky and harmful behaviors.</li> <li>• Brainstorm ideas for how to react when facing safe situations, vs. risky and harmful situations.</li> <li>• Analyze the short and long term outcomes involved in safe, risky and harmful behaviors.</li> <li>• Name community resources that promote safe behaviors.</li> <li>• Describe the efforts of family members or other adults who try to make sure that you are in situations that are safe, rather than risky or harmful.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Describe how making use of school and community supports and opportunities can contribute to school and life success.</li> <li>• Set a short term goal for improving some aspect of your school performance in the next month or two.</li> <li>• Set a short term goal for improving your school or community in the next month or two.</li> <li>• Identify who in your school, family or community could help you achieve these goals.</li> <li>• Brainstorm strategies for overcoming obstacles that might get in the way of these goals.</li> <li>• Write a plan for these goals.</li> <li>• Tell how you will know that you have reached your goals successfully.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Continue to work on, monitor and evaluate the goals from early fourth quarter.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Recognize the difference between positive and negative relationships.</li> <li>• List characteristics of friends who are a healthy influence.</li> <li>• Brainstorm destructive behaviors encouraged by peers.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Practice turning criticism into constructive feedback.</li> <li>• Respond non-defensively to criticism or accusation through role-play.</li> <li>• Describe ways to express forgiveness.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Discuss stereotyping and its negative impact on others.</li> <li>• Explain how a lack of understanding of social and cultural differences can contribute to intolerance.</li> <li>• Identify ways to overcome misunderstanding among various social and cultural groups.</li> <li>• Identify ways to advocate for others.</li> <li>• Identify ways to include others and make them feel valuable in group projects.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an ability both to assume leadership and be a team player in achieving group goals.</li> <li>• Demonstrate cooperation and teamwork to promote group effectiveness.</li> <li>• Use verbal and non-verbal strategies to resolve group conflict.</li> <li>• Learn to maintain an objective, non-judgmental tone during disagreements.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate refusal skills.</li> <li>• Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</li> <li>• Describe other choices that could have been made in stories/scenarios that highlight peer pressure.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Evaluate strategies for avoiding risky behaviors.</li> <li>• Reflect in your journal about whether or not some of your recent decisions put you at risk.</li> <li>• Analyze how decisions have short term and long term consequences.</li> <li>• Analyze what it means to be responsible for one's physical and emotional health.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</li> <li>• Analyze the needs of others in deciding how work or sharing goods should be divided.</li> <li>• Make journal entries of how your actions have affected others.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an ability to set priorities, stay on task and complete assignments on time.</li> <li>• Evaluate one's participation in efforts to address an identified school or community need.</li> </ul>



**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 8**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Manage changes associated with puberty (adjusting to new body image, emerging sexuality)</li> <li>• Identify what you like about yourself, including things that might be considered atypical for your gender.</li> <li>• Take an inventory of your personal strengths and interests and describe them in your journal.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Recognize and accurately label emotions and how they are linked to behavior.</li> <li>• Describe a range of emotions and the situations that cause them.</li> <li>• Monitor transitions in your emotions over time and reflect on their causes.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Analyze factors that create stress or motivate successful performance.</li> <li>• Demonstrate an ability to assess your level of stress based on physical and psychological factors.</li> <li>• Demonstrate an ability to reduce stress by re-assessing a situation.</li> <li>• Identify stress management skills that work best for you.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Set a short-term goal and make a plan for achieving it.</li> <li>• Identify people who can help you achieve that goal and ask for their help.</li> <li>• Reflect on a time when you overcame an obstacle to accomplish something that was important to you.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Develop awareness of emerging interests and aspirations of classmates.</li> <li>• Demonstrate ways to show encouragement and support of classmates' interests.</li> <li>• Generate strategies for acknowledging and expressing differences of opinion.</li> <li>• Generate ways to develop more positive attitudes.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Analyze how one's behavior may affect others.</li> <li>• Recognize actions that hurt others.</li> <li>• Identify verbal, physical, and situational cues that indicate how others may feel.</li> <li>• Predict others' feelings and perspectives in a variety of situations</li> <li>• Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</li> <li>• Analyze the consequences of ignoring the rights of others.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Describe and demonstrate ways to express emotions in a socially acceptable manner.</li> <li>• Evaluate how expressing one's emotions in different situations affects others.</li> <li>• Evaluate how expressing more positive attitudes influences others.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Define unhealthy peer pressure and evaluate strategies for resisting it.</li> <li>• Differentiate among passive, assertive and aggressive responses to peer pressure.</li> <li>• Evaluate the effectiveness of various strategies for dealing with negative peer pressure.</li> <li>• Analyze how others in your life have helped you resist negative influences.</li> <li>• Provide support to others who may be experiencing problems.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Analyze the reasons for school and societal rules.</li> <li>• Analyze connections between school rules and societal rules.</li> <li>• Generate peer group norms that increase responsible behavior and reduce irresponsible behavior.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Explain how one's decisions and behaviors affect the well-being of one's school and community.</li> <li>• Generate a list of alternatives to use when tempted to do or say something that would be destructive or hurt the feelings of others.</li> <li>• Analyze the effects of taking action to oppose bullying based on individual and group differences.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Analyze how thoughts and emotions affect decision making and responsible behavior.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• State the impact of unethical or destructive behavior on family, friends, or loved ones.</li> <li>• Recognize and state the legal issues related to the use of alcohol, tobacco and other drugs by adolescents.</li> <li>• Analyze the role of the media in influencing choices we make.</li> <li>• Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</li> <li>• Demonstrate personal responsibility in making ethical decisions.</li> </ul>



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**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 8**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Monitor progress on achieving your short-term personal goal and make adjustments as needed.</li> <li>• Apply strategies to overcome obstacles to goal achievement.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Evaluate your level of goal achievement, identifying factors that contributed or detracted from it</li> <li>• Analyze what you learned from this experience and express what you will do differently next time.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Set another short-term personal goal, using the lessons learned from before.</li> <li>• Analyze what you learned from this experience and express what you will do differently next time.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Set another short-term personal goal, using the lessons learned from before.</li> <li>• Analyze what you learned from this experience and express what you will do differently next time.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Evaluate strategies for preventing and resolving interpersonal problems.</li> <li>• Describe a situation in which you needed help and where you sought it.</li> <li>• Practice peer mediation skills.</li> <li>• Apply constructive approaches in resolving conflicts.</li> <li>• Explain the concept of win-win resolution to conflict.</li> <li>• Teach conflict resolution skills to younger children.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate cooperation and teamwork to promote group effectiveness.</li> <li>• Evaluate one’s contribution in groups as a member and leader.</li> <li>• Participate in/evaluate service learning activities and organizations in the school and community.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate cooperation and teamwork to promote group effectiveness.</li> <li>• Evaluate one’s contribution in groups as a member and leader.</li> <li>• Participate in/evaluate service learning activities and organizations in the school and community.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate cooperation and teamwork to promote group effectiveness.</li> <li>• Evaluate one’s contribution in groups as a member and leader.</li> <li>• Participate in/evaluate service learning activities and organizations in the school and community.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Define methods for addressing interpersonal differences in a positive manner.</li> <li>• Practice problem-solving skills by answering letters sent to an advice columnist.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Defend a position on an important citizenship topic.</li> <li>• Consider how fairness and respect would influence planning, implementing and evaluating a service learning project in the school or community.</li> <li>• Demonstrate how work and social relationships are enhanced through consideration of others’ as well as your own expectations.</li> <li>• Describe methods to help resolve differences of opinion in planning and working on group projects.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Consider how fairness and respect would influence planning, implementing and evaluating a service learning project in the school or community.</li> <li>• Demonstrate how work and social relationships are enhanced through consideration of others’ as well as your own expectations.</li> <li>• Describe methods to help resolve differences of opinion in planning and working on group projects.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Consider how fairness and respect would influence planning, implementing and evaluating a service learning project in the school or community.</li> <li>• Demonstrate how work and social relationships are enhanced through consideration of others’ as well as your own expectations.</li> <li>• Describe methods to help resolve differences of opinion in planning and working on group projects.</li> </ul>



**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 9**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Describe strategies you used in the past to adapt to new situations.</li> <li>State your expectations about high school and tell how you plan to make your high school years a positive experience.</li> <li>Become aware of the requirements for high school graduation and processes for accumulating and tracking credits each year.</li> <li>Describe what motivates and hinders your efforts as a learner.</li> <li>Describe your personal strengths and areas needing development.</li> <li>Analyze how personal qualities influence choices and successes</li> <li>Explain how participating in school activities can help you get comfortable in your new school more quickly.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Chart the situations that contribute to stress.</li> <li>Describe coping strategies you know for handling stress.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Name situations that tempted you to misbehave in the past.</li> <li>Demonstrate control of impulsive behavior.</li> <li>Develop strategies for nipping situations in the bud before they get out of hand.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Explain a time when you chose right over wrong.</li> <li>What does take to have the courage not to follow the crowd?</li> <li>List activities you rely on to keep you occupied so you are not tempted to hang out with the wrong crowd.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Define ways that your friends from middle school can support each other in getting off to a good start in high school.</li> <li>Describe processes for making new friends.</li> <li>Aim to know the names of most of your new classmates.</li> <li>Get to know key adults in the school and establish good relationships with them.</li> <li>Negotiate school rules and expectations with your classmates and develop ways of holding each other accountable for doing the right thing.</li> <li>Learn which school clubs and other activities are available for deepening interests and making new friends.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Find out some new positive facts about your former friends.</li> <li>Use what you are finding out about new classmates as conversation starters with the.</li> <li>Establish ways to include your new friends with your former friends.</li> <li>Develop skills for showing appreciation for the unique aspects of your friendships.</li> <li>Develop strategies for handling jealousies and insecurities between new friends and former friends.</li> <li>Evaluate current conflict-resolution skills and plan how to improve them.</li> <li>Explain how associating with positive friends can help reduce stress.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Analyze how your behavior may affect others</li> <li>Evaluate the effects of requesting support from and providing support to others.</li> <li>Learn peer mediation strategies to help control escalating situations.</li> <li>Analyze ways to establish and maintain positive relationships with others.</li> <li>Identify problems and conflicts commonly experienced by peers.</li> <li>Apply constructive approaches in resolving conflicts.</li> <li>Demonstrate how to express understanding of those who hold different opinions.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Define unhealthy peer pressure and evaluate strategies for resisting it.</li> <li>Differentiate among passive, assertive and aggressive responses to peer pressure.</li> <li>Evaluate the effectiveness of various strategies for dealing with negative peer pressure.</li> <li>Analyze the support of people in your life who have helped you resist negative influences.</li> </ul>

EARLY FIRST QUARTER <i>cont.</i>	LATE FIRST QUARTER <i>cont.</i>	EARLY SECOND QUARTER <i>cont.</i>	LATE SECOND QUARTER <i>cont.</i>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Develop and adhere to a schedule which prioritizes school work.</li> <li>• Assess when there is a need to involve an adult in a school issue that you cannot resolve alone (e.g., having the wrong roster)</li> <li>• Recognize signs of danger and know how to report information to school staff.</li> <li>• Identify social norms and safety considerations that guide behavior.</li> <li>• Identify the reasons for school and societal rules.</li> <li>• Demonstrate appropriate school and classroom behavior.</li> <li>• Decide which clubs and activities would be a good match for your skills and interests.</li> <li>• Discuss and demonstrate understanding of the expectations set forth by the Student Handbook: Student Rights and Responsibilities.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Determine the extent to which your own decisions and behavior contribute to stress and come up with a plan for changing that decision. (e.g., the decision to procrastinate, the decision to gossip).</li> <li>• Demonstrate the ability to respect the rights of self and others.</li> <li>• Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</li> <li>• Make positive choices when interacting with classmates.</li> <li>• Describe causes and consequences of conflicts</li> <li>• Identify problems and conflicts commonly experienced by peers</li> <li>• Restrict the use of social media to appropriate, manageable and legal levels.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Explain choices you can make to reduce the likelihood of getting in trouble.</li> <li>• Describe how you decide to try to resolve conflicts yourself or to involve adults in the process.</li> <li>• Evaluate strategies for resisting pressures to engage in activities that will lead to trouble.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• State the impact of unethical or destructive behavior on family, friends, or loved ones.</li> <li>• Recognize and state the legal issues related to the use of alcohol, tobacco and other drugs by adolescents.</li> <li>• Analyze the role of the media in influencing choices we make.</li> <li>• Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</li> <li>• Demonstrate personal responsibility in making ethical decisions.</li> </ul>

**ONGOING EMPHASIS**

All 5 SEL competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making.

Other areas for on-going reinforcement in grade 9:

- Identify one’s likes and dislikes, needs and wants, strengths and challenges
- Describe personal skills and interests that one wants to develop.
- Identify goals for academic success and classroom behavior.
- Understand the psychological concept of projection in understanding problematic interpersonal relationships.
- Taking ownership of feelings.
- Describe why school is important in helping students achieve personal goals.
- Monitor progress on achieving a short-term personal goal.
- Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
- Evaluate how expressing one’s emotions in different situations affects others
- Recognize that others may experience situations differently from one’s self.
- Use conversation skills to understand others’ feelings and perspectives
- Demonstrate cooperation and teamwork to promote group effectiveness.
- Identify approaches to resolving conflicts constructively.

Other areas for on-going reinforcement in grade 9 cont.:

- Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions
- Explain the policies described in the District/School Handbook

*Resources*

- Counselors, who will review available data to adequately plan for and implement this program.
- Mentors as available.
- Planning Center for Tier II and III of emotional/social behavior
- “Ripples” computer program.
- Utilize CHAMPS Curriculum
- Utilize Girl Power and Peer Mediation Programs
- Utilize District Resources including CTAG, Humanware, etc
- Utilize the Student Handbook: Student Rights and Responsibilities.
- Utilize resources found at [www.casel.org](http://www.casel.org)

**TEACHER NOTES**

*Teachers will teach SEL explicitly*

*Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving*

**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 9**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Analyze your progress in adjusting to high school and state where there have been obstacles.</li> <li>Think about ways you overcame obstacles in the past and how you can apply those strategies now.</li> <li>Explain your awareness or lack of awareness of school and community resources that can provide supports to students.</li> <li>Name adults you have not considered approaching as yet but who could be resourceful to you in overcoming challenges</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Identify a goal that is related to something you aspire to be or do when you are grown. It might be a career goal or a humanistic goal around improving society.</li> <li>Describe what contributed to your interest in that area.</li> <li>Begin to develop a short term plan for finding out what you need to do now to reach that goal.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Keep a journal that describes your deepening understanding of the process for obtaining the goal you are researching.</li> <li>Compare what will be needed to meet the goal to the qualities you used in meeting goals in the past.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Keep a journal that describes your deepening understanding of the process for obtaining the goal you are researching.</li> </ul> <p><i>Prepare a presentation highlighting what you learned about the goal and what you will need to do over the remaining years of high school to meet that goal as an adult.</i></p>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Evaluate strategies for preventing and resolving interpersonal problems that might be contributing to any problems you might be experiencing in adjusting to high school.</li> <li>Define strategies for advocating for yourself in ways that encourage people to want to assist you.</li> <li>Evaluate the role that patience and gratitude play in seeking and receiving support.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Determine who you will need to establish relationships with in order to research your goal area to gain a better understanding.</li> <li>Develop interview questions to be used in finding out information from people who can talk to you about your goal area.</li> <li>Enlist the help of your friends in practicing your interview questions.</li> <li>Develop strategies for building confidence and overcoming shyness to seek out people to interview.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Evaluate the effects of requesting support from others.</li> <li>Chart how courteous behaviors motivate people to want to engage with you.</li> <li>Make note of which strategies are most successful in opening the doors of the people you need to speak to in doing your research.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Thank the people who assisted you and develop strategies for keeping in touch with them.</li> <li>Begin to build a pool of people you can list as resources on applications for jobs and various other opportunities.</li> <li>Celebrate the success of completing this project with your friends while acknowledging them for strides they made as well.</li> <li>Compare note with your friends about what it took to make a successful transition to high school. Pledge to support each other over the remaining years.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Develop a plan going forward that describes what you will eliminate doing that might be contributing to any obstacles you are having in adjusting to high school.</li> <li>Explain how you decide that it is time to seek help.</li> <li>Evaluate which school and community resources would be most useful in providing support when needed.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Decide early decisions that you will need to make in pursuing the goal that you chose.</li> <li>Demonstrate positive interactions in the people you solicit for support in researching your goal so they will want to keep helping you.</li> <li>Determine how word choice, voice inflection and attitude contribute to a successful interview.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Analyze how present decision making will affect the likelihood of that goal or aspiration being met in the future.</li> <li>Make a list of new skills you will need to acquire and decide how you might go about acquiring them.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Continue to analyze how present decision making will affect the likelihood of that goal or aspiration being met in the future.</li> <li>Begin to develop a plan of action for developing the new skills you discovered were a necessity for meeting your goal.</li> <li>Decide how the lesson learned during 9th grade will contribute to your success in 10th grade.</li> </ul>



**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 10**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Identify attitudes and behaviors that lead to successful learning.</li> <li>Assess which attitudes and behaviors presented challenges during 9th grade and how you plan to combat them going into 10th grade.</li> <li>Display a positive interest in learning.</li> <li>Recognize personal qualities and external supports.</li> <li>Analyze how making use of school and community supports and opportunities can contribute to school and life success.</li> <li>Analyze factors that create stress or motivate successful performance.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Identify and manage one's emotions and behavior.</li> <li>Analyze how thoughts and emotions affect decision making and responsible behavior.</li> <li>Apply strategies to manage stress and to motivate successful performance.</li> <li>Generate ways to develop more positive attitudes.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Identify times when you felt as though your rights were being violated.</li> <li>Describe what it feels like to be ignored or disrespected.</li> <li>Analyze positive and negative ways to gain respect and recognition.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Describe a time when you were successful in refusing to follow a crowd.</li> <li>Identify times when you may have felt more successful around fewer people or even working alone.</li> <li>Understand the relationship between positive people and positive actions and success in school and life.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Commit to using greater discretion in identifying friends and developing friendships.</li> <li>Assess the extent to which the summer months shifted priorities in friends who are no longer as focused on school and success.</li> <li>Develop skills for separating yourself from people who are not interested in seeing you succeed.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Develop strategies for restraining yourself when initial thoughts produce the desire to strike back or retaliate.</li> <li>Learn to distinguish truth from gossip and innuendoes.</li> <li>Develop active listening skills.</li> <li>Develop systems for promoting positive conversations with friends and associates.</li> <li>Participate in peer mediation programs and encourage your peers to become peer mediators.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Recognize that everyone has rights and responsibilities.</li> <li>Respect alternative points of view.</li> <li>Recognize, accept, respect and appreciate individual differences.</li> <li>Recognize, accept and appreciate ethnic and cultural diversity.</li> <li>Be alert to the formation and dangers of cliques and gangs.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Understand the connection between your image and your associates.</li> <li>Understand the relationship between associates and the likelihood of school success.</li> <li>Distinguish between negative and positive peer pressure.</li> <li>Explain how intimidation, harassment and coercion can negatively impact a relationship.</li> <li>Understand the role of social norms in establishing parameters for what is acceptable in positive relationships.</li> </ul>

EARLY FIRST QUARTER <i>cont.</i>	LATE FIRST QUARTER <i>cont.</i>	EARLY SECOND QUARTER <i>cont.</i>	LATE SECOND QUARTER <i>cont.</i>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Make decisions to support movement towards graduation based on an understanding of the system of academic requirements that determine eligibility for graduation and post-secondary opportunities (e.g., grade point average, class rank, Carnegie units of credit).</li> <li>• Understand the importance of standardized tests, especially the Ohio Graduation Test, to graduation and post-secondary opportunities.</li> <li>• Begin to develop an individual educational plan with academic goals for high school that will increase opportunities for reaching post-secondary education and future career goals.</li> <li>• Analyze the challenges and benefits of seeking out advanced course work.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Become astute in sensing cues that situations are brewing and that small matters are escalating into big issues.</li> <li>• Know the availability of resources to assist with conflict resolution.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Develop strategies for advocating for yourself and decide when it is most appropriate to apply which strategies.</li> <li>• Analyze how involvement in school activities helps you establish a presence in the school.</li> <li>• Determine how you will know when it is time to step up for the rights of others.</li> <li>• Practice strategies for actively staying away from cliques and gangs whose mission is to harm other people through words and/or actions.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Practice a variety of ways of saying no.</li> <li>• Understand what is meant by “no means no” when involved in activities with your friends and associates.</li> <li>• Have alternative strategies to employ when you need to move away from a crowd.</li> <li>• Understand risky behaviors and develop strategies for avoiding them.</li> <li>• Consider ethical, safety, and societal factors in making decisions.</li> <li>• Know how to access help when realizing that you are getting in over your head in negative situations.</li> </ul>

**ONGOING EMPHASIS**

All 5 SEL competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making.

*Added Resources: Student*

- Refer to Handbook: Student Rights and Responsibilities.
- Utilize Peer mediation and SST for making decisions for responsible behavior.
- Use planning center to manage students’ emotional behavior.
- Peer and adult mentoring.
- Social work services.
- School-wide counseling services
- Community Mental Health Agencies (eg. Beechbrook, Murtis Taylor)

**TEACHER NOTES**

*Teachers will teach SEL explicitly*

*Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving*


**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 10**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Describe a time when something positive that you accomplished was the result of good group work.</li> <li>Explain the roles that you are comfortable taking on when working in a group.</li> <li>Analyze the connection between good people skills and the ability to work as a successful member of a group.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Develop a short time goal that you know can only be accomplished with the assistance of others.</li> <li>Analyze which parts of the project require the talents that you possess, and which parts of the project will require the skills of others.</li> <li>Design a plan of action for engaging others in helping you accomplish this short term goal.</li> <li>Describe what success will look like at the completion of the project.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Develop a time line and strategies for meeting your goal by the middle of the fourth quarter.</li> <li>Analyze how to develop an action plan with goals, activities, due dates, and person(s) responsible.</li> <li>Describe images of success as the project develops.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Assess the quality of the final project and list factors that contributed to its success or failure.</li> <li>Keep a journal of lessons learned in working on group projects to guide you in future group work.</li> <li>Analyze and chart new skills that you developed in working closely with others.</li> <li>Explain the connection between having good people skills and success on a job.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Look for and acknowledge positive traits in others.</li> <li>Be open to the suggestions of others and willing to incorporate their ideas.</li> <li>Identify which friends have mastered skills that you are still developing.</li> <li>Develop strategies for disagreeing agreeably.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Design strategies for generating excitement in other people about something you are attempting to accomplish.</li> <li>Practice the art of persuasion by making a compelling case to use with people to help them understand why their cooperation and assistance is vital to you.</li> <li>Develop strategies for accepting rejection and not taking it personally.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Determine how to market your goal so that the people working with you will feel equally invested in doing their part.</li> <li>Develop ways to give and receive feedback constructively.</li> <li>Analyze the power of rewards in helping people stay focused and on task.</li> <li>Develop skills in being diplomatic should the need arise to address the behaviors or attitudes of people working with you on the project.</li> <li>Foster the willingness to cooperate and share.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>List the skills you developed in expressing your vision and keeping people motivated and on task.</li> <li>Explain the power of celebration and praise in working with others.</li> <li>Define the “people management” competencies that are necessary in leading group work.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Determine how you will decide to divide the labor when needing to accomplish a group task.</li> <li>Develop processes for holding people responsible for their load of the work.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions</li> <li>Evaluate how the perception others have of you will influence their decision about whether or not to join you on a project.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Demonstrate personal responsibility in making ethical decisions relative to the development of the project.</li> <li>Generate a plan for assessing quality performance of teammates and the need to shift duties, if necessary.</li> <li>Determine alternative plans of action should you experience challenges in getting the project done.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Analyze which skills were difficult for you and when you felt tension between what you had to do but did not really want to do in relating to people working with you on this task.</li> <li>Chart decisions that need to be made in delegating tasks for group projects.</li> <li>Analyze which decision making skills you are good at and which ones you need to work on when it comes to involving other people in projects you are leading.</li> </ul>



**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 11**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Explain how your choice of activities for leisure time can contribute to school and life success.</li> <li>• Use the internet to find assessments about learning styles to find out what type of learner you are.</li> <li>• Chart when you are most productive to determine the best time for handling difficult school tasks.</li> <li>• Take stock of motivating factors that keep you focused on success.</li> <li>• Refine your ability to set goals and create adequate planning in the areas of academic, personal, and social growth.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Describe a job you had that you liked doing. Then describe a job that you did not like doing. What distinguished the two?</li> <li>• Explain how work can contribute to personal success and satisfaction.</li> <li>• Analyze how work can be an important satisfying means of personal expression.</li> <li>• Analyze how personal qualities influence choices and successes</li> <li>• Set priorities for building on strengths and identifying areas for improvement.</li> <li>• Explain the connection between a willingness to learn (lifelong learning) and career advancement.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Describe how you see yourself and how you think other people see you.</li> <li>• Analyze the term “personal brand” and describe how your appearance, your speech, your clothing choices and how you carry yourself create an impression for others.</li> <li>• Explain what it means to be an individual or non-conformist.</li> <li>• Describe a time that you made a good first impression or a negative first impression. What lessons did you learn?</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Describe a time when you had to work with or interact with people who were different.</li> <li>• Explain whether or not you were eager or reluctant to do so.</li> <li>• Analyze factors that have influenced your viewpoints about groups of people you consider as different.</li> <li>• Explain what is meant by workplace diversity.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Help your friends redefine fun to include activities that contribute to school success (e.g., studying together, going to the library together, going on cultural outings together.)</li> <li>• Find reasons to compliment friends for accomplishments related to their development as students.</li> <li>• Help work against beliefs that it is not cool to be smart.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Expand your understanding of career options by interacting with successful high school alumni and/or community adult(s) representative of your career/college interests.</li> <li>• Develop conversational skills to initiate and sustain a conversation with people who can provide career guidance.</li> <li>• Analyze the role that developing positive relationships has in career success.</li> <li>• Explain what it means to be trustworthy and reliable, and how those traits contribute to people believing in you.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Provide friends with data to serve as feedback about how they see themselves vs. how other people see them.</li> <li>• Ask friends to provide you with the same type of data.</li> <li>• Assist friends in establishing a personal brand that will contribute to their success.</li> <li>• Assist friends in avoiding peer pressure to adopt styles and behaviors that detract from their ability to make a good first impression.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Explain how a lack of understanding of social and cultural differences can contribute to intolerance.</li> <li>• Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</li> <li>• Discover ways to connect with people who are of a different culture or ethnic group.</li> <li>• Seek ways to interact with or engage in projects with people whose cultures or ethnicities are unlike yours.</li> </ul>

<b>EARLY FIRST QUARTER <i>cont.</i></b>	<b>LATE FIRST QUARTER <i>cont.</i></b>	<b>EARLY SECOND QUARTER <i>cont.</i></b>	<b>LATE SECOND QUARTER <i>cont.</i></b>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>
<ul style="list-style-type: none"> <li>• Explain the meaning of the phrase, “Every moment counts” as it applies to time management and activity planning for school and life success.</li> <li>• Analyze how present decision making affects college and career choices.</li> <li>• Explain the power of anticipation in helping to guide decision making.</li> <li>• Provide evidence that you are committing to being a successful student.</li> </ul>	<ul style="list-style-type: none"> <li>• Use your knowledge of your likes and dislikes to generate a list of what would be ideal working conditions for you.</li> <li>• Analyze factors such as salary, benefits, training, etc. to generate lists of career that you would find suitable.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how you decide how to present yourself in a given context or on a given occasion.</li> <li>• Analyze factors that influence the choices you make about what you will wear and how you will present yourself.</li> <li>• Demonstrate your willingness to adapt your attire, language and behaviors, as necessary, depending upon a situation, to adjust to the expectations of the workplace.</li> <li>• Give examples of times when you have seen people dressed inappropriately for an occasion.</li> <li>• Differentiate between individuality and conformity and describe the pros and cons of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the impact that work location and workplace diversity might have on your willingness to seek a job at a certain place.</li> <li>• Analyze the connection between open-mindedness and career opportunities.</li> <li>• Describe responsible behaviors for working cooperatively in teams, in school and in the workplace.</li> </ul>

**ONGOING EMPHASIS**

All 5 SEL competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making.

**TEACHER NOTES**

*Teachers will teach SEL explicitly*

*Teachers will incorporate SEL activities into their daily routine, group work, story time, and problem solving*


**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 11**

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Make connections between your current interests, achievement level, aptitudes and abilities and the top two careers you are currently considering.</li> <li>• Explain the variety of sources, including technology, to obtain job and career information.</li> <li>• Explain your understanding of the current path for obtaining those careers.</li> <li>• Develop an individual education plan that supports movement toward your top two stated career choices, documenting the gaps between your current skills level and the skills needed for the job.</li> <li>• Implement a plan to build on a strength, meet a need, or address a challenge relative to getting one of those career choices.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Develop an individual education plan that supports movement toward your top two stated career choices, documenting the gaps between your current skills level and the skills needed for the job.</li> <li>• Implement a plan to build on a strength, meet a need, or address a challenge relative to getting one of those career choices.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Develop an individual education plan that supports movement toward your top two stated career choices, documenting the gaps between your current skills level and the skills needed for the job.</li> <li>• Implement a plan to build on a strength, meet a need, or address a challenge relative to getting one of those career choices.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Based on this project, develop a “to do” list of critical actions you will need to work on between the end of your junior year and graduation to put you in a better position for being competitive in seeking careers.</li> <li>• Analyze how the use of the summer months can provide a further period of career exploration.</li> <li>• Identify other resources you will need to tap into to enable you to successfully prepare for a transition to a career (e.g., financial resources for college or training, networking with more successful people.)</li> <li>• Identify courses you might need to take during your senior year to help you acquire or strengthen the competencies needed for your desired career.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Seek opportunities to meet and interview people currently working in your top two job areas</li> <li>• Develop relationships capable of supporting mentor and/or internship opportunities.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Seek opportunities to meet and interview people currently working in your top two job areas</li> <li>• Develop relationships capable of supporting mentor and/or internship opportunities.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Seek opportunities to meet and interview people currently working in your top two job areas</li> <li>• Develop relationships capable of supporting mentor and/or internship opportunities.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Develop skills to advocate for yourself in acquiring what you need to be competitive in the job market.</li> <li>• Make appointments with teachers and counselors to review your roster for your final year of high school to make sure that it is the roster designed for the career you hope to seek.</li> <li>• Polish skills for initiating and sustaining contact with people who can assist you in acquiring internships and access to mentors.</li> <li>• Practice courtesies that inspire people to what to assist you.</li> </ul>



**SUBJECT: SOCIAL EMOTIONAL LEARNING**

**2011-2012 SCOPE AND SEQUENCE (VERSION 1.0)**

**GRADE: 12**

EARLY FIRST QUARTER	LATE FIRST QUARTER	EARLY SECOND QUARTER	LATE SECOND QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Analyze factors that contributed to or detracted from your success over your years as a student.</li> <li>Name a challenge you overcame as a student and describe the lessons you learned in the process.</li> <li>Set priorities in building on strengths and identifying areas for improvement.</li> <li>Identify the skills and credentials required to enter a particular profession and continue to hone your talents accordingly.</li> <li>Analyze how making use of school and community supports and opportunities can contribute to school and life success.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Analyze how thoughts and emotions affect decision making and responsible behavior.</li> <li>Describe how changing your interpretation of an event can alter how you and others feel about it.</li> <li>Analyze how positive adult role models and support systems contribute to school and life success.</li> <li>Describe different ways you have approached people and what the outcome has been.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Analyze factors that annoy or frustrate you.</li> <li>Demonstrate control of impulsive behaviors.</li> <li>Demonstrate how you might use upset feelings to ask for help rather than express anger.</li> <li>Recognize the impact of denial defense mechanisms on your mental health.</li> <li>Establish a behavior contract to improve a coping strategy and journal your progress in fulfilling it.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>Explain the connection between a person's experiences and perspectives or outlook.</li> <li>Analyze factors that have influenced your viewpoints about groups of people and unfamiliar places.</li> <li>Describe how you react in unfamiliar places with unfamiliar people.</li> <li>How do you get up the courage to try something new?</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Reconnect with friends you have not seen over the summer and express ways that you will assist them in having a successful senior year.</li> <li>List people who are part of your support system and state how you will apprise them of your progress throughout the year.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Analyze barriers to effective communication.</li> <li>Practice initiating and sustaining conversations.</li> <li>Analyze how your behavior may affect others.</li> <li>Develop relationships that support personal and career goals.</li> <li>Seek the guidance of a mentor &amp; describe ways to be mutually supportive in the relationship.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Analyze similarities and differences between your own and other's perspectives.</li> <li>Demonstrate ways to assert your needs and viewpoints in a respectful manner.</li> <li>Practice responding to an idea rather than the person advancing it.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>Explain how a lack of understanding of social and cultural differences can contribute to intolerance.</li> <li>Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</li> <li>Evaluate how advocacy for the rights of others contributes to the common good.</li> <li>Discover ways to connect with people who are of a different culture or ethnic group.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Analyze how interests, personality traits and aptitudes affect career choices.</li> <li>Explain the connection between the courses you are taking and career goals.</li> <li>Establish a system for deciding how to handle difficult tasks and prioritize assignments.</li> <li>Explain the benefits of delayed gratification in setting priorities and pursuing a goal.</li> <li>Set up timelines for meeting the various deadlines when pursuing post high school options.</li> <li>Decide which community agencies will be most resourceful this senior year as you pursue your goal to graduate.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Identify how social relationships impact future goals.</li> <li>Explain responsible use of social media for developing and maintaining relationships.</li> <li>Determine appropriate ways to make appointments to connect with people who can be resourceful to you.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Differentiate between negative and positive ways of making sure your viewpoints are expressed.</li> <li>Analyze a range of choices available for being assertive without being rude.</li> <li>Explain how you will decide when to persist and when to back down.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>Explain the cues you look for how in deciding how to act in unfamiliar places with unfamiliar people.</li> <li>Demonstrate your willingness to adapt your attire, language and behaviors, as necessary, depending upon a situation, to adjust to the norms of the group.</li> <li>Analyze the connection between open-mindedness and career opportunities.</li> </ul>

EARLY THIRD QUARTER	LATE THIRD QUARTER	EARLY FOURTH QUARTER	LATE FOURTH QUARTER
<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Generate ways to develop more positive attitudes.</li> <li>• Track your successes and struggles at this point in the senior year.</li> <li>• Monitor progress toward your post high school goal, and evaluate your performance so far against criteria.</li> <li>• Analyze how to show high self-esteem without appearing boastful or conceited.</li> <li>• Describe the skills you possess to help you persevere during difficult times.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Analyze a need in your community or school that you and classmates will address as a final senior project.</li> <li>• Set a short term goal for making an impact on that need in the next six weeks.</li> <li>• Describe ways to advocate for support in addressing the need.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Continue work of the previous quarter.</li> </ul>	<p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <ul style="list-style-type: none"> <li>• Analyze the extent to which the group did or did not meet the goals of the six week community service project.</li> <li>• Analyze the degree of your personal responsibility in goal success or goal failure.</li> <li>• Extract lessons from this project that can be applied to your post high school pursuits.</li> </ul>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Develop strategies for assisting your peers in staying focused during the last few months of senior year.</li> <li>• Demonstrate ways to express empathy for others.</li> <li>• Analyze strategies for resisting peer pressure during the social activities associated with senior year (e.g., parties, proms, trips).</li> <li>• Demonstrate tact yet compassion in altering the composition of your peer group, if necessary, as the year progresses.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Identify ways to deepen the awareness of the need with your peers and generate their support in working on the project.</li> <li>• Use your awareness of your peers' strengths and developmental areas to ensure that everyone feels valued in the role they have as a contributor to the outcome.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Continue work of the previous quarter.</li> </ul>	<p><b>Goal 2: Use social-awareness and interpersonal skills to establish &amp; maintain positive relationships.</b></p> <ul style="list-style-type: none"> <li>• Rate the performance of the people who worked on the project with you.</li> <li>• Extract lessons about working with people on this project that can be applied to your post high school pursuits.</li> </ul>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Explain decision making processes you will use to maintain or alter your current course of action as the year progresses.</li> <li>• Judge how time may need to be used differently in order to meet deadlines as the end of senior year approaches.</li> <li>• Decide which relationships may need to be altered to keep you focused and on course to graduate.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Analyze which skills to use to resolve interpersonal conflicts during the group project.</li> <li>• Apply decision-making skills to establish responsible social and work relationships.</li> <li>• Demonstrate personal responsibility in making ethical decisions relative to the project.</li> <li>• Evaluate how responsible decision making affects interpersonal and group relationships.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Decide which aspects of project development to alter to be in a better position for goal success.</li> </ul>	<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <ul style="list-style-type: none"> <li>• List the various decisions that had to be made to ensure project completion and explain what distinguished the easy decisions from the tougher ones.</li> <li>• Analyze how similar decisions might apply to your post high school pursuits and aspirations.</li> </ul>

