

Mendham Township Elementary School
Social Emotional Learning (SEL) Curriculum
PK-4

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Philosophy

“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults 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.”

“SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.”

~Collaborative for Academic, Social, and Emotional Learning (CASEL) Definition of SEL (2020 Update)

According CASEL, Social Emotional Learning (SEL), is the process in which students 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.

By promoting and implementing social and emotional learning, Mendham Township Elementary School will “enhance the building of positive school climates and the healthy development of students” (NJDOE).

Goals

Mendham Township Elementary School’s goal is to integrate SEL at all three levels of school functioning. This includes curriculum and instruction, school wide practices and policies, as well as family and community partnerships.

1. Identify and provide social emotional learning resources
2. Design interactive social-emotional curriculum and lessons
3. Learn and use effective teacher language to promote academic and social growth
4. Set a positive tone for learning at the start of each day
5. Establish rules and routines that promote independence and autonomy
6. Implement 21st century skills such as critical thinking, problem solving, communication, collaboration, creativity, and innovation



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- 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



Self-Management

- 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



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- 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

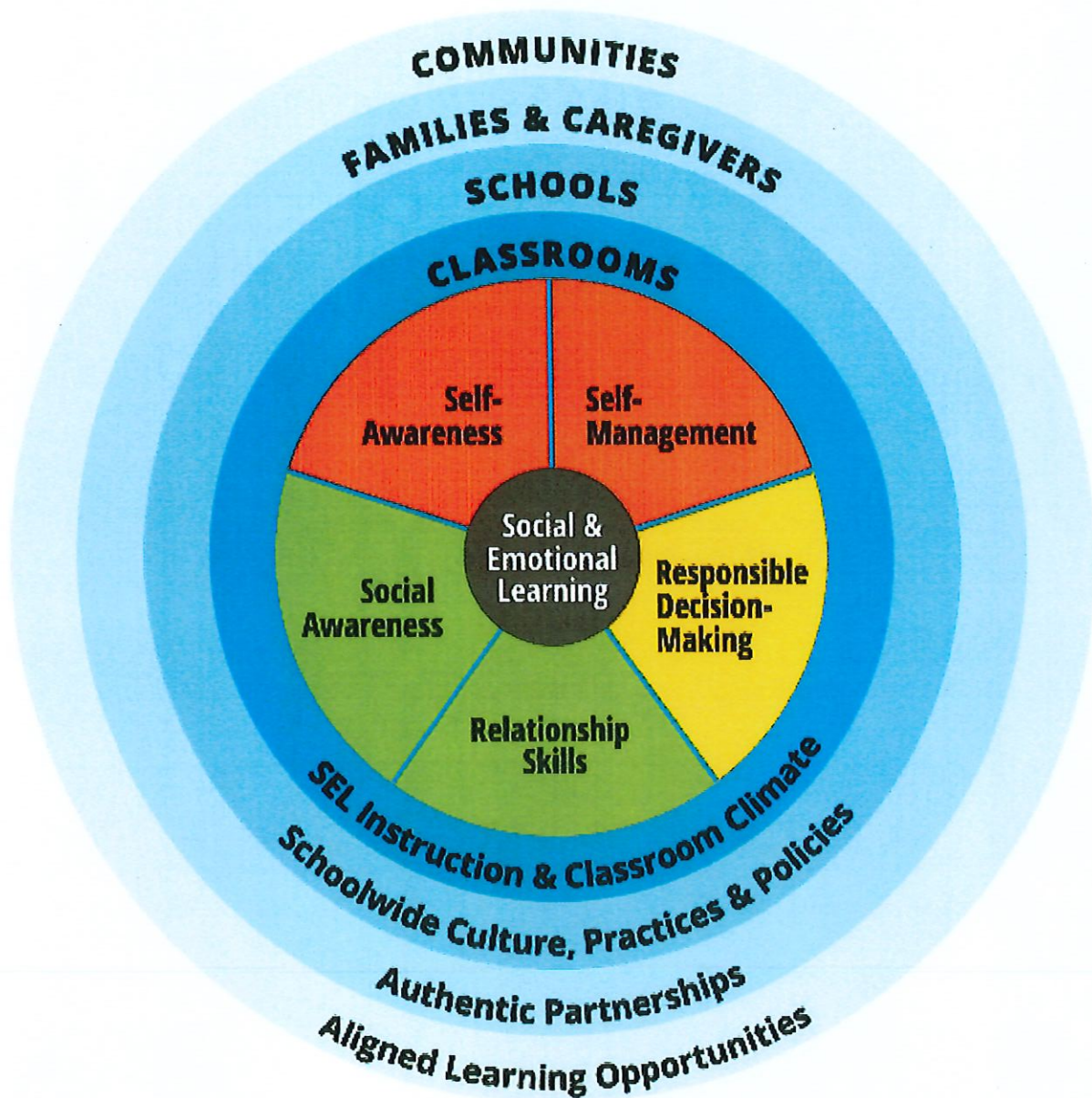


Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

CASEL Interactive Wheel (2020)



Mendham Township School District

Social Emotional Learning (SEL) Curriculum PreK-4

Self-Awareness

Unit Goals:

- Identifying and analyzing one's emotions, and how they affect others
- Understanding the relationship between one's emotions, thoughts, values, and behaviors
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

Essential Questions:

- How does one feel?
- How can emotions change?
- How can one process their emotions?
- How does one's emotions affect behavior?
- How do emotions affect others?

Skills/Knowledge:

Students will be able to recognize thoughts and feelings of one's self and others in order to navigate emotional responses in the school environment

NJ SEL Competencies:

- *SEL.PK-12. 1.1* Recognizes one's feelings and thoughts
- *SEL PK-12 1.2* Recognize the impact of one's feelings and thoughts on one's own behavior
- *SEL PK-12 1.3* Recognize one's personal traits, strengths, and limitations
- *SEL PK-12 1.4* Recognize the importance of self-confidence in handling daily tasks and challenges

Assessment Evidence

Assessments:

- Daily Check-Ins
- Google Forms & Surveys
- Class discussions
- Completed classwork
- Class participation

Learning Plan

Recognizes one's feelings and thoughts

- Grades PreK-1:
 - Recognize and name different types of positive and negative emotions.
- Grades 2-4:
 - Identify situations that produce positive and negative emotions.
 - Identify body sensations (e.g., tight muscles, racing heart, etc.) associated with positive and negative emotions.
 - Continue to effectively identify one's own emotions with increasing vocabulary.

Recognize the impact of one's feelings and thoughts on one's own behavior

- Grades PreK-1
 - Match emotions with examples of positive and negative actions (e.g., happy = smiling, laughing).
 - Match situations with the appropriate emotional reactions.
 - Identify possible causes for emotions (i.e., losing your dog may make you “sad,” your birthday may make you “happy”).
- Grades 2-4
 - Match the appropriate consequences (both positive and negative) with the actions associated with positive and negative feelings (i.e., “If I hit someone when I am angry, I may hurt them. They may not be my friend anymore and I won’t be able to play during recess. If I use my words when I am angry, I won’t feel bad and I will not hurt my friend”).

Recognize one's personal traits, strengths, and limitations

- Grades PreK-1
 - Identify one's likes and dislikes.
 - Identify challenges or situations where one may need help.
 - Identify tasks one is more drawn to.
 - Recognize things that make one feel good about who they are.
- Grades 2-4
 - Identify one's skills and interests.
 - Distinguish areas where one needs support.

Recognize the importance of self-confidence in handling daily tasks and challenges

- Grades PreK-1
 - Describe the difference between a positive and a negative attitude.
 - Describe why having an ‘I can’ attitude is important to being successful.
- Grades 2-4
 - Define a confident attitude, an insecure attitude, and a negative attitude.
 - Describe the impact of one's attitude on the ability to complete tasks, handle challenges, and pursue goals.

Integrated Accommodations and Modifications for Students with IEP/504/ELL and G&T:

Differentiation will include:

- Peer scaffolding
- Cooperative group structure model
- Pairing students
- Adjusted time expectations
- Tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity

List of Core Instructional and Supplemental Materials:

- NJ SEL Competencies and Standards:
<https://casel.org/state-resource-center/frameworks-competencies-standards-and-guidelines/>
- The Responsive Classroom: <https://www.responsiveclassroom.org/>
- The Morning Meeting Book written by Roxann Kriete and Carol Davis
- The First Six Weeks of School by Responsive Classroom
- Second Step: Skills for Social and Academic Success:
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Interdisciplinary Connections:

SEL is a continuous integration of cross-curricular instruction that is aligned with academic goals.

Integration of 21st Century Skills and Life/Career Standards:

- CRP1. Act as a responsible and contributing citizen.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:

TECH.8.1.2.C - [*Strand*] - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Self-Management

Unit Goals:

- Regulating and expressing one's emotions thoughtfully
- Demonstrating perseverance and resilience to overcome obstacles
- Sustaining healthy boundaries
- Identifying and using stress management strategies
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Maintaining attention
- Using feedback constructively
- Practicing self-compassion

Essential Questions:

- What is a successful learner?
- What are the benefits of managing my emotions, thoughts, and behaviors?
- How can positive self-talk help manage emotions?
- How does one make change happen?

Skills/Knowledge:

Students will learn to regulate emotions, thoughts, and behaviors in various academic and life experiences.

NJ SEL Competencies:

- *SEL. PK-12 2.1* Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- *SEL. PK-12 2.2* Recognize the skills needed to establish and achieve personal and educational goals
- *SEL. PK-12 2.3* Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Assessment Evidence

Assessments:

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- Google Forms & Surveys
- Class discussions
- Completed classwork
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Learning Plan

Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

- Grade PreK-1
 - Identify ways to self-soothe.
 - Demonstrate control of impulsive behavior.
 - Express one's needs and emotions verbally.
- Grade 2-4
 - Use "I" messages to present one's own perspective and feelings in response to an emotional experience.
 - Recognize own thoughts and emotions in order to act before becoming overwhelmed.

Recognize the skills needed to establish and achieve personal and educational goals

- Grade PreK-1
 - Identify a goal, wish, or dream.
 - Identify simple steps needed to perform a routine task or accomplish a goal.
 - Describe something one has accomplished.
- Grade 2-4
 - Distinguish between short- and long-term goals.
 - Describe the steps in setting and working to achieve a goal.
 - Evaluate what they might have done differently to achieve greater success on a recent goal.
 - Understand the relationship between prosocial behavior in the classroom and goal achievement.

Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals

- Grade PreK-1
 - With adult support, describe how working through tough challenges can lead to positive emotions.
 - With adult encouragement, make multiple attempts to meet a goal.
- Grade 2-4
 - With increasing independence, begin to recognize that everyone has personal strengths, and those resources can be used to achieve personal goals.
 - Name positive and negative social and environmental influences on personal and academic success.

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Social Awareness

Unit Goals:

- Identifying social cues (verbal, physical) to determine how others feel
- Acknowledging others' perspectives
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Recognizing strengths in others
- Identifying diverse social norms
- Caring about and being motivated to contribute to the well-being of one's family, friends, school, community, the environment, and the greater good

Essential Questions:

- What role does empathy play in respectful interactions?
- How does one respect others' opinions and different perspectives?
- Why is it important to be socially aware?

Skills/Knowledge:

- Students will be able to respectfully take the perspectives and experiences of others into account, even when they are different from our own.
- Students will understand and respond to the social norms that guide our behavior in different contexts.
- Students will develop empathy and understanding toward others.

NJ SEL Competencies:

- *SEL.PK-12. 3.1* Recognize and identify the thoughts, feelings, and perspectives of others
- *SEL PK-12 3.2* Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds
- *SEL PK-12 3.3* Demonstrate understanding of the need for mutual respect when viewpoints differ
- *SEL PK-12 3.4* Demonstrate an awareness of the expectations for social interactions in a variety of settings

Assessment Evidence

Assessments:

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Learning Plan

Recognize and identify the thoughts, feelings, and perspectives of others

- Grade PreK-1
 - With support from adults, identify a range of emotions in others when demonstrated through physical and auditory cues, using simple terms (ie., "sad" by facial expression, "mad" by tone of voice).
 - Identify emotional expressions following certain behaviors (ie., sharing candy may make your classmate smile; taking a pencil may make your classmates upset).

- Grade 2-4
 - With increasing independence and vocabulary, describe a spectrum of emotions in others (i.e., sadness could be frustration, loneliness, or disappointment).
 - Describe potential causes for emotions.
 - Use listening skills to identify the feelings and perspectives of others.

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

- Grade PreK-1
 - Develop a definition and understanding of culture. With adult support, students will understand that there are many cultures in the world and in our communities.
 - Recognize that people are both alike and different.
- Grade 2-4
 - Demonstrate a knowledge of contributions of various social and cultural groups.
 - Recognize similarities and differences between cultures.
 - Recognize examples of stereotyping, discrimination, and prejudice, and how these hurt people.

Demonstrate an understanding of the need for mutual respect when viewpoints differ

- Grade PreK-1
 - Begin to recognize that others have different points of view.
 - With adult support, be able to articulate one's perspective and compare it to another's.
 - With adult support, be able to identify a variety of social rules used in different situations.
- Grade 2-4
 - Develop skills to participate in conversations where individuals have different views.
 - Expand vocabulary to communicate needs to feel respected and/or to demonstrate respect for others when presented with a conflict.

Demonstrate an awareness of the expectations for social interactions in a variety of settings

- Grade PreK-1
 - With adult support, be able to identify manners used in social situations (e.g., taking turns, listening to the speaker, sharing).
 - Be able to play and interact appropriately with others (e.g., introduce self, ask permission, join in, invite others to join in).
- Grade 2-4
 - With increasing independence, identify manners that are appropriate in different social situation (i.e., face-to-face interactions, social/electronic communication, in school, on the sidewalk).
 - Understand that social cues may be different among various groups and contexts.
 - With adult support, be able to articulate the importance of respecting personal space (i.e., hands to oneself).

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Integration of Technology Standards:

TECH.8.1.2.C - [Strand] - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Responsible Decision-Making

Unit Goals:

- Making ethical decisions based upon mutual respect
- Recognizing one's responsibility to behave ethically
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts
- Learning how to make a reasoned judgment after analyzing information, data, and facts

Essential Questions:

- How does one's decisions affect others?
- Why is it important to accept responsibility for one's decisions?
- Why is responsible decision making important for life's success?
- What constitutes a good choice?
- How does one find alternative opinions/solutions?

Skills/Knowledge:

Students will acquire skills to make respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

NJ SEL Competencies:

- *SEL PK-12 4.1* Develop, implement, and model effective problem-solving, and critical thinking skills
- *SEL PK-12 4.2* Identifying the consequences associated with one's actions in order to make constructive choices
- *SEL PK-12 4.3* Evaluate personal, ethical, safety, and civic impact of decisions

Assessment Evidence

Assessments:

- Daily Check-Ins
- Google Forms & Surveys
- Class discussions
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Learning Plan

Develop, implement, and model effective problem solving and critical thinking skills

- Grades PreK-1
 - With adult support, recognize that there are choices in how to respond to situations.
 - With adult support, identify problems and goals.
 - With adult support, identify positive choices.

- Grades 2-4
 - With adult support, understand that there are steps to positive decision-making (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, reflect and evaluate).
 - Develop alternate solutions to problems and predict possible outcomes.

Identify the consequences associated with one's actions in order to make constructive choices

- Grades PreK-1
 - With support from teachers, can discuss simple cause and effect.
 - Can make simple choices about activities without adult support.
 - Can make more complicated choices with adult support.
 - Identify personal goals and align one's decision-making to achieve one's goals.
 - Help students predict possible outcomes of their behavioral choices in simple terms (e.g., "If I throw rocks on the playground, I may hurt someone").
- Grades 2-4
 - With adult support, can recognize the impact of one's choices or decisions on others (family, friends, and adults) through concrete examples.
 - Identify goals, generate alternative responses, and evaluate consequences for a range of academic and social situations.

Evaluate personal, ethical, safety, and civic impact of decisions

- Grades PreK-1
 - With adult support, explain why unprovoked acts that hurt others are wrong.
 - With adult support, explain the importance of standing up for someone.
- Grades 2-4
 - Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior.
 - Demonstrate the ability to respect the rights of self and others.

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Relationship Skills

Unit Goals:

- Initiating contact with others and cultivating friendship
- Appropriately sharing one's thoughts and feelings
- Communicating effectively
- Developing positive relationships
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Standing up for the rights of others
- Showing leadership in groups
- Seeking or offering support and help when needed

Essential Questions:

- What qualities make a good friend?
- How do you differentiate a healthy relationship from an unhealthy relationship?
- Why are communication, collaboration, and cooperation essential skills for a successful relationship?
- What is effective listening ?

Skills/Knowledge:

Students will work to establish and maintain healthy relationships by learning to communicate clearly, listen actively, cooperate, resist inappropriate social pressure, negotiate conflict, and seek and offer help when needed.

NJ SEL Competencies:

- *SEL PK-12 5.1* Establish and maintain healthy relationships
- *SEL PK-12 5.2* Utilize positive communication and social skills to interact effectively with others
- *SEL PK-12 5.3* Identify ways to resist inappropriate social pressure
- *SEL PK-12 5.4* Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- *SEL PK-12 5.5* Identify who, when, where, or how to seek help for oneself or others when needed

Assessment Evidence

Assessments:

- Daily Check-Ins
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Learning Plan

Establish and maintain healthy relationships

- Grades PreK-1
 - Identify relationships that students have with others (e.g., teacher, peers, parents, siblings, etc.)
 - Identify qualities of a good friend.
 - Practice basic social skills to acquire new friends.
- Grades 2-4
 - With adult support, recognize characteristics of positive and negative relationships.
 - Recognize characteristics of caring and hurtful relationships.

- Name the types of qualities they like and do not like in friends.

Utilize positive communication and social skills to interact effectively with others

- Grades PreK-1
 - Demonstrate care and respect for others and their needs by using polite language (which can vary by culture)
 - Utilize “active listening” skills.
 - With guidance from adults, learn to use “I” messages.
- Grades 2-4
 - Utilize “active listening” skills.
 - Express personal opinions and thoughts.
 - Identify and utilize respectful behaviors when interacting with others.
 - Use appropriate facial expressions, body language, and tone to support positive interactions.

Identify ways to resist inappropriate social pressures

- Grades PreK-1
 - With adult support, recognize positive and negative influences from others (making smart choices in choosing friends).
 - With adult support, identify and demonstrate actions to handle negative influences from others.
- Grades 2-4
 - With adult support, distinguish between positive and negative peer pressure.
 - Identify and use appropriate strategies to cope with negative peer pressure.

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

- Grades PreK-1
 - With adult support, use a conflict resolution strategy when presented with a challenging situation.
 - With adult support, use “active listening” to listen to and understand their peers’ perspective when in conflict.
- Grades 2-4
 - Recognize conflict as a natural part of life.
 - With adult support, distinguish between destructive and constructive ways of dealing with conflict.
 - After learning a systematic process, with adult support, begin to apply the steps of a conflict resolution process (listening, express feelings, discuss solutions, make amends).
 - With adult support and guidance, begin to recognize the difference between bullying and normal social conflict.

Identify who, when, where, or how to seek help for oneself or others when needed

- Grades PreK-1
 - With adult support, can identify situations where one can help others.
 - With adult support, can identify an adult he/she trusts.
 - Explain situations in which one needs to seek adult help (big problems such as “I’m lost”/small problems such as “My shoelace is knotted”).
 - With adult guidance, can identify how and where to get help in an emergency.
 - Identify people who one can go to for help.
- Grades 2-4
 - Identify qualities of trusted role models.

- Understand how and when to help in various situations.
- Explain situations in which one needs to seek adult help (big problems/small problems).

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SEL Standards

SEL.PK-12. 1 Self -Awareness

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- *SEL PK-12 1.2* Recognize the impact of one's feelings and thoughts on one's own behavior
- *SEL PK-12 1.3* Recognize one's personal traits, strengths, and limitations
- *SEL PK-12 1.4* Recognize the importance of self-confidence in handling daily tasks and challenges

SEL. PK-12. 2 Self- Management

- *SEL. PK-12 2.1* Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- *SEL. PK-12 2.2* Recognize the skills needed to establish and achieve personal and educational goals
- *SEL PK-12 2.3* Identify and apply ways to perserv or overcome barriers through alternative methods to achieve one's goals

SEL PK-12 3 Social Awareness

- *SEL.PK-12. 3.1* Recognize and identify the thoughts, feelings, and perspectives of others
- *SEL PK-12 3.2* Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
- *SEL PK-12 3.3* Demonstrate understanding of the need for mutual respect when viewpoints differ
- *SEL PK-12 3.4* Demonstrate an awareness of the expectations for social interactions ina variety of settings

SEL PK-12 4 Responsible Decision-Making

- *SEL PK-12 4.1* Develope, implement, and model effective problem-solving, and critical thinking skills
- *SEL PK-12 4.2* Identifying the consequences associated with one's actions in order to make constructive choices
- *SEL PK-12 4.3* Evaluate personal, ethical, safety, and civic impact of decisions

SEL PK-12 5 Relationship Skills

- *SEL PK-12 5.1* Establish and maintain healthy relationships
- *SEL PK-12 5.2* Utilize positive communication and social skills to interact effectively with others
- *SEL PK-12 5.3* Identify ways to resist inappropriate social pressure
- *SEL PK-12 5.4* Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

- *SEL PK-12 5.5* Identify who, when, where, or how to seek help for oneself or others when needed