Unit 1 - Overview of SEL Respect & Citizenship Self Awareness & Social Awareness

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
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Unit Overview

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades and are less likely to have behavioral problems. Successful infusion of SEL can result in positive behaviors, increased academic success, enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.

Enduring Understandings

Sharing is a form of SEL.
Accepting differences.
Respecting others.
Pillars are Citizenship, Respect, Positivity, Kindness, Responsibility, and Trustworthiness.
Respect starts with us respecting ourselves.
SEL Competencies are Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making.
Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thought on one's own behavior.

Essential Questions

What are the character pillars?
How do we respect ourselves and others?
How do we contribute to our school and global community?
How can we recognize and identify the thoughts, feelings, and perspectives of others?
How can we demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds?
How can we demonstrate an understanding of the need for mutual respect when viewpoints differ?

Learning Objectives

Recognize how words and actions affect how a person can feel
Identify the character pillars and state competencies

Assume responsibility for respecting differences in others
Build upon their character through SEL
Recognize one’s personal traits, strengths and limitations
Recognize the importance of self-confidence in handling daily tasks
Demonstrate an awareness of the expectations for social interactions in a variety of settings

Standards: Content

2.1.5.EH	Emotional Health
	Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.
	Many factors influence how we think about ourselves and others.
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.5.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.8.EH	Emotional Health
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
	Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.
	Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.
	There are different ways that individuals handle stress, and some are healthier than others.
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
2.1.2.SSH	Social and Sexual Health
	All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
	Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.

2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
	Relationships are influenced by a wide variety of factors, individuals, and behaviors.
2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
	Families shape the way we think about our bodies, our health and our behaviors.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.
	People have relationships with others in the local community and beyond.
	People in healthy relationships share thoughts and feelings, as well as mutual respect.
2.1.2.SSH.5	Identify basic social needs of all people.
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
	Communication is the basis for strengthening relationships and resolving conflict between people.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
	Conflicts between people occur, and there are effective ways to resolve them.
2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
	Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Standards: Interdisciplinary

1	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
2	Adapting Communication: Adapting communication in response to the varying demands

	of audience, task, purpose, and discipline.
3	Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
4	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
5	Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
6	Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and

	domain-specific words and phrases.
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
W.AW.3.1	Write opinion texts to present an idea with reasons and information.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
W.AW.3.1.A	Introduce an opinion clearly.
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas

	and expressing their own clearly.
SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Assessment Evidence

Formative	Informal Observation, Oral Question/Answer Responses, Class Discussion, Written Class Work, Group Performance, Individual Performance
Summative	Tests, Quizzes, Projects, Formal Performances
Alternative & Benchmark	Alternative – Students choreography dance on paper, alternative assignment on dance style (research paper/presentation) Benchmark – LinkIt Benchmark, Standards aligned assessment, performance assessments
Assessment Evidence Resource	

Instructional Resources

Character Education Resource Guide-Creative Teaching Press, Second Step-Skills for Social and Academic Success, Bad Case of Tattle Tongue – Julia Cook, Auto B Good: Billy & the Big Horns Friendliness" – video, Friendship Soup – video • Friendship Song – Bruno Mars, Have You Filled A Bucket Today? – Carol McCloud, Have You Filled A Bucket Today? – video ,The Bucket Filler Song – video, Browne Elementary Students Focus on Bucket Filling – video, Six Pillars of Character Traits- A. Elder-video, Six Pillars of Character Traits- M. Ward – video, Wrinkled Heart lesson activity, Inside Out: Guessing the feelings, The Judgmental Flower by Julia Cook, Kid President's 25 Reasons To Be Thankful, Lying Up a Storm by Julia Cook, What If Everybody Did That? by Ellen Javernick, Simon's Hook by Karen Burnett, I Can't Believe

You Said That by Julia Cook, The Very Inappropriate Word by Jim Tobin, The Invisible Boy by Trudy Ludwig, Computers/Laptops, Smartboard , Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		