



Stafford Township School District

SEL Curriculum
Grades 5 & 6

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.

Inclusivity/LGBTQ/Disabilities

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive

instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Model acceptance and respect for all students regardless of language background, ethnicity, race, immigration status, English proficiency, gender, sexual orientation, or disability

Unit 1: Mindset and Goals	Duration: 7 days (Weeks 1 through 7)
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	
Health is influenced by the interaction of body systems.	<ul style="list-style-type: none"> • 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
Emotional Health	
Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.	<ul style="list-style-type: none"> • 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. • 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.	<ul style="list-style-type: none"> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). • 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
Social and Sexual Health	
Family members impact the development of their children physically, socially and emotionally.	<ul style="list-style-type: none"> • 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. • 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
People in healthy relationships share thoughts and feelings, as well as mutual respect.	<ul style="list-style-type: none"> • 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. • 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Community Health Services and Support	
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information	<ul style="list-style-type: none"> • 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

	<ul style="list-style-type: none"> • 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Interdisciplinary Connections	
ELA Standards	
RL.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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: Civics and Political Institutions	

In a representative democracy, individuals play a role in how government functions.	<ul style="list-style-type: none"> • 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families
Civics, Government, and Human Rights: Participation and Deliberation	
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> • 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Civics, Government, and Human Rights: Processes and Rules	
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> • 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good	<ul style="list-style-type: none"> • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. • 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
Civics, Government, and Human Rights: Human and Civil Rights	
Individuals have the right to be safe and not to be bullied or discriminated against.	<ul style="list-style-type: none"> 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
2020 New Jersey Student Learning Standards – Computer Science and Design Thinking	
8.1 Computer Science	
Impacts of Computing	
The development and modification of computing technology is driven by individual’s needs and wants and can affect individuals differently.	<ul style="list-style-type: none"> 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills	
9. 2 Career Awareness, Exploration, Preparation, and Training	
An individual’s passions, aptitude and skills can affect his/her employment and earning potential.	<ul style="list-style-type: none"> • 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

	<ul style="list-style-type: none"> • 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Income and benefits can vary depending on the employer and type of job or career	9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
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 communicate with others. • Developing a growth mindset is a positive way to achieve goals and have a positive outlook. 	<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 others? • 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? • How can a growth mindset have a positive impact on you? • What can we do to help us achieve goals?

<ul style="list-style-type: none"> • A growth mindset can be applied to our social and academic lives to achieve goals. 	
Evidence of Student Learning	
Assessments	Assessments
Formative <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 • Journal Writing and Drawing Activities 	Summative <ul style="list-style-type: none"> • Vocabulary Application Activity • Exit Slips • Second Step Summative Assessment Test (Second Step Resource) • Goals Rubric (Second Step Resource) Benchmark <ul style="list-style-type: none"> • Student Self- Reflection Writing Journal Alternative <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
<i>Students will know...</i> <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. 	<i>Students will be able to ...</i> <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.

<ul style="list-style-type: none"> • How to provide help to others and by showing compassion. • How to identify challenges middle schoolers face and who you can go to for help with these challenges. • Goals can be broken into small, simple steps to help achieve them. 	<ul style="list-style-type: none"> • Demonstrate an awareness of the expectations for social interactions in a variety of settings. • Describe how using good strategies, getting help from others, and working hard can help you do better in school. • Create and use an If-Then plan to help achieve goals and prepare for difficulty and important situations.
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Instructional Plan

Suggested Activities	Resources
Use the videos on the Second Step 6th grade website to give students visual examples and explanations of lesson goals and important skills. Students can discuss videos and topics to further their understanding.	5th and 6th Grade Second Step Website Video Resources
Think, Turn, and Tell Partner and Group Discussion Activities based on Lesson Goals and Important Skills	Topics and Question Ideas provided on Second Step Website
Students can write and reflect on the lesson goals and topics to demonstrate and further their understanding.	Reflective Journals
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	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.)

<p>is showing. The class then discuss how it feels to have that emotion and how they show that emotion when they feel that way.</p>	
<p>Teams work together to apply social and emotional learning skills to resolve different conflict scenarios.</p>	<p>Second Step Lesson Materials</p>
<p>Use of activities and games to identify and apply team building skills.</p>	<p>https://www.playworks.org/resource/twelve-games-to-teach-students-social-emotional-learning/</p>
<p>Suggested Inclusivity Materials and Resources:</p> <ul style="list-style-type: none"> ● Incorporate studies/ examples in ADA such as wheelchair accessibility- https://www.ada.gov/restriping_parking/restriping2015.html ● Trevor Project ● Make it Better for Youth- Monmouth County Consortium for LGBTQ Youth- https://makeitbetter4youth.org/resources/ ● Rainbow Book Collection- https://go.maginationpress.org/rainbow-collection/ ● GLSEN Ready, Set, Respect Toolkit ● -https://www.glsen.org/activity/ready-set-respect-elementary-toolkit ● Identity Flowers- https://www.glsen.org/sites/default/files/Identity-Flowers-Lesson-Plan.pdf ● I AM-https://www.glsen.org/sites/default/files/GLSEN-NNCW-I-Am-Me-Talking-About-Identity.pdf 	
<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 	

<ul style="list-style-type: none"> ● 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
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Extra set of materials for home ● Study guides ● Modified Assignment
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher Level Text ● Provide Multisyllabic Words ● Choice Board to extend learning ● Integrate a variety of activities to meet all types of multiple intelligences
<p>Students at Risk of School Failure</p> <ul style="list-style-type: none"> ● 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 to Support Values and Friendships	Duration: 7 days (Weeks 8 through 14)
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	
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Anchor Standard 1: Generating and conceptualizing ideas.	
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Income and benefits can vary depending on the employer and type of job or career	9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
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. ● Values can be used to help make good decisions and build strong friendships. 	<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? ● How can values be used when making decisions and building relationships?
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 ● Journal Writing and Drawing Activities 	<p>Summative</p> <ul style="list-style-type: none"> ● Vocabulary Application Activity ● Exit Slips ● Second Step Summative Assessment Test (Second Step Resource) ● Values and Mindsets Rubric (Second Step Resource) <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Self- Reflection Writing Journal <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. ● How personal values help people make decisions and build relationships. ● What values they want their friends to have. 	<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. ● Identify core personal values. ● Analyze the connection between values and decisions. ● Identify ways to make friends. ● Create a plan for making a new friend.
Instructional Plan	
Suggested Activities	Teacher Resources
<p>Creating a Plan for Making a New Friend - Students will analyze their values and what values they want their friends to have. Students will create a plan of how they can make a new friend and will carry out their plan.</p>	<p>Second Step Lessons and Resources to Support Plan</p>
<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>

Mindful Listen Activities - Students can complete mindful listening activities to become self-aware and practice careful, patient, and active listening.	https://www.mindtools.com/pages/article/mindful-listening.htm
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.	https://childhood101.com/helping-children-manage-big-emotions/
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.	Second Step Resource
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	
<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 	
Students with 504 plan	
<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 	

<ul style="list-style-type: none"> ● 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
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Extra set of materials for home ● Study guides ● Modified Assignment
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher Level Text ● Provide Multisyllabic Words ● Choice Board to extend learning ● Integrate a variety of activities to meet all types of multiple intelligences
<p>Students at Risk of School Failure</p> <ul style="list-style-type: none"> ● 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: Thoughts, Emotions, and Decisions	Duration: 7 days (Weeks 15 to 21)
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	
Health is influenced by the interaction of body systems.	<ul style="list-style-type: none"> • 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
Emotional Health	
Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.	<ul style="list-style-type: none"> • 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. • 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
Social and Sexual Health	
Family members impact the development of their children physically, socially and emotionally.	<ul style="list-style-type: none"> • 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. • 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
People in healthy relationships share thoughts and feelings, as well as mutual respect.	<ul style="list-style-type: none"> • 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. • 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Community Health Services and Support	
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information	<ul style="list-style-type: none"> • 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

	<ul style="list-style-type: none"> • 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Interdisciplinary Standards	
ELA STANDARDS	
RL.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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	
Responding	
Civics, Government, and Human Rights: Civics and Political Institutions	
In a representative democracy, individuals play a role in how government functions.	<ul style="list-style-type: none"> • 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Civics, Government, and Human Rights: Participation and Deliberation	
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> • 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Civics, Government, and Human Rights: Processes and Rules	

There are different processes for establishing rules and laws.	• 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society
Civics, Government, and Human Rights: Human and Civil Rights	
Individuals have the right to be safe and not to be bullied or discriminated against.	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
2020 New Jersey Student Learning Standards – Computer Science and Design Thinking	
8.1 Computer Science	
Impacts of Computing	
The development and modification of computing technology is driven by individual’s needs and wants and can affect individuals differently.	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills	
9. 2 Career Awareness, Exploration, Preparation, and Training	
An individual’s passions, aptitude and skills can affect his/her employment and earning potential.	<ul style="list-style-type: none"> •9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. •9.2.5.CAP.2: Identify how you might like to earn an income. •9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. •9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Income and benefits can vary depending on the employer and type of job or career	9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
Evidence of Student Learning	
Essential Understandings	Essential Questions
<i>Students will understand that...</i> <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. 	<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?

<ul style="list-style-type: none"> ● It is normal to experience varying emotions as long as they are able to manage these emotions appropriately. ● Values can be used to help make good decisions and build strong friendships. 	<ul style="list-style-type: none"> ● How can managing or not managing emotions impact our actions? ● How can different scenarios impact the varying emotions we feel? ● How can values be used when making decisions and building relationships?
<p>Assessments</p>	<p>Assessments</p>
<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 ● Journal Writing and Drawing Activities 	<p>Summative</p> <ul style="list-style-type: none"> ● Vocabulary Application Activity ● Exit Slips ● Second Step Summative Assessment Test ● Thoughts and Emotions Rubric (Second Step Resource) <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Self- Reflection Writing Journal <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
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to recognize a problem and develop strategies. ● There are differences between minor conflicts and serious conflicts that need additional support. ● The difference between thoughts and emotions ● Calming-down strategies. ● Slow breathing techniques. ● How to identify serious conflicts and help prevent bullying and harassment. 	<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 ● Evaluate personal, ethical, safety and civic impact of decisions. ● Establish and maintain healthy relationships.

<ul style="list-style-type: none"> ● Roadblocks can be involved in resolving serious conflicts. ● How to recognize their emotions and analyze the emotions before they attempt to solve the conflict. 	<ul style="list-style-type: none"> ● 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. ● Analyze how emotions affect decision making. ● Practice using values to help make good decisions when you're upset. ● Identify unhelpful thoughts and their effect on decision making. ● Use calming-down strategies and slow breathing to help when they are angry, upset, and to help stay calm in order to peacefully solve difficult situations. ● Identify, prevent, and resolve serious conflicts and help prevent bullying and harassment. ● Identify roadblocks that can make resolving serious conflicts difficult. ● Explore and use strategies to overcome roadblocks. ● Recognize their emotion and analyze that emotion before attempting to solve the conflict.
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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 Website Videos and Resources for Ideas
Teams work together to apply social and emotional learning skills to resolve different conflict scenarios.	Second Step Lesson 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/
Students can write and reflect on the lesson goals and topics to demonstrate and further their understanding. Students can also	Reflective Journals

write and reflect about how they have solved or plan to solve conflicts.	
Picture Books and Read Alouds to Teach Students Conflict Resolution and Problem Solving	<i>The Sneetches</i> By: Dr. Seuss <i>Duck! Rabbit!</i> By: Amy Rosenthal <i>Holes</i> By: Louis Sachar <i>The Watsons Go To Birmingham</i> By: Christopher Paul Curtis <i>The Outsiders</i> By: S.E. Hinton <i>Anne Frank: Diary of A Young Girl</i> By: Anne Frank <i>No More Dead Dogs</i> By: Gordan Korman
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 <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 	
Students with 504 plan <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

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	Mindset and Goals 7 Days
Unit 2	Managing Our Emotions to Support Values and Friendships 7 Days
Unit 3	Thoughts, Emotions, and Decisions 7 Days