

[SEL Curriculum Scope and Sequence](#)

2019-2020 SEL/Health Curriculum	
<b>Course Title: SEL/Health Curriculum</b>	
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Philosophy
<p>The Florham Park Public School District has designed the following comprehensive Social Emotional Learning and Health Curriculum to reflect the needs of the students in the community. The Social Emotional Learning curriculum component includes the process through which students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Teaching the social emotional aspects of learning to students is an intricate part of this curriculum. As part of the Health component of this curriculum, the concepts that students will obtain from this curriculum will enable them to make healthy and responsible decisions in regards to their own health and safety as well as the health and safety of others, now and in the future. Students will develop a working knowledge of meaningful health concepts in the areas of: Personal Growth and Development, Nutrition, Diseases Prevention, Safety, Social and Emotional Health, Communication, Decision Making, Goal Setting, Character Development, Medicine, Alcohol, Tobacco and other Drugs, Relationships and Sexuality. This curriculum is a general guide for teachers focusing on the fundamental goals and objectives that have been identified in the area of Health education. Lessons will be developed based on the individual progress and ability of the students. Evaluation procedures are stated generally to encourage the individual expansion of the objectives depending on the teacher, level of instruction, and individual students. This health curriculum has been designed to prepare students in accordance with the New Jersey Core Curriculum Standards provided by the New Jersey Department of Education. This differentiated range of activities will allow teachers to accommodate the visual, auditory, tactile, and kinesthetic learners. The ultimate goal of the Health program is to provide students with a richer understanding of health, nutrition, hygiene, and safety.</p>

**Grades K-2 Scope and Sequence for Social Emotional Learning**

	<b>Social Emotional Learning</b>	<b>Number of Instructional Days</b> (one day a week in a morning meeting session)
<b>September</b>	<b>Respect and Friendship</b> <i>In this unit, students will be taught that respect and friendship go hand in hand. Students will learn that respect comes in many forms such as kindness, thoughtfulness and awareness of others needs.</i>	3
<b>October</b>	<b>Resilience, Flexibility and Creativity</b> <i>In this unit, students will learn the meaning of resilience, flexibility, and creativity. Students will learn to be “okay” with not knowing something YET, or with making a mistake as these are moments to learn and grow from. Students will also be taught that they can find creative ways to challenge themselves.</i>	4
<b>November</b>	<b>Gratitude</b> <i>In this unit, students will embrace Thanksgiving as a time to acknowledge the things they are grateful for. Students will learn that this is called gratitude.</i>	3
<b>December</b>	<b>Generosity</b> <i>In this unit, students will learn that generosity comes in many forms and is given from the heart. Students will learn that generosity could be seen in the form of sharing, donating unneeded items, spending time with someone, paying attention to others’ needs, or simply sharing a smile.</i>	3
<b>January</b>	<b>Empathy and Celebrating Differences</b> <i>In this unit, students will learn that empathy comes into two parts: First is “shared emotion”, which is the ability to understand how someone else is feeling/to understand the situation they are in. Second, is to understand someone else’s way of seeing things and how a situation may make them feel.</i>	4
<b>February</b>	<b>Patience and Optimism</b> <i>In this unit, students will learn how to overcome challenging situations both individually and as a group. Students will learn how to work together to solve real world problems.</i>	4
<b>March</b>	<b>Kindness</b> <i>In this unit, students will learn that kindness can be shown in many ways such as: to each other, to family, to animals, and to the environment. Students will also learn that we can show kindness to others but gathering things to donate to others in need.</i>	5
<b>April</b>	<b>Peace</b> <i>In this unit, students will learn that peace is created by kindness. Students will learn that random acts of kindness can create a more peaceful world..</i>	3

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<b>May</b>	<b>Honesty</b> <i>In this unit, students will learn the importance of honesty. Students will also learn that there are consequences for dishonest behavior.</i>	4
<b>June</b>	<b>Recap of themes taught September-May</b> <i>In this unit, students will have a review of the various themes taught throughout the school year. Students will be able to engage in various activities, read alouds and discussions to strengthen skills previously taught</i>	4

<b>Social Emotional Learning Culture</b>	<b>Grade: K-2</b>
<b>Overview:</b> Social and emotional learning is the process through which we teach children the 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. This is a year long initiative to develop a positive culture for social emotional and academic learning. The selected themes will be consistent throughout each grade level from Kindergarten to 8th grade to have a common culture that is nourished throughout the entire district.	
<b>NJ Student Learning Standards:</b>	
<p><b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p> <p><b>E. Social and Emotional Health</b> Social Emotional Health By the end of grade 2, Many factors at home, school, and in the community impact social and emotional health.</p> <p>2.1.2.E.1 Identify basic social and emotional needs of all people.</p> <p>2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.</p> <p><b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p> <p><b>A. Interpersonal Communication</b> By the end of grade 2, Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.</p> <p>By the end of grade 4, Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p><b>B. Decision-Making and Goal Setting</b> Effective decision-making skills foster healthier lifestyle choices.</p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one's health.</p> <p>2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.</p> <p><b>C. Character Development</b> 2 Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p> <p>2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>4 Personal core ethical values impact the health of oneself and others.</p> <p><b>D. Advocacy and Service</b> Service projects provide an opportunity to have a positive impact on the lives of self and others.</p> <p>2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.</p>	

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<b>Enduring Understandings/Goals</b>		<b>Essential Questions</b>
<p>Students will understand...</p> <ul style="list-style-type: none"> <li>● Self-Awareness: The ability to recognize one’s emotions and thoughts and their influence on behavior</li> <li>● Self-Management: The ability to regulate one’s emotions, thoughts, and behaviors in different situations.</li> <li>● Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</li> <li>● Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</li> <li>● Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions.</li> </ul>	<ul style="list-style-type: none"> <li>● Think about a time that you interacted with someone new, how did that develop a new friendship?</li> <li>● What does it mean to “respectfully listen”? Can you give an example of a time when someone was not a respectful listener? When was someone?</li> <li>● What are your feelings about war, peace, tolerance, harmony?</li> <li>● What traits do you have that make you special?</li> <li>● When you make a mistake you grow. Think of a time when you made a mistake and learned from it.</li> <li>● What is something that you cannot do now that you want to be able to do by December? June?</li> <li>● When you go with the flow, it means that you make a compromise. Think of a time when you were doing group work and you had to “go with the flow”.</li> <li>● What does kindness look like to you? Can you describe a time when someone was kind to you? How did that make you feel?</li> <li>● What are you grateful for?</li> <li>● How can I be more kind, grateful, generous?</li> <li>● Empathy is when you understand how someone else feels because you have experienced the same thing. Why is it important to show empathy?</li> <li>● MLK had a dream. What was his dream? How does it still apply today?</li> <li>● How can we give back to the community?</li> </ul>	
<b>Activities</b>	<b>Description</b>	
Morning Announcements	Every morning during the announcements, the weekly message will be read to the school.	
During Academic Classes	Making connections to the weekly themes.	
Health	10 minute Social Emotional Meeting to reflect on the weekly themes	
<b>Skills (Students will be able to...)</b>		
<ul style="list-style-type: none"> <li>● Accurately assessing one’s strengths and limitations.</li> <li>● Possessing a well-grounded sense of confidence and optimism.</li> <li>● Managing stress</li> <li>● Motivating oneself</li> <li>● Controlling impulses</li> <li>● Setting and working toward achieving personal and academic goals.</li> <li>● To understand social and ethical norms of behavior.</li> <li>● Recognize family, school, and community resources and support.</li> </ul>		

- Communicating clearly
- Listening actively
- Cooperating.
- Resisting inappropriate social pressure.
- Negotiating conflict constructively.
- Seeking and offering help when needed.
- Recognizing ethical standards, safety concerns, social norms.
- Realistically evaluating the consequences of various actions.
- Considering the well-being of self and others.

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Class discussions</i></li> <li>• <i>Participation</i></li> <li>• <i>Closure activity</i></li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>End of Unit Culminating Discussion/Activity</i></li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Assess mastery of each topic's goals</i></li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Social Skills Group discussions</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <p><b>English Language Learners</b></p>

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	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Social Emotional Learning Themes</a></li> <li>• <a href="#">10 Minute SEL Meeting Structure</a></li> <li>• <a href="https://www.education.com/lesson-plans/social-emotional-learning/">https://www.education.com/lesson-plans/social-emotional-learning/</a></li> </ul> <p><b>Resilience:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://positivepsychology.com/teaching-resilience/">https://positivepsychology.com/teaching-resilience/</a></li> <li>• <a href="http://lynnenamka.com/resilience.pdf">http://lynnenamka.com/resilience.pdf</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <p>Respect and Friendship Read Alouds:</p> <ul style="list-style-type: none"> <li>• Lost and Found- Level L</li> </ul> <p>Resiliency, Flexibility, Creativity Read Alouds:</p> <ul style="list-style-type: none"> <li>• I Knew You Could- Level L</li> <li>• Rosie Revere Engineer- Level M</li> </ul> <p>Gratitude Read Alouds:</p>

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<p><b>Gratitude:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://greatergood.berkeley.edu/article/item/three_gratitude_lessons_for_k_8_classrooms">https://greatergood.berkeley.edu/article/item/three_gratitude_lessons_for_k_8_classrooms</a></li> <li>• <a href="https://www.educationworld.com/a_curr/classroom-activities-character-development-than-ful-gratitude.shtml">https://www.educationworld.com/a_curr/classroom-activities-character-development-than-ful-gratitude.shtml</a></li> <li>• <a href="https://www.teachhub.com/10-classroom-activities-about-gratitude">https://www.teachhub.com/10-classroom-activities-about-gratitude</a></li> </ul> <p><b>Generosity:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.mindfulschools.org/personal-practice/what-does-it-mean-to-be-generous/">https://www.mindfulschools.org/personal-practice/what-does-it-mean-to-be-generous/</a></li> <li>• <a href="https://selfsufficientkids.com/best-books-teach-kids-generosity-gratitude/">https://selfsufficientkids.com/best-books-teach-kids-generosity-gratitude/</a></li> </ul> <p><b>Optimism:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.edutopia.org/article/optimism-learnable-skill">https://www.edutopia.org/article/optimism-learnable-skill</a></li> </ul> <p><b>Honesty:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.teacherplanet.com/content/honesty">https://www.teacherplanet.com/content/honesty</a></li> <li>• <a href="https://www.earlychildhoodeducationzone.com/best-childrens-books-about-honesty/">https://www.earlychildhoodeducationzone.com/best-childrens-books-about-honesty/</a></li> </ul>	<ul style="list-style-type: none"> <li>• The Giving Tree by Shel Silverstein- Level N</li> <li>• Those Shoes by Maribeth Boelts, illustrated by Noah Z. Jones- Level L</li> <li>• The Thank You Book by Mo Willems- Level H</li> <li>• Last Stop on Market Street by Matt de la Peña, illustrated by Christian Robinson- Level M</li> <li>• Sylvester and the Magic Pebble by William Steig- Level M</li> </ul> <p>Patience and Optimism Read Alouds:</p> <ul style="list-style-type: none"> <li>• Perfect Square by Michael Hall- Level J</li> </ul> <p>Kindness Read Alouds:</p> <ul style="list-style-type: none"> <li>• Enemy Pie by Derel Munson - Level M</li> <li>• Sophie's Masterpiece: A Spider's Tale by Eileen Spinelli- Level L</li> <li>• Last Day Blues by Julie Danneberg - Level M</li> <li>• Under the Lemon Moon by Edith Hope Fine- Level O</li> <li>• Somebody Loves You, Mr. Hatch- Level N</li> <li>• Mr. Lincoln's Way-Patricia Polacco- Level M</li> <li>• Thank You, Mr. Falker-Patricia Polacco -Level M</li> <li>• The Other Side-Jacqueline Woodson- Level M</li> <li>• The Giving Tree-Shel Silverstein- Level N</li> <li>• Mrs. Katz and Tush by Patricia Polacoo- Level P</li> <li>• Smoky Night by Eve Bunting - Level P</li> <li>• The Crane Girl by Curtis Manley- Level M</li> </ul>
<p><b>Supplemental Professional Resources:</b></p>	<p><b>Supplemental Resources:</b></p>
<ul style="list-style-type: none"> <li>• <b>Mentor Texts/Shared Reading:</b> <a href="#">K-5 Holocaust/Amistad Commission Lessons</a></li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Reading Aloud (IRA) Kits with themes that relate to SEL themes</li> </ul> <p>Respect and Friendship Read Alouds:</p> <ul style="list-style-type: none"> <li>• The Big Umbrella by Amy Bates- PreK-Grade 3</li> <li>• Ordinary Mary's Extraordinary Deal- PreK-Grade 3</li> <li>• No Elephants Allowed- PreK-Grade 3</li> </ul> <p>Resiliency, Flexibility, Creativity Read Alouds:</p> <ul style="list-style-type: none"> <li>• The Girl Who Never Made Mistakes</li> <li>• Beautiful Oops</li> <li>• The Most Magnificent Things</li> </ul> <p>Gratitude Read Alouds:</p> <ul style="list-style-type: none"> <li>• <a href="#">Alexander and the Magic Pebble</a></li> </ul> <p>Generosity Read Alouds:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Invisible Boy Read Aloud</a> with <a href="#">The Invisible Boy Pre Reading and Post Reading Questions and Activities</a> - Grades 1-4</li> </ul> <p>Empathy and Celebrating Differences Read Alouds:</p> <ul style="list-style-type: none"> <li>• Four Feet, Two Sandals by Karen Lynn Williams</li> <li>• 14 Cows for America by Carmen Agra Deedy - Level K-3</li> <li>• Horton Hears a Who! by Dr Seuss- PreK-Grade 2</li> </ul> <p>Patience and Optimism Read Alouds:</p> <ul style="list-style-type: none"> <li>• A Home for Gull by Jo Clegg</li> </ul>

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	<ul style="list-style-type: none"> <li>● A Lion in Paris by Beatrice Alemagna</li> <li>● After the Fall: How Humpty Dumpty Got Back Up Again by Dan Santat</li> <li>● Another by Christian Robinson- Level PreK-3</li> <li>● One Word from Sophia by Jim Averbeck</li> </ul> <p>Kindness Read Alouds:</p> <ul style="list-style-type: none"> <li>● The Can Man by Laura Williams- Level K-2</li> <li>● Spaghetti in a Hot Dog Bun-Maria Dismody</li> <li>● One Green Apple-Eve Bunting- Level K-2</li> <li>● Each Kindness-Jacqueline Woodson</li> <li>● My Man Blue by Nikki Grimes - Grades 3-5</li> <li>● The Poet's Dog by Patricia MacLachlan - Grades 1-5</li> </ul> <hr/> <p><b>Intervention Resources:</b></p> <hr/> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention Texts</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<p><b>Social Studies Connections:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Read alouds from the Holocaust and Amistad Commission.</a></li> </ul> <p><b>Science Connections:</b></p> <ul style="list-style-type: none"> <li>● Ethics in Science</li> </ul> <p><b>Mathematical Connections:</b></p> <ul style="list-style-type: none"> <li>● Tallying the food donations.</li> <li>● Graphing the class donations</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>● Use document camera or overhead projector for shared reading of texts.</li> </ul>
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Media Literacy</li> <li>● Life and Career Skills</li> <li>● Global and Environmental Awareness</li> <li>● Problem Solving Skills</li> <li>● Initiative and Self Direction</li> <li>● Manage Goals and Time</li> <li>● Work Independently</li> <li>● Be Self-directed Learners</li> </ul>	<ul style="list-style-type: none"> <li>● Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as it relates to SEL themes</li> <li>● Build on the intuitive knowledge students have gained from media about the story and character with books related to SEL themes</li> <li>● Clarify the distinction between fiction and nonfiction in different types of media reporting on SEL themes</li> <li>● Use print materials to teach, demonstrate and model SEL themes</li> </ul>



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<ul style="list-style-type: none"> <li>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></li> </ul>	
<p><b>Career Education</b></p>	<p><b>Global Perspectives</b></p>
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>Pennies for Patients - Connection with Leukemia and Lymphoma Foundation</li> <li>St. Jude - Cancer Research Foundation</li> </ul>	<ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women’s History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans’ Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> <li>Kindness Month - February</li> <li>Pennies for Patients Drive - February</li> </ul>

## Grades 3-5 Scope and Sequence for Social Emotional Learning

	<b>Social Emotional Learning</b>	<b>Number of Instructional Days</b> (one day a week in a morning meeting session)
<b>September</b>	<b>Respect and Friendship</b> <i>In this unit, students will be taught that respect and friendship go hand in hand. Students will learn that respect comes in many forms such as kindness, thoughtfulness and awareness of others needs.</i>	3
<b>October</b>	<b>Resilience, Flexibility and Creativity</b> <i>In this unit, students will learn the meaning of resilience, flexibility, and creativity. Students will learn to be “okay” with not knowing something YET, or with making a mistake as these are moments to learn and grow from. Students will also be taught that they can find creative ways to challenge themselves.</i>	4
<b>November</b>	<b>Gratitude</b> <i>In this unit, students will embrace Thanksgiving as a time to acknowledge the things they are grateful for. Students will learn that this is called gratitude.</i>	3
<b>December</b>	<b>Generosity</b> <i>In this unit, students will learn that generosity comes in many forms and is given from the heart. Students will learn that generosity could be seen in the form of sharing, donating unneeded items, spending time with someone, paying attention to others’ needs, or simply sharing a smile.</i>	3
<b>January</b>	<b>Empathy and Celebrating Differences</b> <i>In this unit, students will learn that empathy comes into two parts: First is “shared emotion”, which is the ability to understand how someone else is feeling/to understand the situation they are in. Second, is to understand someone else’s way of seeing things and how a situation may make them feel.</i>	4
<b>February</b>	<b>Patience and Optimism</b> <i>In this unit, students will learn how to overcome challenging situations both individually and as a group. Students will learn how to work together to solve real world problems.</i>	4
<b>March</b>	<b>Kindness</b> <i>In this unit, students will learn that kindness can be shown in many ways such as: to each other, to family, to animals, and to the environment. Students will also learn that we can show kindness to others but gathering things to donate to others in need.</i>	5
<b>April</b>	<b>Peace</b> <i>In this unit, students will learn that peace is created by kindness. Students will learn that random acts of kindness can create a more peaceful world..</i>	3
<b>May</b>	<b>Honesty</b> <i>In this unit, students will learn the importance of honesty. Students will also learn that there are consequences for dishonest behavior.</i>	4

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<b>June</b>	<p><b>Recap of themes taught September-May</b>  <i>In this unit, students will have a review of the various themes taught throughout the school year. Students will be able to engage in various activities, read alouds and discussions to strengthen skills previously taught</i></p>	4
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<b>Social Emotional Learning</b>	<b>Grade: 3-5</b>
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**Overview:**  
 Social and emotional learning is the process through which we teach children the 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. This is a year long initiative to develop a positive culture for social emotional and academic learning. The selected themes will be consistent throughout each grade level from Kindergarten to 8th grade to have a common culture that is nourished throughout the entire district.

**NJ Student Learning Standards**

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**  
**E. Social and Emotional Health**  
 Social Emotional Health

By the end of grade 4, Many factors at home, school, and in the community impact social and emotional health.

2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.  
 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. Stress management skills impact an individual’s ability to cope with different types of emotional situations.  
 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.  
 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.  
 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. Stress management skills impact an individual’s ability to cope with different types of emotional situations.  
 2.1.6.E.3 Compare and contrast the ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**  
**A. Interpersonal Communication**

By the end of grade 4, Effective communication may be a determining factor in the outcome of health- and safety-related situations. 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.  
 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

By the end of grade 6, Effective communication may be a determining factor in the outcome of health- and safety-related situations. 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

By the end of grade 8, Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

**B. Decision-Making and Goal Setting**  
 Many health-related situations require the application of a thoughtful decision-making process.  
 2.2.4.B.1 Use the decision-making process when addressing health-related issues.

2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others. 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.  
 2.2.4.B.4 Develop a personal health goal and track progress.  
 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.  
 2.2.6.B.1 Use effective decision-making strategies.  
 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 2.2.6.B.3 Determine how conflicting interests may influence one’s decisions.  
 2.2.6.B.4 Apply personal health data and information to support achievement of one’s short- and long-term health goals.

**C. Character Development**

Personal core ethical values impact the health of oneself and others.  
 2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.  
 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.  
 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.  
 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.  
 2.2.6.C.2 Predict situations that may challenge an individual’s core ethical values.  
 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

**D. Advocacy and Service**

4 Service projects provide an opportunity to have a positive impact on the lives of self and others.  
 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand...</p> <ul style="list-style-type: none"> <li>● Self-Awareness: The ability to recognize one’s emotions and thoughts and their influence on behavior</li> <li>● Self-Management: The ability to regulate one’s emotions, thoughts, and behaviors in different situations.</li> <li>● Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</li> <li>● Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</li> <li>● Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Think about a time that you interacted with someone new, how did that develop a new friendship?</li> <li>● What does it mean to “respectfully listen”? Can you give an example of a time when someone was not a respectful listener? When was someone?</li> <li>● What are your feelings about war, peace, tolerance, harmony?</li> <li>● What traits do you have that make you special?</li> <li>● When you make a mistake you grow. Think of a time when you made a mistake and learned from it.</li> <li>● What is something that you cannot do now that you want to be able to do by December? June?</li> <li>● When you go with the flow, it means that you make a compromise. Think of a time when you were doing group work and you had to “go with the flow”.</li> <li>● What does kindness look like to you? Can you describe a time when someone was kind to you? How did that make you feel?</li> <li>● What are you grateful for?</li> <li>● How can I be more kind, grateful, generous?</li> </ul>

[SEL Curriculum Scope and Sequence](#)

	<ul style="list-style-type: none"> <li>• Empathy is when you understand how someone else feels because you have experienced the same thing. Why is it important to show empathy?</li> <li>• MLK had a dream. What was his dream? How does it still apply today?</li> <li>• How can we give back to the community?</li> </ul>
<b>Activities</b>	<b>Description</b>
Morning Announcements	Every morning during the announcements, the weekly message will be read to the school.
During Academic Classes	Making connections to the weekly themes.
Health	10 minute Social Emotional Meeting to reflect on the weekly themes
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Accurately assessing one’s strengths and limitations.</li> <li>• Possessing a well-grounded sense of confidence and optimism.</li> <li>• Managing stress</li> <li>• Motivating oneself</li> <li>• Controlling impulses</li> <li>• Setting and working toward achieving personal and academic goals.</li> <li>• To understand social and ethical norms of behavior.</li> <li>• Recognize family, school, and community resources and support.</li> <li>• Communicating clearly</li> <li>• Listening actively</li> <li>• Cooperating.</li> <li>• Resisting inappropriate social pressure.</li> <li>• Negotiating conflict constructively.</li> <li>• Seeking and offering help when needed.</li> <li>• Recognizing ethical standards, safety concerns, social norms.</li> <li>• Realistically evaluating the consequences of various actions.</li> <li>• Considering the well-being of self and others.</li> </ul>	

<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
<b>Formative Assessments:</b>	<b>Special Education</b>

**SEL Curriculum Scope and Sequence**

<ul style="list-style-type: none"> <li>• <i>Class discussions</i></li> <li>• <i>Participation</i></li> <li>• <i>Closure activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Summative Assessments:</b></p>	<p><b>Differentiation:</b></p>
<ul style="list-style-type: none"> <li>• <i>End of Unit Culminating Discussion/Activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>High-Prep Differentiation:</b></p>
<ul style="list-style-type: none"> <li>• <i>Assess mastery of each topic's goals</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Low-Prep Differentiation:</b></p>
<ul style="list-style-type: none"> <li>• <i>Social Skills Group discussions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
	<p><b>English Language Learners</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Students at Risk for Failure</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>

**SEL Curriculum Scope and Sequence**

	<p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Social Emotional Learning Themes</a></li> <li>• <a href="#">10 Minute SEL Meeting Structure</a></li> <li>• <a href="https://www.education.com/lesson-plans/social-emotional-learning/">https://www.education.com/lesson-plans/social-emotional-learning/</a></li> <li>• Fountas and Pinnell Interactive Read Aloud (IRA) sets</li> </ul> <p><b>Resilience:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://positivepsychology.com/teaching-resilience/">https://positivepsychology.com/teaching-resilience/</a></li> <li>• <a href="http://lynnenamka.com/resilience.pdf">http://lynnenamka.com/resilience.pdf</a></li> </ul> <p><b>Gratitude:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://greatergood.berkeley.edu/article/item/three-gratitude-lessons-for-k-8-classrooms">https://greatergood.berkeley.edu/article/item/three-gratitude-lessons-for-k-8-classrooms</a></li> <li>• <a href="https://www.educationworld.com/a_curr/classroom-activities-character-development-than-kful-gratitude.shtml">https://www.educationworld.com/a_curr/classroom-activities-character-development-than-kful-gratitude.shtml</a></li> <li>• <a href="https://www.teachhub.com/10-classroom-activities-about-gratitude">https://www.teachhub.com/10-classroom-activities-about-gratitude</a></li> </ul> <p><b>Generosity:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.mindfulschools.org/personal-practice/what-does-it-mean-to-be-generous/">https://www.mindfulschools.org/personal-practice/what-does-it-mean-to-be-generous/</a></li> <li>• <a href="https://selfsufficientkids.com/best-books-teach-kids-generosity-gratitude/">https://selfsufficientkids.com/best-books-teach-kids-generosity-gratitude/</a></li> </ul> <p><b>Optimism:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.edutopia.org/article/optimism-learnable-skill">https://www.edutopia.org/article/optimism-learnable-skill</a></li> </ul> <p><b>Honesty:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.teacherplanet.com/content/honesty">https://www.teacherplanet.com/content/honesty</a></li> <li>• <a href="https://www.earlychildhoodeducationzone.com/best-childrens-books-about-honesty/">https://www.earlychildhoodeducationzone.com/best-childrens-books-about-honesty/</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Mentor Texts/Shared Reading:</b> <a href="#">K-5 Holocaust/Amistad Commission Lessons</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <p>Respect and Friendship Read Alouds:</p> <ul style="list-style-type: none"> <li>• Lost and Found- Level L</li> </ul> <p>Resiliency, Flexibility, Creativity Read Alouds:</p> <ul style="list-style-type: none"> <li>• I Knew You Could- Level L</li> <li>• Rosie Revere Engineer- Level M</li> </ul> <p>Gratitude Read Alouds:</p> <ul style="list-style-type: none"> <li>• The Giving Tree by Shel Silverstein- Level N</li> <li>• Those Shoes by Maribeth Boelts, illustrated by Noah Z. Jones- Level L</li> <li>• The Thank You Book by Mo Willems- Level H</li> <li>• Last Stop on Market Street by Matt de la Peña, illustrated by Christian Robinson- Level M</li> <li>• Sylvester and the Magic Pebble by William Steig- Level M</li> </ul> <p>Patience and Optimism Read Alouds:</p> <ul style="list-style-type: none"> <li>• Perfect Square by Michael Hall- Level J</li> </ul> <p>Kindness Read Alouds:</p> <ul style="list-style-type: none"> <li>• Enemy Pie by Derel Munson - Level M</li> <li>• Sophie's Masterpiece: A Spider's Tale by Eileen Spinelli- Level L</li> <li>• Last Day Blues by Julie Danneberg - Level M</li> <li>• Under the Lemon Moon by Edith Hope Fine- Level O</li> <li>• Somebody Loves You, Mr. Hatch- Level N</li> <li>• Mr. Lincoln's Way-Patricia Polacco- Level M</li> <li>• Thank You, Mr. Falker-Patricia Polacco -Level M</li> <li>• The Other Side-Jacqueline Woodson- Level M</li> <li>• The Giving Tree-Shel Silverstein- Level N</li> <li>• Mrs. Katz and Tush by Patricia Polacco- Level P</li> <li>• Smoky Night by Eve Bunting - Level P</li> </ul>

**SEL Curriculum Scope and Sequence**

	<ul style="list-style-type: none"> <li>• The Crane Girl by Curtis Manley- Level M</li> </ul> <hr/> <p><b>Supplemental Resources:</b></p> <hr/> <ul style="list-style-type: none"> <li>• Interactive Reading Aloud (IRA) Kits with themes that relate to SEL themes</li> </ul> <p>Respect and Friendship Read Alouds:</p> <ul style="list-style-type: none"> <li>• The Big Umbrella by Amy Bates- PreK-Grade 3</li> <li>• Ordinary Mary's Extraordinary Deal- PreK-Grade 3</li> <li>• No Elephants Allowed- PreK-Grade 3</li> <li>• Alfie- PreK-Grade 3</li> </ul> <p>Resiliency, Flexibility, Creativity Read Alouds:</p> <ul style="list-style-type: none"> <li>• The Girl Who Never Made Mistakes</li> <li>• Beautiful Oops</li> <li>• The Most Magnificent Things</li> </ul> <p>Gratitude Read Alouds:</p> <ul style="list-style-type: none"> <li>• <a href="#">Alexander and the Magic Pebble</a></li> </ul> <p>Generosity Read Alouds:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Invisible Boy Read Aloud</a> with <a href="#">The Invisible Boy Pre Reading and Post Reading Questions and Activities</a> - Grades 1-4</li> </ul> <p>Empathy and Celebrating Differences Read Alouds:</p> <ul style="list-style-type: none"> <li>• Four Feet, Two Sandals by Karen Lynn Williams</li> <li>• 14 Cows for America by Carmen Agra Deedy - Level K-3</li> <li>• Horton Hears a Who! by Dr Seuss- PreK-Grade 2</li> </ul> <p>Patience and Optimism Read Alouds:</p> <ul style="list-style-type: none"> <li>• A Home for Gull by Jo Clegg</li> <li>• A Lion in Paris by Beatrice Alemagna</li> <li>• After the Fall: How Humpty Dumpty Got Back Up Again by Dan Santat</li> <li>• Another by Christian Robinson- Level PreK-3</li> <li>• One Word from Sophia by Jim Averbeck</li> </ul> <p>Kindness Read Alouds:</p> <ul style="list-style-type: none"> <li>• The Can Man by Laura Williams- Level K-2</li> <li>• Spaghetti in a Hot Dog Bun-Maria Dismondy</li> <li>• One Green Apple-Eve Bunting- Level K-2</li> <li>• Each Kindness-Jacqueline Woodson</li> <li>• My Man Blue by Nikki Grimes - Grades 3-5</li> <li>• The Poet's Dog by Patricia MacLachlan - Grades 1-5</li> </ul> <hr/> <p><b>Intervention Resources:</b></p> <hr/> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
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**SEL Curriculum Scope and Sequence**

Interdisciplinary Connections	Integration of Technology through NJCLS
<p><b>Mentor Texts/Shared Reading</b>  <b>Social Studies Connections:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Read alouds from the Holocaust and Amistad Commission.</a></li> </ul> <p><b>Science Connections:</b></p> <ul style="list-style-type: none"> <li>• Ethics in Science</li> </ul> <p><b>Mathematical Connections:</b></p> <ul style="list-style-type: none"> <li>• Tallying the food donations.</li> <li>• Graphing the class donation</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• Reading A-Z</li> <li>• Flocabulary</li> <li>• BrainPop videos</li> </ul>
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> <li>• Manage Goals and Time</li> <li>• Work Independently</li> <li>• Be Self-directed Learners</li> <li>• *Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as it relates to SEL themes</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character with books related to SEL themes</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on SEL themes</li> <li>• Use print materials to teach, demonstrate and model SEL themes</li> </ul>
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Pennies for Patients - Connection with Leukemia and Lymphoma Foundation</li> <li>• St. Jude - Cancer Research Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> </ul>

**Grades 6-8 Scope and Sequence for Social Emotional Learning**

	<b>Social Emotional Learning</b>	<b>Number of Instructional Days</b> Implemented in iCare class- 40 minutes every 6 days
<b>September</b>	<b>Respect and Friendship</b> <i>In this unit, students will be taught that respect and friendship go hand in hand. Students will learn that respect comes in many forms such as kindness, thoughtfulness and awareness of others needs.</i>	2
<b>October</b>	<b>Resilience, Flexibility and Creativity</b> <i>In this unit, students will learn the meaning of resilience, flexibility, and creativity. Students will learn to be “okay” with not knowing something YET, or with making a mistake as these are moments to learn and grow from. Students will also be taught that they can find creative ways to challenge themselves.</i>	4
<b>November</b>	<b>Gratitude</b> <i>In this unit, students will embrace Thanksgiving as a time to acknowledge the things they are grateful for. Students will learn that this is called gratitude.</i>	2
<b>December</b>	<b>Generosity</b> <i>In this unit, students will learn that generosity comes in many forms and is given from the heart. Students will learn that generosity could be seen in the form of sharing, donating unneeded items, spending time with someone, paying attention to others’ needs, or simply sharing a smile.</i>	2
<b>January</b>	<b>Empathy and Celebrating Differences</b> <i>In this unit, students will learn that empathy comes into two parts: First is “shared emotion”, which is the ability to understand how someone else is feeling/to understand the situation they are in. Second, is to understand someone else’s way of seeing things and how a situation may make them feel.</i>	2
<b>February</b>	<b>Patience and Optimism</b> <i>In this unit, students will learn how to overcome challenging situations both individually and as a group. Students will learn how to work together to solve real world problems.</i>	4
<b>March</b>	<b>Kindness</b> <i>In this unit, students will learn that kindness can be shown in many ways such as: to each other, to family, to animals, and to the environment. Students will also learn that we can show kindness to others but gathering things to donate to others in need.</i>	4
<b>April</b>	<b>Peace</b> <i>In this unit, students will learn that peace is created by kindness. Students will learn that random acts of kindness can create a more peaceful world..</i>	2

**SEL Curriculum Scope and Sequence**

<b>May</b>	<b>Honesty</b> <i>In this unit, students will learn the importance of honesty. Students will also learn that there are consequences for dishonest behavior.</i>	4
<b>June</b>	<b>Recap of themes taught September-May</b> <i>In this unit, students will have a review of the various themes taught throughout the school year. Students will be able to engage in various activities, read alouds and discussions to strengthen skills previously taught</i>	2

<b>Social Emotional Learning</b>	<b>Grade: 6-8</b>
<b>Overview:</b> Social and emotional learning is the process through which we teach children the 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. This is a year long initiative to develop a positive culture for social emotional and academic learning. The selected themes will be consistent throughout each grade level from Kindergarten to 8th grade to have a common culture that is nourished throughout the entire district.	
<b>NJ Student Learning Standards</b>	
<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>	
<b>E. Social and Emotional Health</b> Social Emotional Health By the end of grade 6, Social and emotional development impacts all components of wellness. 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. Stress management skills impact an individual’s ability to cope with different types of emotional situations. 2.1.6.E.3 Compare and contrast the ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation. By the end of grade 8, Social and emotional development impacts all components of wellness. 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. Stress management skills impact an individual’s ability to cope with different types of emotional situations. 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change. 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.	
<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>	
<b>A. Interpersonal Communication</b> By the end of grade 6, Effective communication may be a determining factor in the outcome of health- and safety-related situations. 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. By the end of grade 8, Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	

<p>2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p> <p><b>B. Decision-Making and Goal Setting</b></p> <p>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>2.2.6.B.1 Use effective decision-making strategies.</p> <p>2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 2.2.6.B.3 Determine how conflicting interests may influence one’s decisions.</p> <p>2.2.6.B.4 Apply personal health data and information to support achievement of one’s short- and long-term health goals.</p> <p>8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals</p> <p>2.2.8.B.1 Predict social situations that may require the use of decision-making skills.</p> <p>2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p> <p><b>C. Character Development</b></p> <p>2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p> <p>2.2.6.C.2 Predict situations that may challenge an individual’s core ethical values.</p> <p>2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>8 Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</p> <p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities. Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</p> <p>2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</p> <p><b>D. Advocacy and Service</b></p> <p>Participation in social and health- or service-organization initiatives have a positive social impact.</p> <p>2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. 2.2.6.D.2 Develop a position about a health issue in order to inform peers.</p> <p>8 Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.</p> <p>2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.</p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand...</p> <ul style="list-style-type: none"> <li>● Self-Awareness: The ability to recognize one’s emotions and thoughts and their influence on behavior</li> <li>● Self-Management: The ability to regulate one’s emotions, thoughts, and behaviors in different situations.</li> <li>● Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</li> <li>● Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</li> <li>● Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Think about a time that you interacted with someone new, how did that develop a new friendship?</li> <li>● What does it mean to “respectfully listen”? Can you give an example of a time when someone was not a respectful listener? When someone was?</li> <li>● What are your feelings about war, peace, tolerance, harmony?</li> <li>● What traits do you have that make you special?</li> <li>● When you make a mistake you grow. Think of a time when you made a mistake and learned from it.</li> <li>● What is something that you cannot do now that you want to be able to do by December? June?</li> <li>● When you go with the flow, it means that you make a compromise. Think of a time when you were doing group work and you had to “go with the flow”.</li> </ul>

SEL Curriculum Scope and Sequence

	<ul style="list-style-type: none"> <li>• What does kindness look like to you? Can you describe a time when someone was kind to you? How did that make you feel?</li> <li>• What are you grateful for?</li> <li>• How can I be more kind, grateful, generous?</li> <li>• Empathy is when you understand how someone else feels because you have experienced the same thing. Why is it important to show empathy?</li> <li>• MLK had a dream. What was his dream? How does it still apply today?</li> <li>• How can we give back to the community?</li> </ul>
<b>Activities</b>	<b>Description</b>
Morning Announcements	Every morning during the announcements, the weekly message will be read to the school.
During Academic Classes	Making connections to the weekly themes.
Health/iCareClass	10 minute Social Emotional Meeting to reflect on the weekly themes 30 minute activities based on weekly theme.
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Accurately assessing one's strengths and limitations.</li> <li>• Possessing a well-grounded sense of confidence and optimism.</li> <li>• Managing stress</li> <li>• Motivating oneself</li> <li>• Controlling impulses</li> <li>• Setting and working toward achieving personal and academic goals.</li> <li>• To understand social and ethical norms of behavior.</li> <li>• Recognize family, school, and community resources and supports.</li> <li>• Communicating clearly</li> <li>• Listening actively</li> <li>• Cooperating.</li> <li>• Resisting inappropriate social pressure.</li> <li>• Negotiating conflict constructively.</li> <li>• Seeking and offering help when needed.</li> <li>• Recognizing ethical standards, safety concerns, social norms.</li> <li>• Realistically evaluating the consequences of various actions.</li> <li>• Considering the well-being of self and others.</li> </ul>	

<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
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<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Class discussions</i></li> <li>• <i>Participation</i></li> <li>• <i>Closure activity</i></li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>End of Unit Culminating Discussion/Activity</i></li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Assess mastery of each topic's goals</i></li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Social Skills Group discussions</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> </ul> <p><a href="#">Subgroup Accommodations and Modifications</a></p> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Gifted and Talented</b></p>
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**SEL Curriculum Scope and Sequence**

	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Social Emotional Learning Themes</a></li> <li>• <a href="#">10 Minute SEL Meeting Structure</a></li> <li>• <a href="http://www.freespirit.com/kindness-forms">www.freespirit.com/kindness-forms</a> <ul style="list-style-type: none"> <li>○ Password: 4 respect</li> </ul> </li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>• <a href="https://positivepsychology.com/teaching-resilience/">https://positivepsychology.com/teaching-resilience/</a></li> <li>• <a href="http://lynnenamka.com/resilience.pdf">http://lynnenamka.com/resilience.pdf</a></li> </ul> <p>Gratitude</p> <ul style="list-style-type: none"> <li>• <a href="https://greatergood.berkeley.edu/article/item/three_gratitude_lessons_for_k_8_classrooms">https://greatergood.berkeley.edu/article/item/three_gratitude_lessons_for_k_8_classrooms</a></li> <li>• <a href="https://www.educationworld.com/a_curr/classroom-activities-character-development-thankful-gratitude.shtml">https://www.educationworld.com/a_curr/classroom-activities-character-development-thankful-gratitude.shtml</a></li> <li>• <a href="https://www.teachhub.com/10-classroom-activities-about-gratitude">https://www.teachhub.com/10-classroom-activities-about-gratitude</a></li> </ul> <p>Generosity</p> <ul style="list-style-type: none"> <li>• <a href="https://www.mindfulschools.org/personal-practice/what-does-it-mean-to-be-generous/">https://www.mindfulschools.org/personal-practice/what-does-it-mean-to-be-generous/</a></li> <li>• <a href="https://selfsufficientkids.com/best-books-teach-kids-generosity-gratitude/">https://selfsufficientkids.com/best-books-teach-kids-generosity-gratitude/</a></li> </ul> <p>Optimism</p> <ul style="list-style-type: none"> <li>• <a href="https://www.edutopia.org/article/optimism-learnable-skill">https://www.edutopia.org/article/optimism-learnable-skill</a></li> </ul> <p>Honesty</p> <ul style="list-style-type: none"> <li>• <a href="https://www.teacherplanet.com/content/honesty">https://www.teacherplanet.com/content/honesty</a></li> <li>• <a href="https://www.earlychildhoodeducationzone.com/best-childrens-books-about-honesty/">https://www.earlychildhoodeducationzone.com/best-childrens-books-about-honesty/</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Wonder by R.J Palacio - Level V</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Interactive Reading Aloud (IRA) Kits with themes that relate to SEL themes</li> <li>• <b>Mentor Texts/Shared Reading:</b> <a href="#">K-5 Holocaust/Amistad Commission Lessons</a></li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>

<p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Mentor Texts/Shared Reading: 6-8 Holocaust/Amistad Commission Lessons</b></li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<p><b>Social Studies Connections:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Read alouds from the Holocaust and Amistad Commission.</a></li> </ul> <p><b>Science Connections:</b></p> <ul style="list-style-type: none"> <li>• Ethics in Science</li> </ul> <p><b>Mathematical Connections:</b></p> <ul style="list-style-type: none"> <li>• Donation collection, sorting, tallying</li> </ul> <p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Create a Culture of Kindness Book (Middle School)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• Reading A-Z</li> <li>• Brainpop</li> <li>• Flocabulary</li> </ul>
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> <li>• Manage Goals and Time</li> <li>• Work Independently</li> <li>• Be Self-directed Learner</li> <li>• Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as it relates to SEL themes</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character with books related to SEL themes</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on SEL themes</li> <li>• Use print materials to teach, demonstrate and model SEL themes</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspectives</b></p>
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Pennies for Patients - Connection with Leukemia and Lymphoma Foundation</li> <li>• St. Jude - Cancer Research Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> </ul>



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	<ul style="list-style-type: none"><li>• Asian Pacific American Heritage</li><li>• Older Americans' Month</li><li>• Jewish American Heritage Month</li><li>• Week of Respect</li><li>• Red Ribbon Week</li><li>• International Dot Day (September 16)</li><li>• Kindness Month - February</li><li>• Pennies for Patients Drive - February</li></ul>
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