

# Approach to Student Social - Emotional Skill Development

February 2023



# PA Academic Standards → Curriculum

- PRSD Board Policy #102: Academic Standards
  - “what a **student should know or be able to do** at a specific **grade level** or for a **specific course**”
- PA Academic Standards Form the Basis for the District Curriculum
- Curriculum is Locally-Designed
  - “board shall ensure that educational programming meets or exceeds state requirements”
  - “provide students with planned instruction”
  - “shall assess individual attainment”

Book	Policy Manual
Section	100 Programs
Title	Academic Standards
Code	102
Status	Active
Adopted	May 18, 2009
Last Revised	May 16, 2022
Prior Revised Dates	11/13/2017

**Purpose**

The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education. [\[1\]](#)[\[2\]](#)

**Definition**

**Academic standards** - shall be defined as what a student should know and be able to do at a specified grade level or for a specific course. For purposes of Board policy, the term academic standards shall be deemed to encompass Pennsylvania Core Standards, state academic standards and local academic standards. [\[3\]](#) Some departments, such as World Language, may also reference relevant national standards.

**Authority**

The Board shall ensure that educational programming meets or exceeds state requirements for the following content areas: [\[2\]](#)

1. English Language Arts.
2. Mathematics.
3. Science and Technology - to include reading in science and technology, and writing for science and technology.
4. Environment and Ecology.
5. Social Studies (history, geography, civics and government, economics) - to include reading in history and social studies, and writing for history and social studies.
6. Arts and Humanities.
7. Career Education and Work.
8. Health, Safety and Physical Education.
9. Family and Consumer Science.
10. World Languages.

**Guidelines**

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards. [\[2\]](#)[\[6\]](#)[\[7\]](#)

The district shall assess individual student attainment of established academic standards and provide assistance for those needing additional challenge. [\[2\]](#)[\[6\]](#)[\[7\]](#)

Students with disabilities may attain academic standards by completion of their Individualized Education Programs. [\[2\]](#)[\[8\]](#)



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# Health & Physical Education (Course)

## Academic Standards for Health, Safety and Physical Education

### XXVIII. TABLE OF CONTENTS

Introduction..... XXIX.

#### THE ACADEMIC STANDARDS

**Concepts of Health..... 10.1.**

- A. Stages of Growth and Development
- B. Interaction of Body Systems
- C. Nutrition
- D. Alcohol, Tobacco and Chemical Substances
- E. Health Problems and Disease Prevention

**Healthful Living..... 10.2.**

- A. Health Practices, Products and Services
- B. Health Information and Consumer Choices
- C. Health Information and the Media
- D. Decision-making Skills
- E. Health and the Environment

**Safety and Injury Prevention ..... 10.3.**

- A. Safe/Unsafe Practices
- B. Emergency Responses/Injury Management
- C. Strategies to Avoid/Manage Conflict
- D. Safe Practices in Physical Activity

**Physical Activity..... 10.4.**

- A. Physical Activities That Promote Health and Fitness
- B. Effects of Regular Participation
- C. Responses of the Body Systems to Physical Activity
- D. Physical Activity Preferences
- E. Physical Activity and Motor Skill Improvement
- F. Physical Activity and Group Interaction

**Concepts, Principles and Strategies of Movement ..... 10.5.**

- A. Movement Skills and Concepts
- B. Motor Skill Development
- C. Practice Strategies
- D. Principles of Exercise/Training
- E. Scientific Principles That Affect Movement
- F. Game Strategies

**Glossary..... XXX.**



# Health & Physical Education (Course)

Self-Regulation	Self-Awareness	Social Awareness	Relationship Management	Responsible Decision-Making
<ul style="list-style-type: none"> <li>● 10.1.6.D Stress</li> <li>● 10.2.6.A Relationship between personal health practices and individual well-being</li> <li>● 10.3.9.A Role of individual responsibility for safe practices and injury prevention in the home, school, and community</li> <li>● 10.4.9.B A Effects of regular participation in moderate to physical activity in relationship to stress management, disease prevention, weight</li> </ul>	<ul style="list-style-type: none"> <li>● 10.1.12.B Health status (e.g. physical, mental, social)</li> <li>● 10.1.12.E Psychology of addiction</li> <li>● 10.4.3.C Know and recognize changes in body responses during moderate to vigorous physical activity (e.g. heart rate; breathing rate)</li> <li>● 10.4.3.D Identify likes and dislikes related to physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>● 10.1.9.A Relationships (e.g. dating, friendships, peer pressure)</li> <li>● 10.1.6.D Peer influence, social acceptance, media influence, refusal skills, body image</li> <li>● 10.3.12 Analyze the impact of violence on the victim and surrounding community</li> <li>● 10.4.6.F Identify and describe positive and negative interactions of group members</li> </ul>	<ul style="list-style-type: none"> <li>● 10.1.9.A Interpersonal communication</li> <li>● 10.3.3.C Recognize conflict situations and identify strategies to avoid or resolve</li> <li>● 10.3.9.C Analyze and apply strategies to avoid or manage conflict and violence during adolescence (e.g. effective negotiation; assertive behavior)</li> <li>● 10.4.12.F Assess and use strategies for enhancing adult group interaction in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>● 10.1.3.D Healthy / unhealthy risk-taking (e.g. inhalant use, smoking, skills to avoid drugs)</li> <li>● 10.1.6.D Refusal skills; rules, regulations, and laws; consequences</li> <li>● 10.1.6.E Prevention</li> <li>● 10.1.9.D Decision-making and refusal skills, situation avoidance, parental involvement</li> <li>● 10.2.3.D Identify steps in the decision-making process</li> </ul>

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LIMITED EXAMPLES ONLY - NOT FULLY INCLUSIVE



# Career, Education, & Work (Non-Course)

## Academic Standards for Career Education and Work

### XXXVII. TABLE OF CONTENTS

**Introduction.....XXXVIII.**

#### **THE ACADEMIC STANDARDS**

**Career Awareness and Preparation.....13.1.**

- A. Abilities and Aptitudes*
- B. Personal Interests*
- C. Nontraditional Workplace Roles*
- D. Local Career Preparation Opportunities*
- E. Career Selection Influences*
- F. Preparation for Careers*
- G. Career Plan Components*
- H. Relationship Between Education and Career*

**Career Acquisition (Getting a Job) .....13.2.**

- A. Interviewing Skills*
- B. Resources*
- C. Career Acquisition Documents*
- D. Career Planning Portfolios*
- E. Career Acquisition Process*

**Career Retention and Advancement.....13.3.**

- A. Work Habits*
- B. Cooperation and Teamwork*
- C. Group Interaction*
- D. Budgeting*
- E. Time Management*
- F. Workplace Changes*
- G. Lifelong Learning*

**Entrepreneurship.....13.4.**

- A. Risks and Rewards*
- B. Character Traits*
- C. Business Plan*

**Glossary .....XXXIX.**



# Career, Education, & Work+ (Non-Course)


Self-Regulation	Self-Awareness	Social Awareness	Relationship Management	Responsible Decision-Making
<ul style="list-style-type: none"> <li>13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement</li> <li>Self-Regulation Standards are also Embedded in the <a href="#">School Counseling Association Standards</a> and Referenced in the <a href="#">PDE School Counselor Educator Effectiveness Framework</a></li> <li>PA School Code <a href="#">Act 71</a> and <a href="#">PRSD Board Policy 819</a> Suicide Awareness, Prevention, &amp; Response</li> <li>RAMS Way, PRSD Discipline Code, SAP</li> </ul>	<ul style="list-style-type: none"> <li>13.1.3.B Identify current personal interests</li> <li>13.2.11.E Demonstrate the application of essential workplace skills/knowledge (e.g. self-advocacy, personal initiative, dependability, commitment, communications)</li> <li>13.3.8.E Identify and apply time management strategies as they relate to both personal and work situations</li> <li><a href="#">PDE 339 Plan</a> Creation addresses use of the <a href="#">School Counseling Association Standards</a></li> </ul>	<ul style="list-style-type: none"> <li>13.1.3.C Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing</li> <li>13.2.3.A Identify appropriate speaking and listening techniques used in conversation</li> <li>13.3.5.C Identify effective group interaction strategies, such as, but not limited to: building consensus; communicating effectively; establishing ground rules; listening to others</li> </ul>	<ul style="list-style-type: none"> <li>13.3.3.C Explain effective group interaction terms, such as, but not limited to: Compliment, Cooperate, Encourage, Participate</li> <li>13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism; group dynamics; managing/leadership; mediation; negotiation; problem-solving</li> <li><a href="#">PDE 339 Plan</a> Creation addresses use of the <a href="#">School Counseling Association Standards</a></li> </ul>	<ul style="list-style-type: none"> <li>13.1.5.C Describe the impact of personal interest and abilities on career choices</li> <li>13.2.3.D Identify the importance of developing a plan for the future</li> <li>13.3.11.D Develop a personal budget based on career choice</li> <li>Responsible Decision-Making is addressed within the <a href="#">School Counseling Association Standards</a> and Referenced in the <a href="#">PDE School Counselor Educator Effectiveness Framework</a></li> </ul>

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# PA Career Ready Skills Continuum



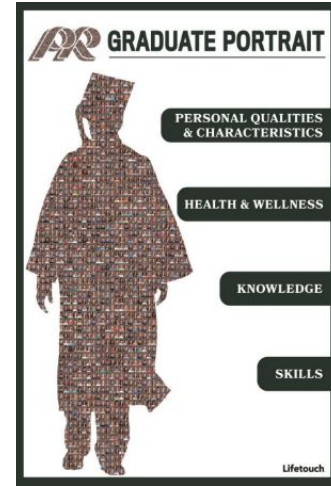
PA Career Readiness Skills Categories	PA CRS Grade Band (Pre-K –K)	PA CRS Grade Band (1-5)	PA CRS Grade Band (6-8)	PA CRS Grade Band (9-12)
<b>A. Self-Awareness and Self-Management</b> <i>Recognize and regulate emotions</i>    <b>Related Employability Skills:</b> Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing	Recognize and label basic feelings.	Identify different ways of expressing a feeling.	Identify behavioral expressions of feelings within a context.	Evaluate behaviors in relation to the impact on self and others.
	Demonstrate awareness of self and one's own preferences.	Identify one's own strengths, needs, and preferences.	Explain to others one's own strengths, needs, and preferences specific to a context.	Advocate for oneself in education, employment, and within the community.
	Distinguish between situations that elicit positive or negative feelings.	Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	Identify and select coping skills relevant to adverse situations.	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.
	Express a want and the means to achieve it.	Distinguish among and set short term, mid-range, and long-term goals.	Identify and evaluate distractors that impact reaching ones' goals.	Establish and pursue goals or post-secondary education, employment, and living within the community.
<b>B. Establishing and Maintaining Relationships</b> <i>Communicate and collaborate amongst diversity</i>    <b>Related Employability Skills:</b> Problem solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect	Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	Explain ways to establish relationships that are positive and supportive of others.	Explain how empathy and perspective taking foster relationship building.	Establish pro-social relationships to support self and others.
	Identify similarities and differences between self and others.	Demonstrate respect for the uniqueness of others.	Interact with others demonstrating respect, cooperation, and acceptance.	Explain how you situate yourself in a diverse community.
	Engage in reciprocal communication with peers and adults.	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.	Explain how expressive communication strategies can affect others.	Select expressive communication strategies specific to context.
	Recognize that conflict occurs and identify ways to respond.	Identify multiple ways to solve conflicts and practice solving problems.	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.
<b>C. Social Problem-Solving Skills</b> <i>Demonstrate empathy and respectful choice</i>    <b>Related Employability Skills:</b> Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem Solving	Acknowledge the consequences of choices.	Identify consequences of a decision to oneself and others prior to action.	Make a decision based upon anticipated consequences.	Evaluate consequences from a personal, and civic perspective to inform decision-making.
	Identify similarities and differences of various social contexts.	Identify possible behaviors and anticipate reactions in response to a specific social context.	Distinguish among various social contexts and how they impact personal feelings.	Situate self in any social context as a means to determine a response.
	Recognize and respond to the feelings of others.	Respond to others given a sense of the others' point of view.	Analyze various perspectives on a situation.	Evaluate how societal conventions may influence the perspectives of individuals.

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# Integration & Approval of PRSD Curriculum

- **Current Practice:**
  - PA Academic Standards are Embedded in Counseling Lessons & Health/PE
  - No Integrated View of Social-Emotional Learning Curriculum
- **Recommendation 1: Curriculum/Instruction**
  - **Develop a PRSD Integrated Curriculum for Social-Emotional Learning**
    - PRSD Language - PRSD Format - PRSD Details (When, Where, and Who)
    - Bring Forward to the Board for Review/Approval
  - Pull All Current Learning Goals/Lessons into One Format for Clarity
  - Build FAQ Related to Social-Emotional Learning
- **Recommendation 2: Assessment/Intervention**
  - Leverage Satchel Pulse Universal Screener (Opt Out; Approved August 2022)
  - Build MTSS Tiered Supports Featuring Current Interventions
  - Refine Over Time Based on Results



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# K-3 Integration of Existing Curriculum **(DRAFT)**

Pine-Richland Curriculum Map		Curricular Area: Social-Emotional Learning					
	Big Ideas	Learning Goals	Assessments		Standards	Resources	
<b>Unit 1</b>	<b>Unit Title:</b>	<b>K-3 Social Awareness</b>				<b>Estimated Number of Days for the Unit:</b>	
	<b>Big Ideas</b>	<b>Learning Goals</b>	<b>Assessments</b>	<b>Department Responsible</b>	<b>Standards</b>	<b>Resources</b>	
	Students understand that their behavior has an impact on the learning environment.	Students will identify appropriate school-wide behavior. Students will show appropriate behavior in areas outside of the classroom (cafeteria, bus).	RAMS Way Data; Discipline Referral Data; Students' Annual Survey Data Regarding Learning Environment; Individual Student Reflections on Satchel Pulse	School Counseling	M.1 B-LS 4 B-SMS 4 B-SMS 7 B-SMS 10	Zones of Regulation handout, Prezi video on Zones of Regulation, Books: Whatever Wanda Wanted by Jude Wisdom, The Way I Feel by Janan Cain, Today I Feel Silly by Jamie Lee Curtis	
	Challenges and problem solving promote resiliency through teamwork, cooperation, and failure.	Demonstrate an appreciation for differing viewpoints and ideas when solving problems (ie. positive feedback and sportsmanship).	Classroom observations of teamwork and sportsmanship with presented challenges	Health & Physical Education	10.2.3 D		
	Social engagement and support through game play encourages and promotes student resiliency.	Identify strategies that improve or change an activity outcome to obtain a desired result. (ie. one team is having success and other is not. What strategies can be discussed to change outcome).	Classroom observations of teamwork and sportsmanship with presented challenges	Health & Physical Education	10.3.3 D		
	The principles of cooperation and teamwork have applications in all areas of an individual's life.	Incorporate cross curricular topics and teamwork strategies pertaining to a classroom setting.	Classroom observations of teamwork and sportsmanship with presented challenges	Health & Physical Education	10.4.3 F		
	Students make positive connections at school	Recognizing that school is a place to make friends Identifying important places in the school building	Students identify various locations throughout the building. Students connect and learn the names of similar age peers and begin to develop relationships.	School Counseling	M1, M3, M6, B-SMS 2, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 6, B-SS 9	New Friend and Buddy Nametags, Games for the students to play together, Letter home explaining what it means to be a buddy to a new student.	

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**DRAFT FOR PROOF OF CONCEPT**