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| **Grade:Middle/Junior High School Unit: Social and Emotional Learning Timeline: 4 Weeks** | | |
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| **LEARNING PROGRESSION** | | |
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| **STUDENT-FRIENDLY LEARNING TARGETS** | | |
| * I can analyze how thoughts and emotions affect decision making and responsible behavior. **(Growth)** * I can identify my own personal characteristics and values. **(Growth)** * I can recognize how my behavioral choices can impact my school and life success. **(Understanding)** * I can analyze emotions that contribute to or detract from my ability to effectively problem solve. **(Understanding)** * I can understand group dynamics and respond appropriately in the group. **(Interaction)** * Evaluate strategies for preventing and resolving interpersonal conflicts. **(Interaction)** * I can collaboratively develop and model classroom rules, routines, and norms. **(Decisions)** * I can identify a problem, state what the problem is, and identify the perspectives of those involved. **(Decisions)** * I can demonstrate ways to express empathy for others. **(Empathy)** * I can show respect and sensitivity for other people’s perspectives and cultures. **(Empathy)** | |  |
| **KEY ACADEMIC VOCABULARY** | | |
| **Assertive: the ability to speak up for ourselves in a way that is honest and respectful.**  **Attitude: a feeling or way of thinking that affects a person's behavior.**  **Conflict:** **strong disagreement between people, groups, etc., that often results in an angry argument.**  **Empathy: the ability to understand how someone else is feeling or to understand the situation they are in.**  **Peer-Pressure: when people who are your age, like your classmates, try to influence how you act or to get you to do somet**  **Respect: interacting with others in a way that shows that you care about their well-being and how they feel.**  **Self-Awareness: the thinking skill that focuses on one’s ability to accurately judge their own performance and behavior and to respond appropriately to different social situations.**  **Self-Management:** t**he ability to control your emotions and work toward goals.**  **Stereotype: an idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true.**  **Well-being:** **the state of being healthy, safe, comfortable and happy.** | | |
| **DOK Questions** | | |
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| **On-Going Standards** | | |
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| **Intervention Plan** | | |
| **Intensive** | **Strategic -** | **Good to Go** |

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| **Instructional Plans** | **Resources/Notes:** |
| **Week 1: Understanding and Managing Self: Emotions and Behavior**   * + **Day One:** [**Developing a Positive Attitude**](https://drive.google.com/file/d/1BjU2UPfrws0lcNZ_b0MezX-_JnYVYRj1/view?usp=sharing)   + **Day Two:** [**Identifying Strengths and Weaknesses**](https://drive.google.com/file/d/1MRLND0crlsP8qUnFWz4inKdC41pk24DI/view?usp=sharing)   + **Day Three:** [**Playing by the Rules**](https://drive.google.com/file/d/10y1OkgrqUzt9PELvxOyLvYI0xKYo_zYe/view?usp=sharing)   + **Day Four:** [**Being Assertive**](https://drive.google.com/file/d/1dMyqdHXLqRB86RDgZtNgtkh8pIouMQYB/view?usp=sharing)   + **Day Five:** [**Presenting Yourself**](https://drive.google.com/file/d/1EupapqS8A5tRoXRIwqFUNCrcYVF4OMDa/view?usp=sharing) | **All lessons are from** [**Overcoming Obstacles**](https://www.overcomingobstacles.org/) **and are free for all educators. More resources available by setting up a free online account on their website.** |
| **Week 2: Responsible Decision-Making**   * + **Day One:** [**Making Decisions Big and Small**](https://drive.google.com/file/d/13XQVUblRlgZEpx8GJZwVJfhB1riC0Ahq/view?usp=sharing)   + **Day Two:** [**Gathering Information**](https://drive.google.com/file/d/1wPREcRCPYhH11Q6oqxb5GP97RXQOrv0b/view?usp=sharing)   + **Day Three:** [**Identifying Options**](https://drive.google.com/file/d/1fDjLo6R9cc8mkMha3HChT5E1bbph0BmO/view?usp=sharing)   + **Day Four:** [**Weighing Options and Consequences**](https://drive.google.com/file/d/1RfGdJVHd9UZcHIc7yle5EKyfT32t4pxO/view?usp=sharing)   + **Day Five:** [**Making a Choice**](https://drive.google.com/file/d/1VseOFU1VbjtEzv5CfkwBAdOuad2nrjPR/view?usp=sharing)   **Week 3**   * **Empathy**   + **Day One:** [**Empathy**](https://drive.google.com/file/d/1e4OKjByHkx3K0jYTqFp8kzBshcjiDWsB/view?usp=sharing)   + **Day Two:** [**Avoiding Stereotypes**](https://drive.google.com/file/d/1HySeMCZXnQJb65WPmaGhamwtEVM1Hpa2/view?usp=sharing)   + **Day Three:** [**Giving and Earning Respect**](https://drive.google.com/file/d/1pl8DqKqR3uGNcQTaShiU5GMdXTgI-Ve2/view?usp=sharing)   + **Day Four:** [**Understanding Conflict**](https://drive.google.com/file/d/1go0wG7c4XKCYoIKfsaI5QQZaPEADdRla/view?usp=sharing)   + **Day Five:** [**Speaking**](https://drive.google.com/file/d/1tuh2lUWfMO-voazCp_8Hf4sjAiuIRg76/view?usp=sharing) |  |
| **Week 4**   * **Relationships**   + **Day One:** [**Getting Along**](https://drive.google.com/file/d/1go0wG7c4XKCYoIKfsaI5QQZaPEADdRla/view?usp=sharing)   + **Day Two:** [**Controlling Emotions in Conflict**](https://drive.google.com/file/d/1TKLR5hG75DOkR8bZlY-_shomycLXFpkB/view?usp=sharing)   + **Day Three:** [**Resolving Conflict**](https://drive.google.com/file/d/1QgeA6SdmhJ4FQsn814Gn-BH9XOJF1O85/view?usp=sharing)   + **Day Four:** [**Expressing Opinions Constructively**](https://drive.google.com/file/d/1a7Ia5uLKEvtTg_is0LxfLdD-a5yI3tGQ/view?usp=sharing)   + **Day Five:** [**Handling Peer Pressure**](https://drive.google.com/file/d/1No0sgZQth04nN2gBUjg2FFhAp9gJ9mVq/view?usp=sharing) |  |
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**ADDITIONAL RESOURCES:**

[**G.U.I.D.E. for Life Resources**](https://drive.google.com/open?id=1JnIRrR3Vbs6KzNUjnn2WznODtADUalEv3fSAi8XXbRU)

[**Institute for SEL Distance Learning**](https://www.instituteforsel.net/posts/realm?mc_cid=795a82e8cb&mc_eid=1ba43399be)

[**Trauma Informed SEL Toolkit**](https://www.transformingeducation.org/trauma-informed-sel-toolkit/)

[**Teaching Activities that Support G.U.I.D.E. for Life Personal Competencies**](https://drc.casel.org/uploads/sites/3/2019/02/Sample-Teaching-Activities-to-Support-Core-Competencies.pdf)

[**G.U.I.D.E. for Life Podcast**](https://www.spreaker.com/show/g-u-i-d-e-for-life)

[**Arkansas A.W.A.R.E Podcast**](http://dese.ade.arkansas.gov/divisions/learning-services/school-health-services/aware/aware-podcast)

[**SEL Integration Approach Teacher Self-Check Tool**](https://www.transformingeducation.org/wp-content/uploads/2019/08/SEL-Integration-Approach-Teacher-Self-Check-Tool_vF2.pdf)

[**Onward: Cultivating Emotional Resilience**](https://www.onwardthebook.com/)

**Onward: Cultivating Emotional Resilience in Educators (Book and Workbook) - Elena Aguilar**