



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Social/Emotional Learning Curriculum

Course Description: This course is designed to provide students with a comprehensive understanding of social/emotional learning (SEL) and equip them with practical tools to effectively navigate various social and emotional challenges. Through a combination of theoretical exploration, experiential learning, and real-life application, students will develop the skills necessary to foster positive relationships, make informed decisions, and cultivate a strong sense of self-awareness and empathy. Students will complete a portfolio to document their experiences over four years of instruction. Themes to explore will include self awareness, self management, social awareness, responsible decision making, and relationship skills. The course will be guided by essential questions appropriate to the grade and developmental levels of students.

Scope and Sequence*:

Time	30-Minute social/emotional learning lesson
<i>September</i>	30 Minute Social/Emotional learning lesson.
<i>October</i>	30 Minute Social/Emotional learning lesson.
<i>November</i>	30 Minute Social/Emotional learning lesson.
<i>February</i>	30 Minute Social/Emotional learning lesson.
<i>March</i>	30 Minute Social/Emotional learning lesson.
<i>April</i>	30 Minute Social/Emotional learning lesson.
<i>*Schools may adjust scope and sequence schedule based on building needs.</i>	

9th Grade: Identity Development

Course: 9th Grade SEL Curriculum

Grade: 9

Length of Unit: Six lessons, approximately 30 minutes each

Overview of Unit: Freshmen will develop an understanding of who they are and what social/emotional expectations are necessary in high school and beyond. They will learn how to regulate their emotions and responses and will develop a self care plan.

Culminating Question (9-12)

How do we make hard decisions?

Priority Standards for Unit:

- M1: Processing and managing one's own thoughts and behaviors to regulate emotions in a healthy manner.
- M2: Examining one's own behavior, taking ownership, and being accountable for one's actions.
- M5: Advocating for self to promote health, safety, and personal needs.

Supporting Standards for Unit:

- W4: Adjusting behavior to different settings and situations as needed.
- W5: Effective communication including appropriate self-expression and active listening.

Essential Questions:

1. What are my SEL expectations as a high school student?
2. What do I need to know as I grow into an adult?
3. How do I fit in/manage school, community, family, friendships, job, and in other interpersonal and community settings?

Enduring Understanding/Big Ideas:

1. Self-Awareness: Students will be able to reflect on their emotions, thoughts, and values and use that information to analyze and adjust their behaviors accordingly.
2. Self-Management: Students will be able to manage their emotions, thoughts, and behaviors through stress management practices, planning, self-discipline, and goal setting.
3. Social Awareness: Students will be able to interact and empathize with others from diverse backgrounds, cultures, and contexts by listening without judgment and seeking clarification.
4. Relationship Skills: Students will be able to develop healthy and supportive relationships by practicing conflict resolution, active listening, and collaborative problem solving.
5. Responsible Decision Making: Students will be able to make constructive and informed choices based upon understanding of ethics, benefits and/or consequences.

Learning Targets

Students can identify and adjust thoughts, feelings and behaviors to different settings and situations as needed.

Students can advocate for themselves to promote health, safety and personal needs.

Students can demonstrate constructive self expression and active listening.

Key Vocabulary:

- Emotional Regulation
- Reflection
- Self-Monitoring
- Self-evaluation
- Self- reinforcement
- Advocacy for self
- Self expression
- Active listening

[CLICK HERE](#) for the Slides and handouts for the following lessons.

Lesson 1: What is SEL?

- Learning Target: Students will develop an awareness of Social Emotional Learning.

Lesson: Students will learn what Social/Emotional skills and knowledge are and discover what the SEL curriculum will build toward while they are in high school.

[Click HERE](#) for the slides and resources for the above lesson, beginning on slide 1.

Lesson 2: Wellness Portfolio

- Learning Target: Students will begin a Wellness Portfolio to collect artifacts related to their social/emotional wellness.

Lesson: Students will build a Wellness Portfolio that will include artifacts completed during their four years in high related to their social/emotional health and well-being.

[Click HERE](#) for the slides and resources for the above lesson.

Lesson 3: Emotion Regulation

- **Learning Target:** Students can identify and adjust thoughts, feelings and behaviors to different settings and situations as needed.

Lesson: Students will learn about identifying emotions, a vocabulary of emotions, and one technique to help manage emotions and behaviors. In addition, students will watch a video showing that we all have mental health.

[Click HERE](#) for the slides and resources for the above lesson.

Lesson 4: Communication

- **Learning Target:** Students can demonstrate constructive self expression and active listening.

Lesson: Students will learn about active listening skills, and practice constructive self-expression.

[Click HERE](#) for the slides and resources for the above lesson.

Lesson 5: Accountability

- **Learning Target:** Students can identify and adjust thoughts, feelings and behaviors to different settings and situations as needed.

Lesson: Students will learn about Fixed and Growth Mindsets, and how to monitor and regulate their emotions.

[Click HERE](#) for the slides and resources for the above lesson.

Lesson 6: Self Advocacy

- **Learning target:** Students will explore the courage to take initiative and learn how to demonstrate personal and collective agency.

Lesson: Students will practice self advocacy through effective communication skills such as active listening, I-Statements. Role-playing exercises and other modeling will be used to reinforce respectful communication and interactions.

[Click HERE](#) for the slides and resources for the above lesson.

10th Grade: Decision-Making Development

Course: 10th Grade SEL Lessons

Grade: 10

Length of Unit: Six lessons, approximately 30 minutes each

Overview of Unit: Sophomores will focus on becoming more aware of self-management and decision-making skills through social awareness and building positive relationships.

Culminating Question

How do we make hard decisions?

Priority Standards for Unit:

- Managing and examining one's thoughts and behaviors by taking ownership for one's actions. M1, M2
- Constructive decision making, problem solving, and conflict resolution. W2
- Understanding others feelings and emotions accurately. O1

Supporting Standards for Unit:

- W1: Effective teamwork, collaboration and cooperation.
- M5: Advocacy for self.
- W2: Constructive decision making, problem solving and conflict resolution.
- O2: Empathy and compassion for others including concern for how one's behavior affects others.

Essential Questions:

1. How can I appropriately manage my own emotions?
2. What are steps I can take to become better at conflict resolution?
3. What do I do when things don't go my way?
4. What are important qualities I want to see in someone else when building a positive relationship?

Enduring Understanding/Big Ideas:

1. Self-Awareness: Students will be able to reflect on their emotions, thoughts, and values and use that information to analyze and adjust their behaviors accordingly.
2. Self-Management: Students will be able to manage their emotions, thoughts, and behaviors through stress management practices, planning, self-discipline, and goal setting, and differentiate among good vs. bad stress.

3. Social Awareness: Students will be able to interact and empathize with others of diverse backgrounds, cultures, and contexts by listening without judgment and seeking clarification.
4. Relationship Skills: Students will be able to develop healthy and supportive relationships by practicing conflict resolution, active listening, and collaborative problem solving.
5. Responsible Decision Making: Students will be able to make constructive and informed choices based upon understanding of ethics, benefits and/or consequences.

10th Grade Competencies	Learning Targets
Self-Awareness	Students can recognize and manage their own behavior.
	Students can be polite and courteous toward others.
Self-Management	Students can become more resilient.
	Students can acknowledge their personal growth.
Social Awareness	Students can understand others' feelings and emotions accurately.
	Students can appropriately adjust their behavior based on the feelings and emotions of others.
Responsible Decision Making	Students can distinguish between needs and wants.
	Students can be ask for help.
Relationship Skills	Students can clearly state their needs.
	Students can engage in teamwork and collaborate with other classmates.

Lesson 1: Developing Self-Awareness

- Learning Target: Students will recognize and manage their own behaviors and be polite and courteous towards others.

Lesson: Students will take a personality assessment to discover how their personality type influences their personal growth, career choice, and relationships.

[Click HERE](#) for the Slides and resources for the above lesson.

Lesson 2: Self-Management

- Learning Target: Students will be able to manage their emotions, thoughts, and behaviors through stress management practices, planning, self-discipline, and goal setting.

Lesson: Students will have an opportunity to create their own self-management contract. This contract will allow the student to manage goals, time, behavior and motivation.

[Click HERE](#) for the Slides and resources for the above lesson.

Lesson 3: Social Awareness

- Learning Target: Students will be able to interact and empathize with others of diverse backgrounds, cultures, and contexts by listening without judgment and seeking clarification.

Lesson: In this lesson, students will be given the opportunity to choose between one of three activities that centers around social awareness. They can interview peers about self reflection, mingle and play get to know you bingo or answer open ended question prompts in a “speed dating” type format.

- **Get to know you bingo**
- **Conversation speed dating**
- **Self Awareness Interviews**

[Click HERE](#) for the Slides and resources for the above lesson.

Lesson 4: Responsible Decision Making

- Learning Target: Students will be able to make constructive and informed choices based upon understanding of ethics, benefits and/or consequences.

Lesson: Students will review several best choice scenario skill cards. The teacher will guide the students through these cards as they get more difficult. The students can discuss their thoughts with a classmate (turn ‘n talk) or in small groups. This activity is teacher driven.

[Click HERE](#) for the Slides and resources for the above lesson.

Lesson 5: Responsible Decision Making

- Learning Target: Students will be able to make constructive and informed choices based upon understanding of ethics, benefits and/or consequences.

Lesson: In this learning opportunity, teachers will show the video about teenagers and responsible decision making. They will then allow the students time to discuss the questions included in this activity. They will then show the DECIDE Model and discuss with their students the ease or complexity of decision making and the outcome and how to process options.

[Click HERE](#) for the Slides and resources for the above lesson.

Lesson 6: Relationship Skills

- Learning Target: Students will be able to develop healthy and supportive relationships by practicing conflict resolution, active listening, and collaborative problem solving.

Lesson: Each student will discover how to develop healthy positive relationships by reviewing a checklist individually. Then by teacher direction, the students will complete the matching activity exploring the characteristics of healthy vs unhealthy relationships.

[Click HERE](#) for the Slides and resources for the above lesson.

Key Vocabulary:

Behavior

Personal Growth

Teamwork

Collaborate

Cooperation

Respect

Responsibility

Conflict

11th Grade: Relationship Development

Course: 11th Grade: How do I sustain healthy relationships in a variety of places?

Grade: 11

Length of Unit: Six lessons, approximately 30 minutes each

Overview of Unit: Juniors will focus on preparing for life after high school through reflection, empathy development, conflict resolution, and collaboration.

Culminating Question (9-12)

How do we make hard decisions?

Priority Standards for Unit:

- M3: Awareness of and beliefs in one's own strengths, interests, and areas for growth, trusting in one's abilities.
- W2: Constructive decision-making, problem-solving, and conflict resolution.
- W1/3: Awareness of and respect for others, both different and similar to one's self in order to effectively engage in teamwork, collaboration, and cooperation.

Supporting Standards for Unit:

- M4: Setting, monitoring, and achieving attainable goals with perseverance.
- O4: Fair and equitable treatment for others.

Essential Questions:

1. How do I identify possible avenues for post-high school life based on my own strengths and interests?
2. How can I constructively deal with conflict using problem-solving and decision making strategies?
3. How do I sustain healthy relationships in a variety of places and situations?

Enduring Understanding/Big Ideas:

1. Self-Awareness: Students will be able to reflect on their emotions, thoughts, and values and use that information to analyze and adjust their behaviors accordingly.
2. Self-Management: Students will be able to manage their emotions, thoughts, and behaviors through stress management practices, planning, self-discipline, and goal setting.
3. Social Awareness: Students will be able to interact and empathize with others of diverse backgrounds, cultures, and contexts by listening without judgment and seeking clarification.
4. Relationship Skills: Students will be able to develop healthy and supportive relationships by practicing conflict resolution, active listening, and collaborative problem solving.
5. Responsible Decision Making: Students will be able to make constructive and informed choices based upon understanding of ethics, benefits and/or consequences.

Learning Targets
Students can demonstrate constructive decision-making, problem-solving and conflict resolution in collaborative & cooperative settings. (M1, M2,)
Students can development awareness and respect of others, both different and similar to oneself through a fair and equitable manner (W3, O4)
Students can identify personal strengths, interests, and areas for growth and trust in their abilities (M3)

Key Vocabulary:

Resilience
 Perseverance
 Conflict Resolution
 Problem-solving
 Collaboration
 Cooperation
 Assertiveness
 Perspective
 Empathy
 Competing
 Avoiding
 Accommodating
 Compromising

[CLICK HERE](#) for the Slides and handouts for the following lessons.

Lesson 1: Reflecting on your high school career

- Learning Target: Students can develop an awareness of their own beliefs, strengths, and areas for growth while trusting in their own abilities.

Lesson: Identify Strengths/Interests

1. Review Xello from (9th & 10th)
2. Review/Update Self-Care Plan
3. Evaluate options going forward (analogy of Doors - open/closed)

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 1.

Lesson 2: Effective Problem-Solving

- Learning Target: Students can develop an awareness of their own beliefs, strengths, and areas for growth while trusting in their own abilities.

Lesson: Engaging in ways for Growth

LT 3 and EQ 1 and PS 1

Video: [Kara Lawson: Handle Hard Better](#)

Chart for situation analysis for Schoology

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 13.

Lesson 3: Empathy and Perspective

- Learning Target: Students can develop awareness and respect of others, both different and similar to oneself through a fair and equitable manner.

Lesson: Empathy/Perspective

Games and activities on perspective taking resources:

1. [Building Stronger Connections: Practical Tips for Teaching Perspective Taking in High School](#)
2. [4 Ways to Help Students Build and Practice Perspective](#)
3. [Spotlight on perspective taking activities](#)
4. [We Each See the World a Little Differently](#)
5. [Understanding Perception Differences](#)

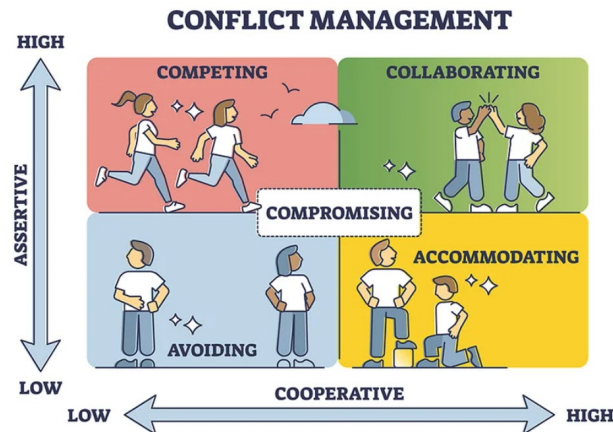
[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 18.

Lesson 4: Understanding Conflicts

- Learning Target: Students can develop awareness and respect of others, both different and similar to oneself through a fair and equitable manner.
- Learning Target: Students can demonstrate constructive decision-making, problem-solving and conflict resolution in collaborative & cooperative settings.

Engaging Scenario 4: Empathy/Perspective & Conflict

Introduce the Thomas Kilmann Conflict Management Model



Resource for students: [Thomas Klimann Conflict Management Model Check for Understanding Worksheet](#)

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 23.

Lesson 5: Resolving Conflicts

- Learning Target: Students can develop awareness and respect of others, both different and similar to oneself through a fair and equitable manner.
- Learning Target: Students can demonstrate constructive decision-making, problem-solving and conflict resolution in collaborative & cooperative settings.

Engaging Scenario 5: Conflict Resolution

Activity: Scenario based Conflict Resolution & Reflections (TK Conflict Management)

Scenarios that are part of the slides:

- Social media conflict between two females in a school setting
- Work environment conflict involving conflict in scheduling hours
- Disagreement about ideology concerning use of AI in school work

Additional resources for scenarios:

[Antisocial media “comic”book](#)

[Dealing with Conflict the healthy way](#)

[Job-related conflict scenarios](#)

[Social Media and Tech issues Scenarios](#)

[Social Media scenarios](#)

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 35.

Lesson 6: Junior year reflection

- Learning Target: How did it feel to have someone advocate for something you care about? Students can identify personal strengths, interests, and areas for growth and trust in their abilities.

Engaging Scenario 6: Reflection on Junior Year Progress

Artifact: [Reflection on Junior Year in Xello Portfolio](#)

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 45.

12th Grade: Empathy Development

Course: 12th Grade: How do I put good in the world?

Grade: 12

Length of Unit: Six lessons, approximately 30 minutes each

Overview of Unit: Seniors will focus on becoming contributing members of society through responsible decision making, planning, and goal setting.

Culminating Question (9-12)

How do we make hard decisions?

Priority Standards for Unit:

- O2: Empathy and compassion for others including concern for how one's behavior affects others.
- O3: Respect, kindness, and civility while treating others with dignity.
- O5: Advocacy for others as individuals or communities.

Supporting Standards for Unit:

- M3: Awareness of and beliefs in one's own strengths, interests, and areas for growth, trusting in one's abilities
- W3: Awareness of and respect for others, both different and similar to one's self.

Essential Questions:

1. How do I put good in the world?

Enduring Understanding/Big Ideas:

1. Self-Awareness: Students will be able to reflect on their emotions, thoughts, and values and use that information to analyze and adjust their behaviors accordingly.
2. Self-Management: Students will be able to manage their emotions, thoughts, and behaviors through stress management practices, planning, self-discipline, and goal setting.
3. Social Awareness: Students will be able to interact and empathize with others of diverse backgrounds, cultures, and contexts by listening without judgment and seeking clarification.
4. Relationship Skills: Students will be able to develop healthy and supportive relationships by practicing conflict resolution, active listening, and collaborative problem solving.
5. Responsible Decision Making: Students will be able to make constructive and informed choices based upon understanding of ethics, benefits and/or consequences.

Learning Targets
Students can demonstrate empathy and compassion for others by treating them with dignity and acknowledging how one's behavior affects others.
Students can develop an awareness of their own beliefs, strengths, and areas for growth while trusting in their own abilities.
Students can advocate for others as individuals or communities, both different and similar than oneself.

[CLICK HERE](#) for the Slides and handouts for the following lessons.

Lesson 1: Developing an Awareness of Self

- Learning Target: Students can develop an awareness of their own beliefs, strengths, and areas for growth while trusting in their own abilities.

Lesson: Students will create a list of “10 Things I Know for Sure”. These should be student beliefs as outlined below:

1. 4 Core Beliefs (ex. Opinions on the world or human culture)
 - a. Ex: Baseball is the greatest sport in the world.
 - b. Ex: All humans deserve access to an education.
2. 3 Strengths
 - a. Ex: I am a great listener for my friends.
 - b. Ex: I am a talented musician.
3. Goals or Areas for Growth
 - a. Ex: I want to show my family more patience.
 - b. Ex: I want to learn to juggle by the end of the summer.

Please encourage students to create statements that generate conversation. For example, avoiding statements that are universal truths or facts, like “The sky is blue”.

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 1.

Lesson 2: Empathy and Compassion

- Learning Target: Students can demonstrate empathy and compassion for others by treating them with dignity and acknowledging how one’s behavior affects others.

Lesson, Part One: Students will practice showing compassion through the activity, “What I Appreciate About You”:

Students will be given a blank sheet of paper. Please instruct them to write their names in the center of the page and circle it.

Students will then be given 10 minutes to silently wander around the room and add positive comments to their peers’ pages. These comments can be anonymous.

At the end of the time, students will go back to their seats and read the comments that their peers’ wrote.

Lesson, Part Two: Students will build on the idea of compassion and empathy by working with a random partner.

1. Students will draw slips of paper for a random partner.
2. Students will review the resource page for interviewing, linked [here](#). They will not use it until next class.

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 8.

Lesson 3: Empathy and Compassion

- Learning Target: Students can demonstrate empathy and compassion for others by treating them with dignity and acknowledging how one's behavior affects others.

Lesson: Students will work with their partner that was assigned to them last class and work through an interview sheet.

1. Using the resource page for interviewing, linked [here](#), students will have the entire period to interview one another.
2. Please remind students that they will need to conduct both interviews within this time.
3. When completed, students will reflect on the experience as a whole class.

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 14.

Lesson 4: Empathy and Compassion → Advocacy

- Learning Target: Students can demonstrate empathy and compassion for others by treating them with dignity and acknowledging how one's behavior affects others.
- Learning Target: Students can advocate for others as individuals or communities, both different and similar than oneself.

Lesson, Part One: Students will work with their partner that was assigned to them last class.

1. Thinking back on the conversations with partners, students will take a picture of something that they remember being important for their partner. For example, if a student talks about a love for hiking, the partner may take a picture of the outdoors as representative of that.
2. Students will share pictures with their partner. Each partner will upload the picture that was taken to represent them into their portfolio. They will reflect on the questions: Did you feel that this picture accurately represented something you care for? Did you expect that this was the "important thing" that your partner would have taken away from your conversation?

Lesson, Part Two:

1. Students will be introduced to advocacy and how that stems from understanding someone's interests beyond the surface and why it might be important to them. This captures elements of both compassion and empathy that students have been building on.
2. Students will be introduced to the PowerPoint Party culminating project.

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 18.

Lesson 5: Advocacy

- Learning Target: Students can advocate for others as individuals or communities, both different and similar than oneself.

Lesson: Students will build a side for the culminating project: a class PowerPoint Party.

1. Using their original partners from Lesson Two, students will create a slide on a class-wide Google Slides that advocates for something they learned about their partner. While the option is there, this does not have to be serious, but instead teaches students the skills of how to research and speak toward a topic that matters to someone they care about in a low stakes way.
 - a. For example, when talking about question #1 on the interview sheet ("Quote one line from a movie. Can your partner guess what it is?"), I might find out my partner loves movies when he couldn't pick a favorite quote right away. My slide might be "Why Movies are Better than TV Shows".
2. Suggestion: If all students contribute to one large class Google Slides, transitions and presentations will be easiest.
3. The goal is for students to complete their slide during this lesson so that presentations can occur in Lesson Six.

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 27.

Lesson 6: Advocacy

- PowerPoint Party
- Reflect: How did it feel to have someone advocate for something you care about?

Lesson: Students will present their advocacy slide via the PowerPoint Party.

1. Students will spend about a minute each to present their slide to the class.
2. After, students will link the entire class presentation in their Portfolio. In addition, they will need to reflect on the question: How did it feel to have someone advocate for something you care about?

[CLICK HERE](#) for the Slides and resources for the above lesson, beginning on slide 30.

Key Vocabulary:

- Goals
- Motivation
- Sustaining
- Self-Care
- Work/Life Balance
- Empathy
- Respect
- Compassion
- Respect
- Kindness
- Civility
- Dignity
- Advocacy for Others

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.