



Stafford Township School District

SEL Curriculum
Grades K-2

Original Adoption: September 12, 2022

Mission Statement

The mission of the Stafford Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, lifelong learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

Philosophy

The Stafford Township School District Social Emotional Learning program fosters a love of learning. We believe in a program where each student's passion can be explored.

We are committed to a model that values differentiated instruction, one in which classroom teachers work to tailor instruction and content to match student ability level. Our Social Emotional Learning program is designed to address the unique social and emotional needs of students by promoting self-understanding, awareness of needs, and cognitive and affective growth.

We hope to inspire and support this special group of learners to embrace challenges and opportunities.

The intent of all levels of Social Emotional Learning programming is to honor the "whole child, every child" in developing student competencies that forge lifelong learners and create Global and World changers!

The Stafford Township School District believes that meeting the needs of all students is paramount to providing a thorough and efficient education. Our goal is to empower students to reach their highest potential; physically, academically, emotionally and socially. Students will find the challenge and support needed to help them function in a world that requires:

- Competence in academics and the arts;
- Excellence in communications;
- Adaptability, creativity, and critical thinking;
- Valuing of diversity; and
- Development of character

The New Jersey Student Learning Standards (NJSLS) in ELA, Social Studies, Career Readiness, Life Literacies & Key Skills and Computer Science & Design Thinking are intended to promote higher levels of learning for all students, emphasizing analytical thinking, reasoning, and problem-solving skills. These standards provide a rigorous framework for instruction at each grade level in terms of content and progression of skills.

In order to identify and provide for the many diverse talents of our students, we have developed an enrichment triad model

Primary Interdisciplinary Connections: Language Arts, Social Studies, Career Readiness, Life Literacies & Key Skills and Computer Science & Design Thinking

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Unit 1: Social and Emotional Skills for Learning	Duration: 7 days Weeks 1 through 7
Standards	
2020 New Jersey Student Learning Performance Expectations – Comprehensive Health and Physical Education	
2.1 Personal and Mental Health	
Core Idea	Performance Expectations
Personal Growth and Development	
Personal hygiene and self-help skills promote healthy habits.	<ul style="list-style-type: none"> • 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
Emotional Health	
Many factors influence how we think about ourselves and others.	<ul style="list-style-type: none"> 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. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
There are different ways that individuals handle stress, and some are healthier than others.	<ul style="list-style-type: none"> • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. • 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
Social and Sexual Health	
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.
People have relationships with others in the local community and beyond.	<ul style="list-style-type: none"> • 2.1.2.SSH.5: Identify basic social needs of all people. • 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. others.
Community Health Services and Support	
Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.	<ul style="list-style-type: none"> • 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. • 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).
Interdisciplinary Connections	

ELA STANDARDS	
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
SL.4.1.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2020 VISUAL AND PERFORMING ARTS STANDARDS	
Creating	
Anchor Standard 1: Generating and conceptualizing ideas.	
1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
Anchor Standard 2: Organizing and developing ideas.	

1.4.5.Cr2a	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
Anchor Standard 3: Refining and Completing products.	
1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
Responding	
Anchor Standard 7: Perceiving and analyzing products.	
1.4.5.Re7a	Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
Anchor Standard 8: Interpreting intent and meaning.	
1.4.5.Re8a	Develop and implement a plan to evaluate drama/theatre work.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.5.Re9c	Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
2020 New Jersey Student Learning Standards – Social Studies	
Civics, Government, and Human Rights: Participation and Deliberation	
When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard.	<ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Civics, Government, and Human Rights: Processes and Rules	
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	<ul style="list-style-type: none"> 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
2020 New Jersey Student Learning Standards – Computer Science and Design Thinking	
8.1 Computer Science	
Impacts of Computing	
Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)..	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills	
9. 2 Career Awareness, Exploration, Preparation, and Training	

Different types of jobs require different knowledge and skills.	•9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Empathy is important when you understand someone else's feelings to help another person. • When you show respect for someone, you treat them fairly and kindly no matter the situation. • Compassion is important because it helps you to understand someone's perspective. • Acceptance is useful to understand, respect, and support the differences of others. • Active Listening is one way to show respect for others and is a respectful means of listening. • Assertive Communication is a tool to calmly, confidently, and respectfully communication with others. 	<ul style="list-style-type: none"> • How can we use empathy to help others? • How can we show respect for others? • Why is it important to show compassion and how can we do it? • Why is it important to understand and respect differences of other? • What situations can we apply active listening and how does it impact the situation? • Why is active listening so important to demonstrate? • How can I use assertive communication?
Evidence of Student Learning	
Assessments	Assessments
<p>Formative</p> <ul style="list-style-type: none"> • Teacher Observation • Class Participation and Discussion • Group Projects • Student Created Performance, Scenarios, and Examples of Skills from Lessons • Teacher Conference with Student • Think-Pair-Share Activities • Question and Answer activity made based on Scenario and Video Example 	<p>Summative</p> <ul style="list-style-type: none"> • Vocabulary Application Activity • Student Demonstration of Empathy and Skills for Learning • Exit Slips <p>Benchmark</p> <ul style="list-style-type: none"> • Student Self- Reflection of Unit Goals and Objectives <p>Alternative</p> <ul style="list-style-type: none"> • Student Conversation Rubric • Student Drawing to Show Understanding Instead of/ or Including Verbal Explanation • Stop & Jot Activities through a Lesson • Response Sentence Starters for Students to Complete Based on their Understanding and Learned Knowledge

	<ul style="list-style-type: none"> • Student Participation Rubric
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify the feelings and perspectives of others. • How to communicate respectfully with others. • How to listen respectfully to others. • How to provide help to others and by showing compassion. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings and perspectives of others. • Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Instructional Plan	
Suggested Activities	Resources
Use of role play scenarios to identify different conflicts and demonstrate solutions using various social and emotional learning skills and strategies.	Second Step Lessons and Resources - for students to practice skills and demonstrate understanding of empathy and social emotional skills for learning. Project Team Lessons and Materials
Games to Teach Social-Emotional Learning - These games help students to practice kindness, build community, teach conflict resolution, and develop cooperation.	https://www.playworks.org/resource/twelve-games-to-teach-students-social-emotional-learning/
Empathy Charades - Students without talking act out the emotion on the Feelings Face Cards without making a sound. The student reflects on how they would feel or show that they are having that given emotion. The class then guesses the emotion the student is showing. The class then discuss how it feels to have that emotion and how they show that emotion when they feel that way.	Feelings Face Cards with Feelings Listed (Age Modification - Order students may not need to have a picture of the face on the card. Their cards can just have the word.)
Teams work together to apply social and emotional learning skills to resolve different conflict scenarios.	Second Step Lesson Materials Project Team Lessons and Materials

Use of activities and games to identify and apply team building skills.	https://www.playworks.org/resource/twelve-games-to-teach-students-social-emotional-learning/
Accommodations & Modifications	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Shorten or simplify directions ● Alternative assessment ● Flexible/cooperative grouping ● Graphic organizers ● Native Language Support and Resources ● Modified classwork and homework assignments 	
<p>Students with IEPs</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Modify for varying proficiency levels, multiple intelligences, and grade levels ● Use visuals and gestures ● Use sentence starters ● Build background knowledge ● Highlight key words ● Graphic organizers ● Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time 	
<p>Students with 504 plan</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all 504 plan modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Modify for varying proficiency levels, multiple intelligences, and grade levels ● Use visuals and gestures ● Use sentence starters ● Build background knowledge ● Highlight key words ● Graphic organizers ● Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time 	
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Modified Assignment 	

- Teacher Modeling
- Partner Work
- Teacher Prompts

Economically Disadvantaged

- Extra set of materials for home
- Study guides
- Modified Assignment

Gifted and Talented

- Higher Level Text
- Provide Multisyllabic Words
- Choice Board to extend learning
- Integrate a variety of activities to meet all types of multiple intelligences

Students at Risk of School Failure

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments

Unit 2: Managing Emotions	Duration: 7 days (Weeks 8 through 14
STANDARDS	
2020 New Jersey Student Learning Performance Expectations – Comprehensive Health and Physical Education	
2.1 Personal and Mental Health	
Core Idea	Performance Expectations
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Core Idea	Performance Expectations
Personal Growth and Development	
Personal hygiene and self-help skills promote healthy habits.	•2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
Emotional Health	
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. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
There are different ways that individuals handle stress, and some are healthier than others.	• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. • 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
Social and Sexual Health	
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.
People have relationships with others in the local community and beyond.	• 2.1.2.SSH.5: Identify basic social needs of all people. • 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. others.
Community Health Services and Support	
Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.	• 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. • 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

Interdisciplinary Connections

ELA Standards

RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
SL.4.1.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2020 VISUAL AND PERFORMING ARTS STANDARDS

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
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Anchor Standard 2: Organizing and developing ideas.	
1.4.5.Cr2a	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
Anchor Standard 3: Refining and Completing products.	
1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
Responding	
Anchor Standard 7: Perceiving and analyzing products.	
1.4.5.Re7a	Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
Anchor Standard 8: Interpreting intent and meaning.	
1.4.5.Re8a	Develop and implement a plan to evaluate drama/theatre work.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.5.Re9c	Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
2020 New Jersey Student Learning Standards – Social Studies	
Civics, Government, and Human Rights: Participation and Deliberation	
When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard.	<ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
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Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	<ul style="list-style-type: none"> 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
2020 New Jersey Student Learning Standards – Computer Science and Design Thinking	
8.1 Computer Science	
Impacts of Computing	

Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)..	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills	
9. 2 Career Awareness, Exploration, Preparation, and Training	
Different types of jobs require different knowledge and skills.	•9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are physical signs of strong emotions. • Strong emotions can be managed through the use of various emotion management strategies. • It is normal to experience varying emotions as long as they are able to manage these emotions appropriately. 	<ul style="list-style-type: none"> • How can we identify the physical signs of strong emotions and what do those signs mean? • How can we use strategies to manage emotions? • How can managing or not managing emotions impact our actions? • How can different scenarios impact the varying emotions we feel?
Evidence of Student Learning	
Assessments	Assessments
<p>Formative</p> <ul style="list-style-type: none"> • Teacher Observation • Class Participation and Discussion • Group Projects • Student Created Performance, Scenarios, and Examples of Skills from Lessons • Teacher Conference with Student • Think-Pair-Share Activities • Question and Answer activity made based on Scenario and Video Example 	<p>Summative</p> <ul style="list-style-type: none"> • Vocabulary Application Activity • Student Demonstration of Empathy and Skills for Learning • Exit Slips <p>Benchmark</p> <ul style="list-style-type: none"> • Student Self- Reflection of Unit Goals and Objectives <p>Alternative</p> <ul style="list-style-type: none"> • Student Conversation Rubric • Student Drawing to Show Understanding Instead of/ or Including Verbal Explanation • Stop & Jot Activities through a Lesson • Response Sentence Starters for Students to Complete Based on their Understanding and Learned Knowledge • Student Participation Rubric

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to recognize and manage anger. ● How to recognize and manage anxiety. ● How to recognize and manage disappointment. ● That positive self-talk can be used to manage emotions. ● That mindful breathing can be used to manage emotions. ● How to manage their emotions when working to achieve a goal. ● How to work together as a team to achieve goals. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges. ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Instructional Plan	
Suggested Activities	Teacher Resources
<p>Mindfulness Breathing Activities - Students can practice mindful breathing strategies to help develop and build student self-awareness and management.</p>	<p>https://www.mindbodygreen.com/0-24120/5-easy-breathing-techniques-to-calm-your-kid-and-relax-the-whole-family.html https://www.mindful.org/a-mindful-kids-practice-the-breath-ball/</p>
<p>Mindful Body Scan Practice - Students can practice appropriate mindful body activities to help develop and build student self-awareness and management.</p>	<p>https://www.mindful.org/the-body-scan-practice/</p>
<p>Mindful Listen Activities - Students can complete mindful listening activities to become self-aware and practice careful, patient, and active listening.</p>	<p>https://www.mindtools.com/pages/article/mindful-listening.htm</p>
<p>Five Steps to Managing Emotions Practice - Students can use these 5 steps (for the 5 fingers) strategies to help understand their emotion and use strategies to help them be mindful in situations.</p>	<p>https://childhood101.com/helping-children-manage-big-emotions/</p>
<p>Calm Down Steps - Students learn steps that they can take to manage emotions by identifying their emotions. Then, apply breathing, counting, or positive self-talk.</p>	<p>Second Step Resource Project Team Lessons and Materials</p>

Accommodations & Modifications

English Language Learners

- Shorten or simplify directions
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified classwork and homework assignments

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Modify for varying proficiency levels, multiple intelligences, and grade levels
- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Highlight key words
- Graphic organizers
- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Modify for varying proficiency levels, multiple intelligences, and grade levels
- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Highlight key words
- Graphic organizers
- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time

Basic Skills

- Modified Assignment
- Teacher Modeling
- Partner Work

- Teacher Prompts

Economically Disadvantaged

- Extra set of materials for home
- Study guides
- Modified Assignment

Gifted and Talented

- Higher Level Text
- Provide Multisyllabic Words
- Choice Board to extend learning
- Integrate a variety of activities to meet all types of multiple intelligences

Students at Risk of School Failure

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments

Unit 3: Problem Solving Strategies		Duration: 7 days (Weeks 15 to 21)
Standards		
2020 New Jersey Student Learning Performance Expectations – Comprehensive Health and Physical Education		
2.1 Personal and Mental Health		
Core Idea	Performance Expectations	
Personal Growth and Development		
Personal hygiene and self-help skills promote healthy habits.	<ul style="list-style-type: none"> •2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 	
Emotional Health		
Many factors influence how we think about ourselves and others.	<ul style="list-style-type: none"> 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. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs) 	
There are different ways that individuals handle stress, and some are healthier than others.	<ul style="list-style-type: none"> • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. • 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 	
Social and Sexual Health		
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.	
People have relationships with others in the local community and beyond.	<ul style="list-style-type: none"> • 2.1.2.SSH.5: Identify basic social needs of all people. • 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. others. 	
Community Health Services and Support		
Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.	<ul style="list-style-type: none"> • 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. • 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals). 	
Interdisciplinary Connections		
ELA Standards		

RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
SL.4.1.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Interdisciplinary Connections	
2020 VISUAL AND PERFORMING ARTS STANDARDS	
Creating	
Anchor Standard 1: Generating and conceptualizing ideas.	
1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
Anchor Standard 2: Organizing and developing ideas.	
1.4.5.Cr2a	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
Anchor Standard 3: Refining and Completing products.	

1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
Responding	
Anchor Standard 7: Perceiving and analyzing products.	
1.4.5.Re7a	Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
Anchor Standard 8: Interpreting intent and meaning.	
1.4.5.Re8a	Develop and implement a plan to evaluate drama/theatre work.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.5.Re9c	Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
2020 New Jersey Student Learning Standards – Social Studies	
Civics, Government, and Human Rights: Participation and Deliberation	
When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard.	<ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Civics, Government, and Human Rights: Processes and Rules	
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	<ul style="list-style-type: none"> 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills	
9. 2 Career Awareness, Exploration, Preparation, and Training	
Different types of jobs require different knowledge and skills.	•9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Essential Understandings	Essential Questions

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● They can apply conflict resolution strategies to solve problems. ● Problems can be solved using various solutions based on each individual scenario. ● Not every problem has one simple solution, but instead may need to be worked out using different solutions. 	<ul style="list-style-type: none"> ● How can we use strategies to solve conflicts? ● How can we identify an appropriate strategy to solve each conflict? ● How I choose an effective and appropriate problem solving strategy based on my needs and situation?
Evidence of Student Learning	
Assessments	Assessments
<p>Formative</p> <ul style="list-style-type: none"> ● Teacher Observation ● Class Participation and Discussion ● Group Projects ● Student Created Performance, Scenarios, and Examples of Skills from Lessons ● Teacher Conference with Student ● Think-Pair-Share Activities ● Question and Answer activity made based on Scenario and Video Example 	<p>Summative</p> <ul style="list-style-type: none"> ● Vocabulary Application Activity ● Student Demonstration of Empathy and Skills for Learning ● Exit Slips <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Self- Reflection of Unit Goals and Objectives <p>Alternative</p> <ul style="list-style-type: none"> ● Student Conversation Rubric ● Student Drawing to Show Understanding Instead of/ or Including Verbal Explanation ● Stop & Jot Activities through a Lesson ● Response Sentence Starters for Students to Complete Based on their Understanding and Learned Knowledge ● Student Participation Rubric
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to recognize a problem and develop strategies. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills ● Identify the consequences associated with one's actions in order to make constructive choices

	<ul style="list-style-type: none"> ● Evaluate personal, ethical, safety and civic impact of decisions. ● Establish and maintain healthy relationships. ● Utilize positive communication and social skills to interact effectively with others. ● Identify ways to resist inappropriate social pressure. ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. ● Identify who, when, where, or how to seek help for oneself or others when needed.
Instructional Plan	
Suggested Activities	Teacher Resources
Use of role play scenarios to identify different conflicts and demonstrate solutions using various social and emotional learning skills and strategies.	Second Step Lessons and Resources - Chocolate Milk Video and Story for students to practice skills and demonstrate understanding of empathy and social emotional skills for learning. Project Team Lessons and Materials
Teams work together to apply social and emotional learning skills to resolve different conflict scenarios.	Second Step Lesson Materials Project Team Lessons and Materials
Conflict-Resolution Writing Activity - Students can reflect and write about how to solve a given scenario or write about how they solved a conflict effectively.	Student Journal https://education.cu-portland.edu/blog/classroom-resources/4-effective-conflict-resolution-strategies-in-the-classroom/
3 Voices of Communication: I-Messages Activity - Using Characters from SpongeBob to talk about appropriate ways to communicate and how our voice can determine how people perceive what we say. Lesson introduces using I-Messages.	http://www.tnvoices.org/wp-content/uploads/A-Collection-of-Social-Emotional-Lesson-Plans-Website-Version-3-23-20152.pdf
Picture Book Read Alouds to Teach Students and Conflict Resolution and Problem Solving	<i>Enemy Pie</i> By: Derek Munson <i>The True Story of the Three Little Pigs</i> By: Lane Smith <i>We Can Work It Out: Conflict Resolution For Children</i> By: Barbara Polland <i>The Sneetches</i> By: Dr. Seuss
Accommodations & Modifications	
English Language Learners	
<ul style="list-style-type: none"> ● Shorten or simplify directions 	

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified classwork and homework assignments

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Modify for varying proficiency levels, multiple intelligences, and grade levels
- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Highlight key words
- Graphic organizers
- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Modify for varying proficiency levels, multiple intelligences, and grade levels
- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Highlight key words
- Graphic organizers
- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time

Basic Skills

- Modified Assignment
- Teacher Modeling
- Partner Work
- Teacher Prompts

Economically Disadvantaged

- Extra set of materials for home
- Study guides

- Modified Assignment

Gifted and Talented

- Higher Level Text
- Provide Multisyllabic Words
- Choice Board to extend learning
- Integrate a variety of activities to meet all types of multiple intelligences

Students at Risk of School Failure

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments

**Stafford Township School District
Grade
SEL Curriculum
Pacing Guide**

Unit 1	Social and Emotional Skills for Learning 7 Days
Unit 2	Managing Our Emotions 7 Days
Unit 3	Problem Solving Strategies 7 Days