

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



exSEL

Board Approval Date: January 20, 2022	Course Length: 1 Semester
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9	Subject Area: Elective Elective Area (if applicable): Health/Family Life
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: District Course, Site Specific Program (if applicable):	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator and Equity Compliance Officer: Jim Huber, Ed. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 95742, 916-294-9000 ext.104625</p>	

COURSE DESCRIPTION:

exSEL is a course that aims to connect 'young people to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.' (taken from the CASEL framework)

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<p>1. Introduction to the 5 Social Emotional Competencies</p>	<p>What are the 5 SEL competencies? What are my strengths and areas for growth?</p>	<p>*Socratic Seminar *Guided Question Response *Portfolio Reflection *Students complete an Interactive Notebook entry in response to teacher created questions about their own previous SEL experience(s) in the classroom, which then forms the basis for a Socratic Seminar about the five SEL competencies (i.e., How do these SEL competencies support learning in the classroom?) *Following the Socratic Seminar, students will write an explanatory piece about why the five SEL competencies are important. This will be placed in their Portfolio</p>	<p>*SEL Self-Assessment Survey and Reflective Essay *Students will take an SEL Self-Assessment (This will provide a foundation of understanding about themselves and how these competencies can be applied. Based on their findings, students will write a short reflective essay in their Interactive Notebook where they consider their areas of strength and growth) *Article Read, Cooperative Learning and Reflection (To better understand the SEL competencies students will individually read short articles on each competency, and then get into a group that has been assigned one of the competencies. The group creates a visual representation/poster of the elements within the competency and presents to the whole class. Following the presentation, students will participate in a Gallery Walk of the posters, and while walking with their group, students discuss their “a-ha” moment(s) where they learned something</p>

			<p>about the competency, as well as about themselves, leaving post-it notes on the posters corresponding to their new understanding. After the presentations and gallery walk, students will record the key ideas of all five competencies in their Interactive Notebooks)</p>
<p>2. Self-Awareness/My Thoughts</p>	<p>Who am I? Does this match with how I see myself? What are thoughts? Recent studies on the changing ideas of our thoughts and what they are. What do I do when I feel I can't?</p>	<p>*Take Personality Test (Students will complete a True Colors Personality Test to yield a description of their distinct personality traits, and then using a grouping activity (i.e. four corner activity), they find peers with similar results and compare the listed personality traits against their own self-awareness. Students will chart their group's findings on a poster and share key characteristics with the class. Students then reflect on their descriptions in their Interactive Notebooks and explain their level of agreement with the findings by matching evidence from the personality test descriptions with their personal experience.) *Students examine excerpts from The Biology of Belief by Dr. Bruce Lipton to add to their poems *Practice tools to honor yourself to turn I can't into I can (Top three practices that help to feel better for the interactive Notebook</p>	<p>*Write Two-Perspective Poem (Students will read and reflect on the following articles: Self-Awareness, Blind Spots, and the Johari Window and How to Stop Automatic Negative Thoughts. After reading the articles, students will watch videos (such as The Big Bang Theory clips or similar) with characters/individuals that demonstrate both a lack of self-awareness and strong self-awareness. Using the information from both articles and videos, students will work in pairs and draft a poem from two different perspectives: someone with limited self-awareness and someone with high self-awareness. This will help students to be able to recognize high and limited self-awareness in themselves and in their future students. These poems will be presented to class and added to the Portfolio.)</p>

			*Students will then reflect in their Interactive Notebook about their own self-awareness skills
3. Self-Management/Happiness	<p>How do we regulate emotions, thoughts, and behaviors?</p> <p>What habits can I put in place?</p> <p>What does it mean to be happy? (An in-depth look at the happiest people we know)</p> <p>What are their characteristics? How to apply these patterns.</p>	<p>*Develop a PERMA Plan (5 core elements of happiness and well ‘being) (Students will learn that self-care is a key component of self-management. Students will then create a PERMA Plan for themselves based on their learning and reflect on personal areas of growth and strength. Throughout this unit, students will use their Interactive Notebook to reflect on the 5 elements of PERMA and how this self-care plan connects to self-management.)</p> <p>*Students will examine practices accumulated by Marcie Shimoff in her book, Happy for No Reason to develop the self-management plan</p>	<p>*Infographic Poster (Students will be organized in small groups and assigned one of three topics to research regarding the brain and its role in self-management: 1. The function of each part of the brain and how trauma and/or other external forces can alter the development of neural pathways. 2. The impact on the brain and learning of self-care/mindfulness/regulation. 3. How de-escalation strategies can impact the developing brain in response to stress and/or trauma. Student groups will create an infographic poster to represent their learning on their topic. Each infographic poster will be presented and taught to the class.)</p> <p>*Develop a self-management plan (Students will observe Dr. Nadine Burke Harris’ Ted Talk on Adverse Childhood Experiences (ACEs) and review the ACEs questionnaire and resiliency questionnaire to understand how these factors impact student learning, developmental stages, and overall health. Students will individually read vignettes representing different</p>

			ACEs and resilience scores and identify.)
4. Growth Mindset	What is a growth mindset?	<p>*Recognize Elements of Growth Mindset within a Text (After learning the elements of the Growth Mindset model (challenge, obstacle, effort, feedback, success), students read and analyze a novel or nonfiction text (i.e., Tuesdays with Morrie) to identify evidence which supports the premise that the main character has a Growth Mindset. The students record their observations in ongoing Interactive Notebook entries, demonstrating they have learned how to connect a text to the more abstract elements of growth mindset, so they will be able to use this textual example to model SEL competencies and in the next assignment teach these same competencies using a picture book as textual evidence. Students learn that there is inherent value in the process and progress when meeting a challenge. Students also learn about mitigating mistakes, learning from loss, and overcoming adversity, all of which are key elements of a Growth Mindset.)</p>	<p>*Identify Elements of Growth Mindset in Literature (Students will work in pairs to select a non-chapter children’s book which includes the components of Growth Mindset (challenge, obstacle, effort, feedback, success.) The students work cooperatively to compose a written analysis of the text from a Growth Mindset lens, using evidence from the text to support each component. Then students will present their analysis in front of the whole class; one student will read the children’s book as the other student provides the analytical commentary identifying the elements of Growth Mindset, as appropriate (i.e., Mystery Science Theater 3000 format). This analysis will be placed in the student’s Portfolio.)</p>
5. Self- Efficacy (Why do some succeed and others not?)	<p>What is self-efficacy? How can I use WOOP goals to increase my self-efficacy? How to navigate doing what is expected vs what I want to do? The Future (Going</p>	<p>*Create WOOP (wish, outcome, obstacle, plan) Goals (Students identify a prior goal they set and failed to meet. Students reflect upon the obstacles in reaching their goal using the knowledge they have gained about Growth</p>	<p>*Design Self-Efficacy Survey (Students will learn the definition of Self-Efficacy and the 5 influences that promote Self-Efficacy (performance experience, vicarious experience,</p>

	forward)	<p>Mindset and Self-Efficacy. The students are taught the components of a WOOP Goal (Wish, Obstacle, Outcome, Plan) and use them to create an academic, a social-emotional, and a personal goal. Each week they will use their Interactive Notebooks to record their progress, setbacks, and adjustments along the way to obtaining their goals.)</p>	<p>social persuasion, imaginal experience, physical and emotional states.) The students will work in pairs to design a survey to assess their peers' Self-Efficacy. Then students individually administer the survey to students on their campus. After surveying their peers, students will analyze the data. Based on the results, students provide recommendations for how to build Self-Efficacy within the students in a classroom. Each student will present their findings and recommendations within a small group.)</p>
<p>6. Social Awareness/Racism</p>	<p>How does the world see me? Is this how I see myself? Whether you are the one being marginalized or the one who unknowingly marginalizes, how to understand, deal and grow from it with love.</p>	<p>*Self-Reflection and Class Presentation to Promote Social Awareness (Students will review the writing in their Interactive Notebook. They will also examine the way their family history, cultural background, and personal experiences have influenced their unique understanding and expression of these competencies. Students will use this understanding of themselves to create a visual representation in which they distinguish between the parts of themselves they easily project to the rest of the world and the parts they keep concealed (i.e., images that represent their public identity will be displayed on the outside of a paper bag and items representing their</p>	<p>*Student Awareness Campaign, based on their increased social awareness of the needs and challenges faced by students. Individually, students will present a personal presentation of a racial turn around that s/he has become aware of based on our research. (Turnaround-a realization of his/her own racial bias and how s/he is changing) The campaign will deliver information in a student-selected format (e.g., brochure, poster, presentation) about his or her turn around, as well as resources and supports for and how knowledge of this issue can help to promote health and</p>

		<p>personal identity will be placed inside the bag). Students will then present this combination of visual representation and personal artifacts first in small groups, then to the whole class. By viewing these presentations, students will gain a deeper understanding of their peers allowing them to develop characteristics of social awareness such as empathy and an appreciation for diversity. Students will then reflect on how this learning will affect them personally and professionally in their Interactive Notebook.)</p>	<p>wellness in themselves and a larger community. This campaign could be done in person or through social media. It could be done within the class, campus-wide, or district wide. Evidence of this campaign will be included in their Portfolio.</p>
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ESSENTIAL STANDARDS:

N/A

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

CASEL Framework <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>N/A</i>				

Other Resource Materials

SEL self-assessment, Cooperative Learning and Reflection article, Self-Awareness, Blind Spots, and the Johari Window and How to Stop Automatic Negative Thoughts, article, video clips, TED talks

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

Tuesdays with Morrie, Happy for No Reason, The Biology of Belief