

DTS Health Curriculum includes - Social/Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Collaborative for Academic, Social, and Emotional Learning, CASEL, 2020)

The Board of Education approved Health Curriculum at the Delaware Township School actively supports the effort to make our school a more socially and emotionally healthy places to learn and work, and to help students develop greater social and emotional competence. To that end, we have integrated the five universally recognized social/emotional learning competencies into the health curriculum units. There are a myriad of skill-based lessons and activities available in every unit and are differentiated for developmental grade level and class dynamics. The activities are designed and implemented to build the following five competencies:

Self-awareness: accurately recognizing emotions and thoughts and their influence on behavior; assessing one's strengths and limitations; possessing a sense of confidence and optimism

Self-management: regulating emotions, thoughts, and behaviors; managing stress, controlling impulses, motivating oneself; setting personal and academic goals; perseverance

Social awareness: exploring different points of view; empathizing with others from diverse backgrounds and cultures; understanding social and ethical norms for behavior; recognizing family, school, and community resources

Relationship skills: establishing and maintaining healthy relationships; communicating clearly, listening actively; cooperating; resisting harmful social pressure; negotiating conflict; seeking and offering help when needed

Responsible decision making: making healthy, constructive, and respectful choices about personal behavior and social interactions; making healthy decisions regarding safety concerns; predicting consequences of various actions on the well-being of self and others

The health curriculum is constructed using evidenced-based resources that enable developmentally appropriate learning experiences, support, and reinforcement of the five competencies through direct instruction, guided practice, assessment and feedback, cooperative group projects, role-play, reinforcement activities, and home connection activities. We are proud to support our students through such vital concepts.