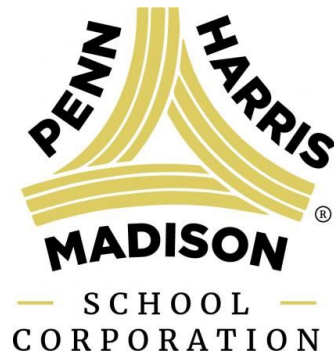# Parent Information Meeting

2021-2022

Welcome and Agenda

Presentation-Informational:

- ☐ Dr. Thacker: PHM Vision/Overview

- ☐ Dr. Short: PHM Instructional Process/Curriculum

- ☐ Mr. White: DEI Background and Goals

- ☐ Dr. Sears: SEL Why, What, & How

- ☐ Mr. Galiher/Dr. Dean-Null/Mr. Towner: School building specific information

Opportunity for Questions and Feedback:
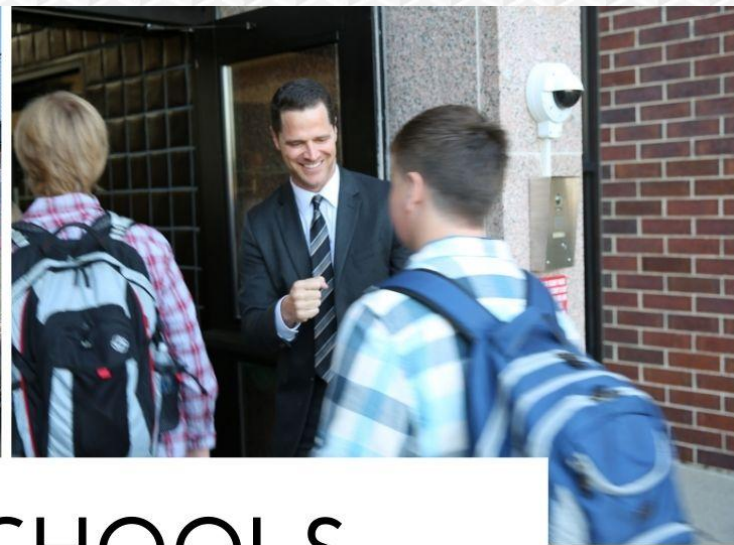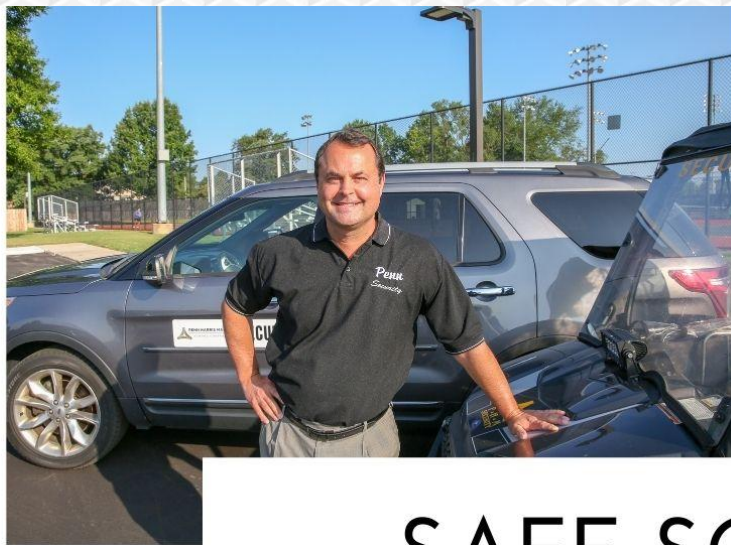
- ☐ Breakout Discussions

A VISION OF EXCELLENCE

Penn-Harris-Madison School Corp.

6 MAJOR GOALS

SAFE SCHOOLS

ADVANCING STUDENT ACHIEVEMENT

Graduation Rate 79% TO 97%

PARENT & COMMUNITY INVOLVEMENT

100%

HIGHLY EFFECTIVE OR EFFECTIVE

PROFESSIONAL DEVELOPMENT

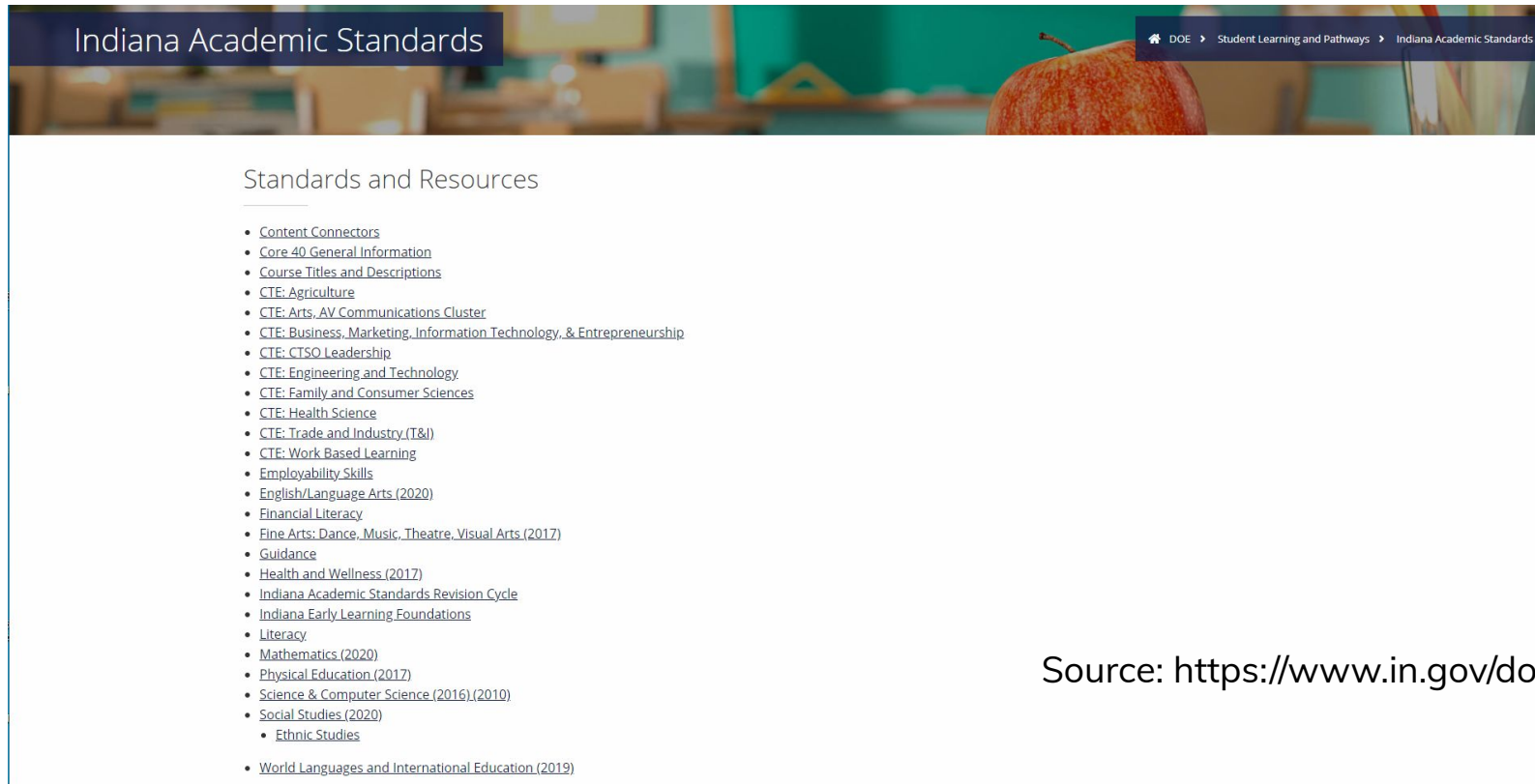# VALUE &
CELEBRATE DIVERSITY

PUBLIC RELATIONS & COMMUNITY SERVICE

Dr. Short

- Introductions
  - Dr. Heather Short
  - Mr. Derrick White
  - Dr. Jennifer Sears
  - Mr. Ryan Towner
  - Dr. Lavon Dean-Null
  - Mr. Sean Galiher

- Norms and Agreements
  - Be Respectful
  - Assume positive Intentions

Standards and Resources

Indiana Academic Standards

Standards and Resources

- Content Connectors
- Core 40 General Information
- Course Titles and Descriptions
- CTE: Agriculture
- CTE: Arts, AV Communications Cluster
- CTE: Business, Marketing, Information Technology, & Entrepreneurship
- CTE: CTSO Leadership
- CTE: Engineering and Technology
- CTE: Family and Consumer Sciences
- CTE: Health Science
- CTE: Trade and Industry (T&I)
- CTE: Work Based Learning
- Employability Skills
- English/Language Arts (2020)
- Financial Literacy
- Fine Arts: Dance, Music, Theatre, Visual Arts (2017)
- Guidance
- Health and Wellness (2017)
- Indiana Academic Standards Revision Cycle
- Indiana Early Learning Foundations
- Literacy
- Mathematics (2020)
- Physical Education (2017)
- Science & Computer Science (2016) (2010)
- Social Studies (2020)
  - Ethnic Studies

- World Languages and International Education (2019)

Source: https://www.in.gov/doe/

Standards

Social Studies

⌂ DOE >

Indiana Academic *Social Studies* Standards

Title	New 2020 PDF	New 2020 Word	New 2020 PDF Spanish
Kindergarten	PDF	WORD	PDF
Grade 1	PDF	WORD	PDF
Grade 2	PDF	WORD	PDF
Grade 3	PDF	WORD	PDF
Grade 4	PDF	WORD	PDF
Grade 5	PDF	WORD	PDF
Grade 6	PDF	WORD	PDF
Grade 7	PDF	WORD	PDF
Grade 8	PDF	WORD	PDF
Economics	PDF	WORD	PDF
Ethnic Studies	PDF	WORD	PDF
Geography & History of the World	PDF	WORD	PDF
Global Economics	PDF	WORD	PDF
Psychology	PDF	WORD	PDF
Sociology	PDF	WORD	PDF
United States Government	PDF	WORD	PDF
United States History	PDF	WORD	PDF
World Geography	PDF	WORD	PDF
World History & Civilization	PDF	WORD	PDF
Indiana Studies	PDF	WORD	PDF

Indiana
DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Indiana
DEPARTMENT OF
EDUCATION

Working Together for Student Success

**Indiana Academic Standards
Social Studies: Grade 4**

Grade 4 Social Studies - Page 1 - January 6, 2020

Indiana
DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Introduction

The Indiana Academic Standards for grade 4 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Employability Skills

Employability Skills

Employability Skills Standards (COMPETENCIES)

Introduction to Indiana's Employability Skills Standards

Indiana's Employability Skills Standards allow students to be prepared for the ever-changing needs of today's workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those 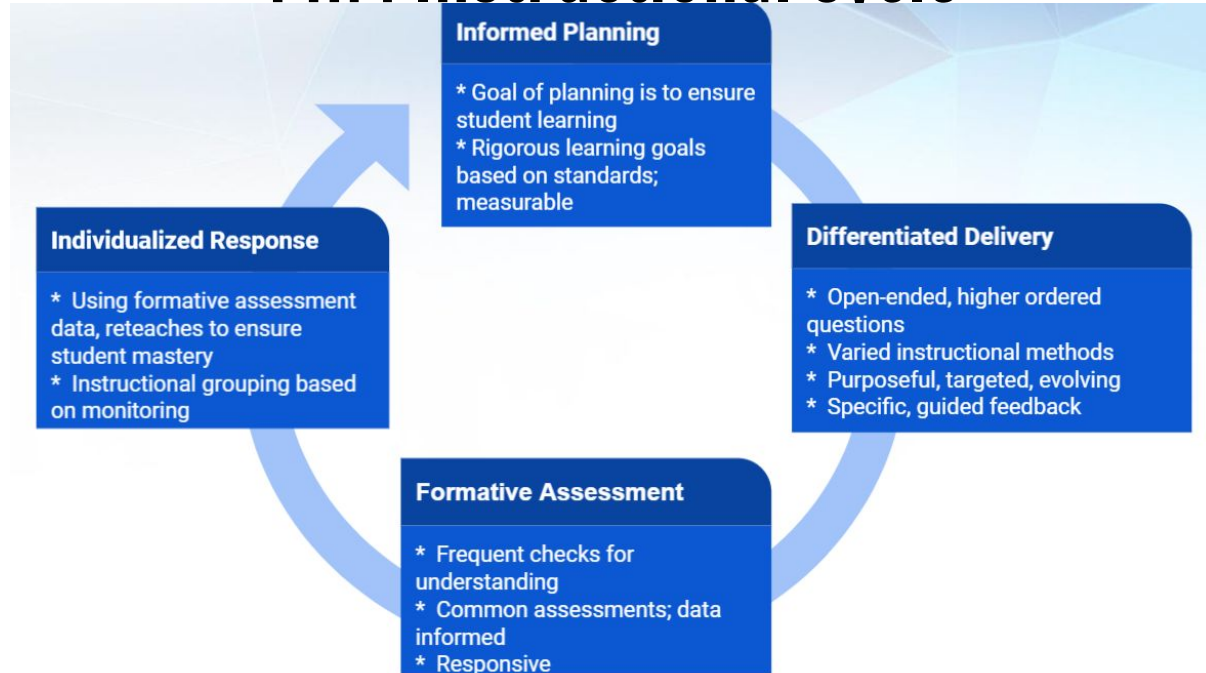grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, the Governor's Work Ethic Certificate, and the Indiana Department of Education's Social-Emotional Learning Competencies. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Senate Enrolled Act 297 states that not later than July 1, 2019, each school within a sc
IDOE, in conjunction with the Department of Workforce Development, and approved

Indiana's **Employability Skills Standards** allow students to be prepared for the ever
the 2019-2020 school year. The expectation is for students to work through the stand
experience the standards at those **grade bands (K-2, 3-5, 6-8, and 11-12).**

The standards are based on the National Employability Skill Standards from the Offic
Development's Employability Skills Benchmarks, the Governor's Work Ethic Certificate
standards are arranged within **four key areas: Mindsets (M), Work Ethic (WE), Lear**

- Employability Skills Standards Implementation Guide
- Employability Skills Standards Poster

Mindsets	Work Ethic
Learning Strategies	Social and Emotional Skills

Title
Employability Sk
Employability Sk
K-2 Employability
3-5 Employability
6-8 Employability
9-10 Employabili
11-12 Employab

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation
Recognize and manage one's emotions.

17. Connection
Demonstrate the ability to network with others through social awareness and cultural sensitivity.

18. Collaboration
Work well with others in a team.

Quality Instruction

PHM Instructional Cycle

Informed Planning

* Goal of planning is to ensure student learning
* Rigorous learning goals based on standards; measurable

Differentiated Delivery

* Open-ended, higher ordered questions
* Varied instructional methods
* Purposeful, targeted, evolving
* Specific, guided feedback

Individualized Response

* Using formative assessment data, reteaches to ensure student mastery
* Instructional grouping based on monitoring

Formative Assessment

* Frequent checks for understanding
* Common assessments; data informed
* Responsive

RTI

Response to Instruction/Intervention

Layering of Support

Intensive Support

Supplemental Support

Differentiated Core

1
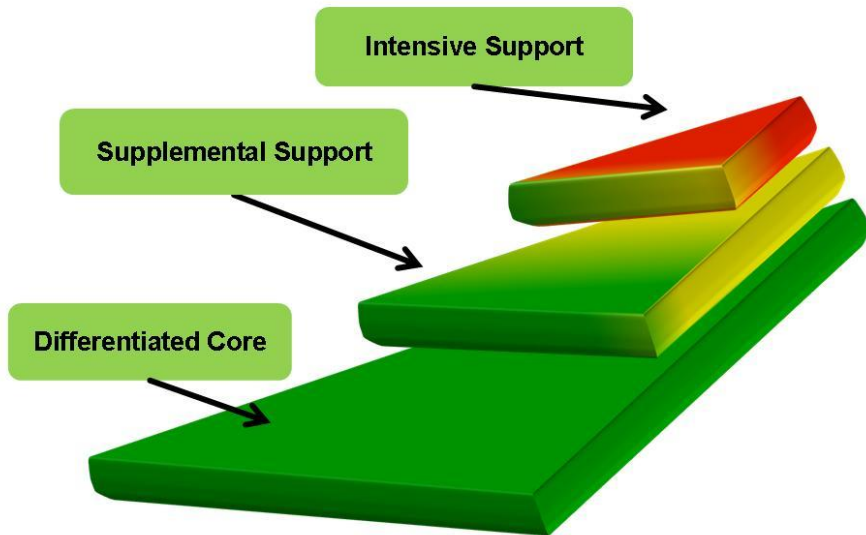
DEI Goal

Penn-Harris-Madison School Corporation is committed to creating a culture of belonging where abilities, beliefs and differences are respected and celebrated to achieve quality learning and excellence for all.

DEI Definitions

Diversity

Diversity includes all differences in ethnicity, race, language, gender, culture, ideas, beliefs, abilities, thoughts, and perspectives. Diversity is beautiful and we celebrate it with an open mind. Diversity makes us unique.

DEI Definitions

Equity

Equity in the educational setting means that all students have access to the resources, rigor, and opportunities they need to achieve at their highest potential, regardless of their race, gender, sexual orientation, disability, ethnicity, language, religion, family background, or family income.

Examples: Special Education, Response to Instruction/Intervention (RTI), Pennway Alternative Education Program, Students with 504 Plans, English as New Language (ENL), High Ability,
Honors & AP students

DEI Definitions

Inclusion

Inclusion happens when everyone feels safe and is embraced with their unique qualities and voice. Inclusive environments value differences, are accepting and foster belongingness for all, regardless of race, ethnicity, ability, class, and gender.

Our Diversity, Equity and Inclusion Core Beliefs

- All students and staff can be successful when given optimal resources and support.

- Penn-Harris-Madison School Corporation's expanding, culturally diverse population is a source of richness and strength. Diversity enhances the education of all students in P-H-M.

- Learning environments are most effective when every student feels included and supported in all aspects of their education.

- Helping our students learn to navigate in a diverse world is a skill that will prepare them for success in future education, the workplace, and in life. We have a responsibility to support and inspire our students, staff, and others to be inclusive.

- When we value and celebrate diversity it becomes a strength, when we don't, it becomes a weakness.

Why Social-Emotional Learning (SEL)?

What Can We Do To Make a difference?
How do we help children and Teens?

Social-Emotional Learning

Proactive, Positive Approach
Operational Framework
Intentionally Build Skills
College & Career Ready
For EVERY Student

<u>SEL</u> is for everyone and can help everyone.

Increase In:
- □ Prosocial Behaviors (e.g., kindness, sharing, empathy)
- □ Student Positive Attitudes Toward School
- □ Lifetime Earning Potential
- □ Mental & Physical Health
- □ Graduation Rates
- □ Adjustment Rates
- □ Sense of Psychologically Safety
- □ Ability to Reach Potential
- □ Positive Images
- □ Tools to Manage Stress
- □ Skill Acquisition
- □ Foundation to Build & Maintain Healthy Relationships
- □ College & Career Readiness
- □ Potential to Reach Post-Secondary Goals
- □ Social, Emotional, Psychological & Behavioral Skills
- □ Positive School Climate
- □ Employability (work on team, problem-solve, make decisions & communicate)

- □ Academic Gains
- □ Ability to Know and Manage Self
- □ Ability to Understand Others' Perspectives & Effectively Relate
- □ Ability to Make Sound Choices Related to Personal & Social Happenings
- □ Readiness to Learn
- □ Acceleration of Learning

Reduction In:
- □ Suspension Rates
- □ Depression
- □ Juvenile Crime Rates
- □ Substance Abuse
- □ Mental Illness
- □ Conduct Problems
- □ Unhealthy Risk-Taking Behaviors
- □ Emotional Distress
- □ Barriers to Learning & Social Relationships

P-H-M's Major Reasons for a District-Wide Focus on SEL

Support all students to self-actualize, reach potential, achieve academic success, help remove barriers to academic success, enhance post-secondary success, increase wellness, promote safety, focus on relationships, promote kindness, promote compassion, promote peace (e.g., conflict management), promote regulation, and build skills to help manage general life stressors.

SEL is supported by a wealth of research
SEL is a framework to operationally build tools in students and adults.
SEL is proactive.
SEL is positive.
SEL is supported in research.
SEL is brain-based.
SEL can help build resilience.
SEL skills prepares students for college and career success.

SEL Skills Needed for Career Success.
Forbes identified the top skills people will need to learn in 2020-2022

- 13 of the 15 skills fall under the Social-Emotional Learning Umbrella! You need SEL to be successful in life now and later on.
- That is why we are being intentional to teach SEL skills to all students. The SEL lessons can help equip P-H-M students to self-actualize and reach their fullest potential. We believe in our students and want to invest to develop these vital life skills.
    1. Complex problem solving.
    2. Critical thinking and analysis.
    3. Creativity, innovation, ideation, originality, and initiative.
    4. People management.
    5. Coordinating with others.
    6. Emotional intelligence.
    7. Judgment, reasoning, analytical thinking, and decision making.
    8. Service orientation.
    9. Negotiation.
    10. Cognitive flexibility.
    11. Active learning and learning strategies.
    12. Technology design and programming.
    13. Leadership and social influence.
    14. Systems analysis and evaluation.
    15. Cultural sensitivity and awareness.

SEL also Encompasses Employability Skills

Per IDOE, Indiana Employability Skills Standards must be taught to Indiana's students in grades K-12 also appear within Indiana's SEL competencies. The SEL skills that are captured in the Indiana Employability Skills Standards are as follows:
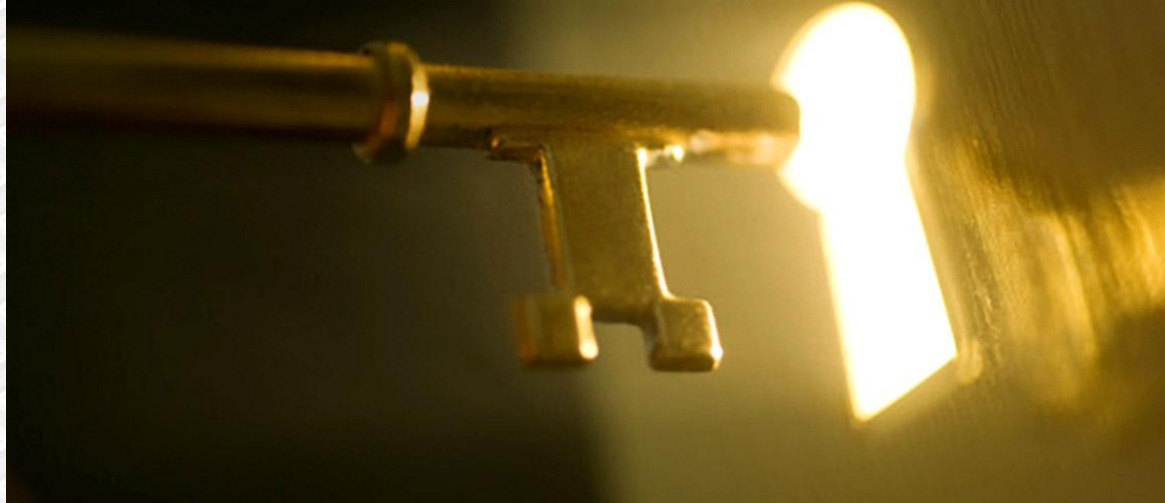
- ☐ A. **Regulation** - Recognize and manage one's emotions.
- ☐ B. **Connection** - Demonstrate the ability to network with others through social awareness and cultural sensitivity.
- ☐ C. **Collaboration** - Work well with others in a team.

https://www.doe.in.gov/sites/default/files/wf-stem/employability-skills-competencies-final.pdf

UNLOCKING POTENTIAL

P-H-M SEL

Examples of History in P-H-M

The concept and SEL-related skills have been a positive contribution over the years:

- ☐ Lifelong Guidelines, Life Skills, etc.
- ☐ Advisory Lessons at Middle Schools
- ☐ Advisory Lessons at High School
- ☐ 19-20 SY First District-wide SEL Initiative

Where does SEL come from in Indiana?

IDOE is required to have a plan....
Per IC 20-19-5, IDOE, in collaboration with other agencies, is required to have a plan for children's social, emotional, and behavioral health. That plan was updated in 2019 to include seven SEL competencies.

IDOE Breaks SEL Down into 7 Core Competencies
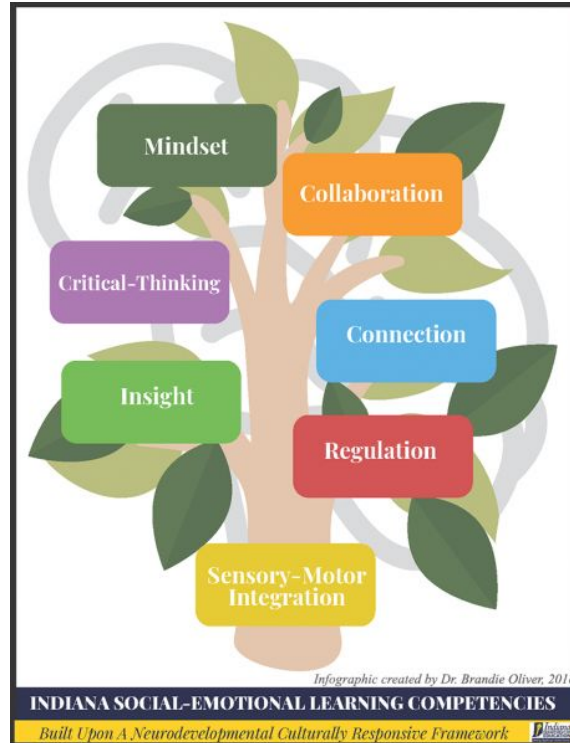
INDIANA SOCIAL-EMOTIONAL LEARNING COMPETENCIES
Built Upon A Neurodevelopmental Culturally Responsive Framework

Infographic created by Dr. Brandie Oliver, 2018

Source: Indiana Department of Education (IDOE)

IDOE's Social-Emotional Learning Core Competencies

Mindset

Critical Thinking

Sensory-Motor Integration

Connection

Insight

Collaboration

Regulation

34
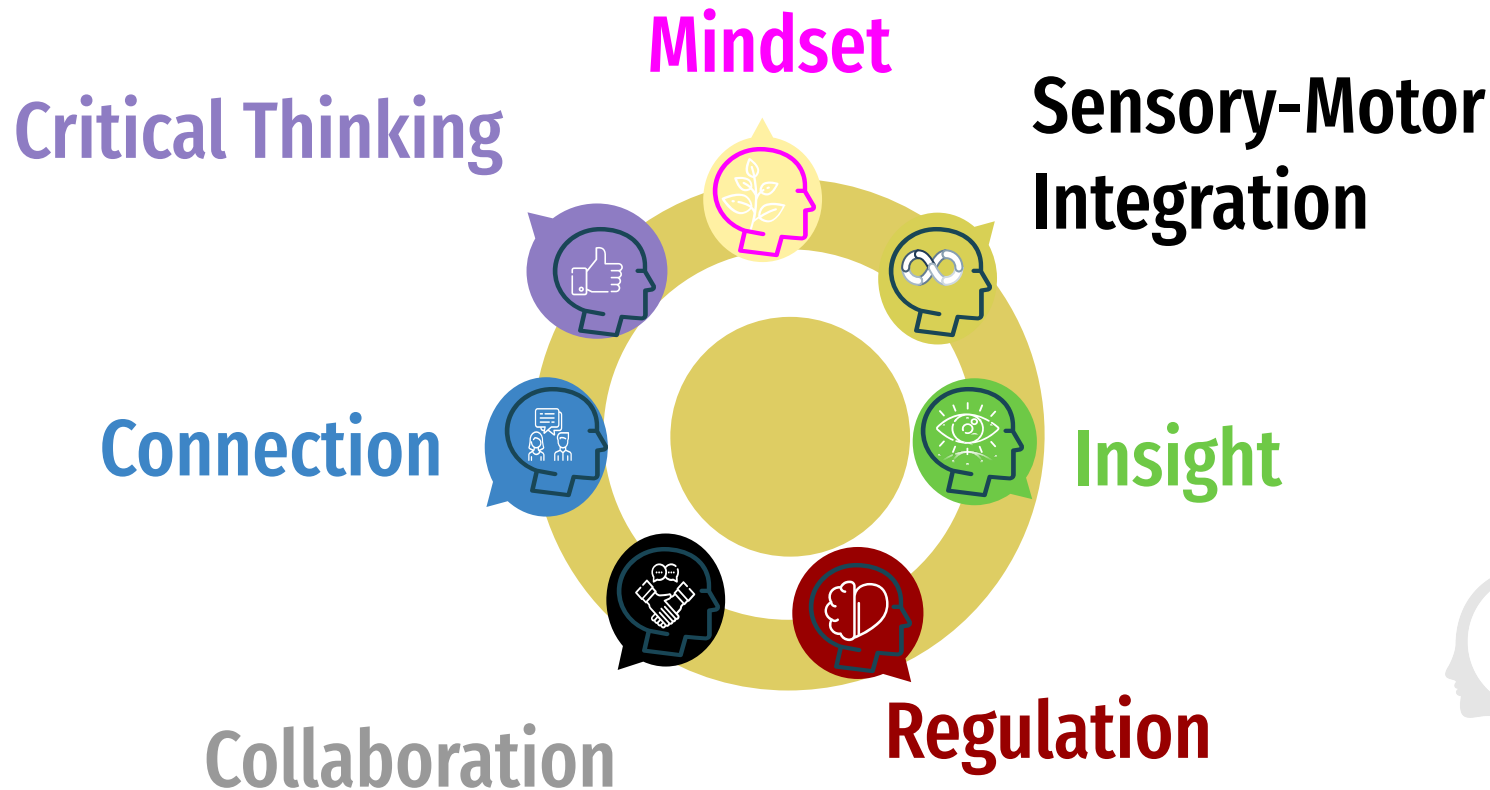
IDOE's Social-Emotional Learning Core Competencies

Mindset

*WHAT IS IT? Ability to demonstrate cognitive flexibility & willingness to learn. Growth Mindset. Power of Yet. Grow from mistakes & continue forward.
*WHY IS IT IMPORTANT? Builds perseverance, adaptability, self-discovery, resilience, & helps you receive and give constructive feedback

Critical Thinking

Sensory-Motor Integration

Connection

Insight

Collaboration

Regulation

35

Source: Indiana Department of Education (IDOE)

IDOE's Social-Emotional Learning Core Competencies

Mindset

Critical Thinking

Sensory-Motor Integration
*WHAT IS IT? Ability to have body awareness & recognize sensations
*WHY IS IT IMPORTANT? Helps with transitions, change in routines, increase alertness for learning, improved regulation

Connection

Insight

Collaboration

Regulation

36

IDOE's Social-Emotional Learning Core Competencies

Mindset

Critical Thinking

Sensory-Motor Integration

Connection

Insight

*WHAT IS IT? Know your emotions & how they affect your thoughts & actions.
*WHY IS IT IMPORTANT? Helps build self-confidence, self-esteem, & empathy. Helps you recognize your strengths & areas of growth

Collaboration

Regulation

IDOE's Social-Emotional Learning Core Competencies

Mindset

Sensory-Motor Integration

Critical Thinking

Connection

Insight

Collaboration

Regulation

*WHAT IS IT? Ability to recognize & manage your emotions.
*WHY IS IT IMPORTANT? Builds positive self-control & self-discipline; Goal setting; Helps with impulse control. Helps you manage stress.

Source: Indiana Department of Education (IDOE)

38

IDOE's Social-Emotional Learning Core Competencies

Mindset

Critical Thinking

Sensory-Motor Integration

Connection

Insight

Collaboration

Regulation

*WHAT IS IT? Ability to work well with others, including in a group or on a team.
*WHY IS IT IMPORTANT? Helps build positive communication, conflict management skills, and teamwork.

Source: Indiana Department of Education (IDOE)
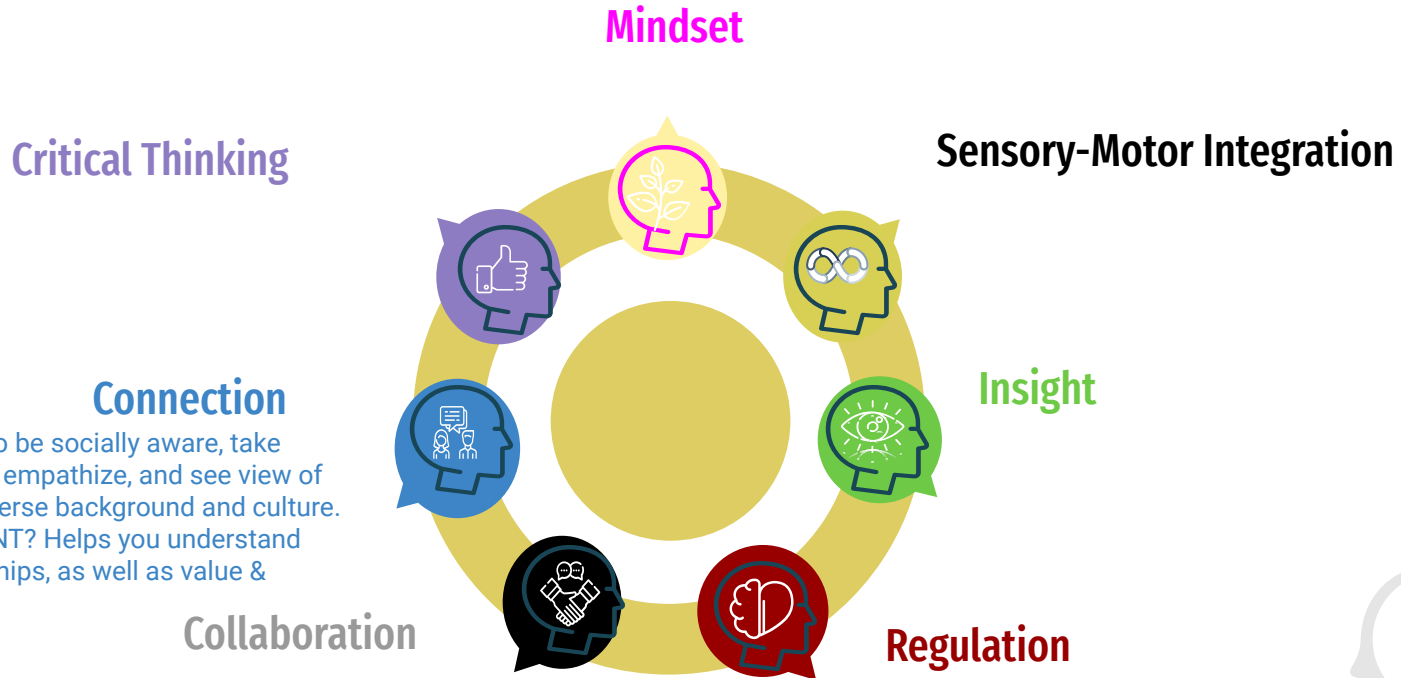
39

IDOE's Social-Emotional Learning Core Competencies

Mindset

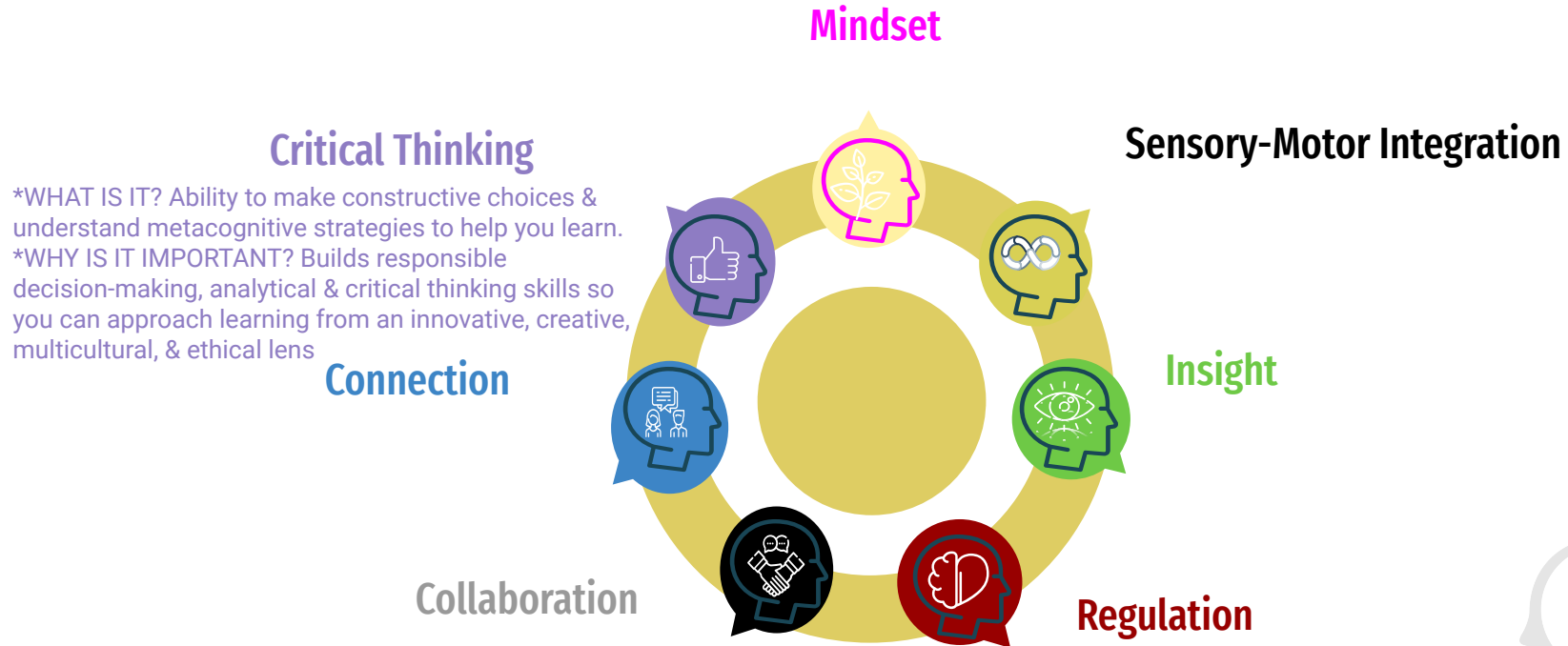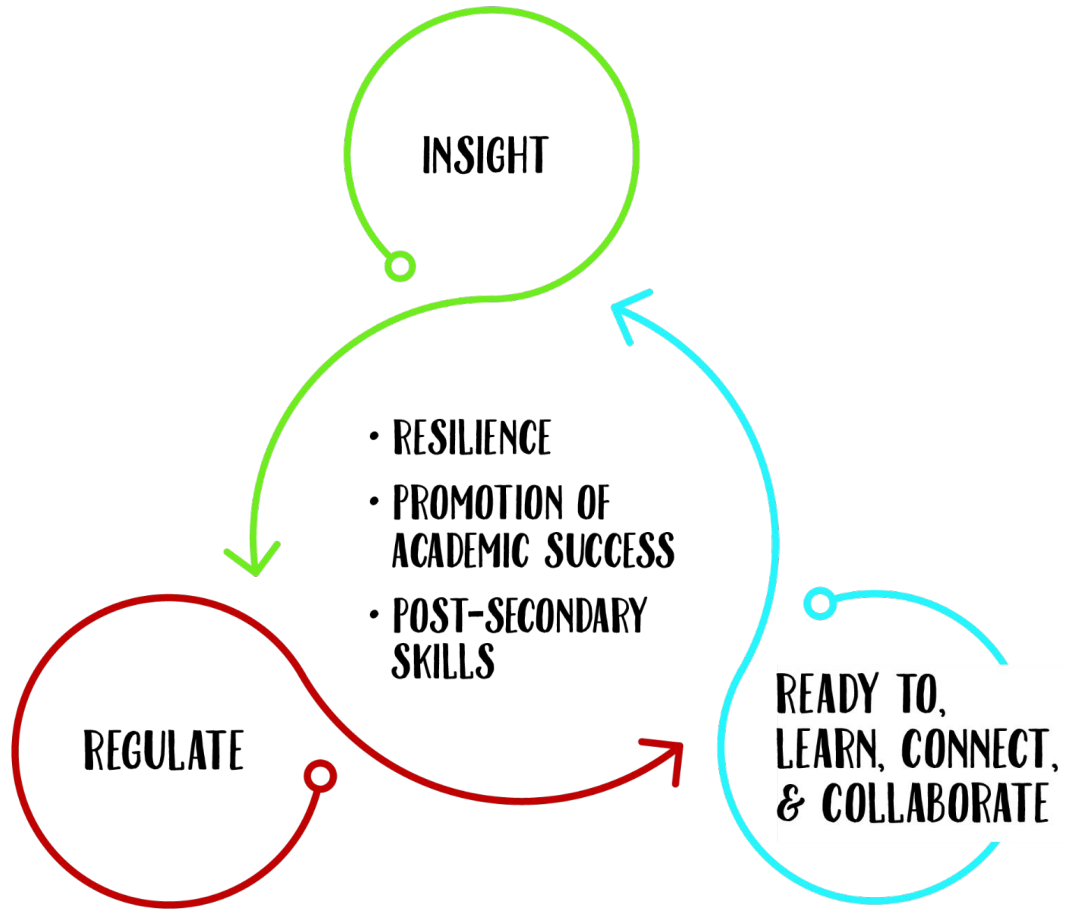**Critical Thinking**

Sensory-Motor Integration

Connection

*WHAT IS IT? Ability to be socially aware, take perspective of others, empathize, and see view of others who have a diverse background and culture.
*WHY IS IT IMPORTANT? Helps you understand others, build relationships, as well as value & celebrate diversity.

Insight

Collaboration

Regulation

IDOE's Social-Emotional Learning Core Competencies

Mindset

Sensory-Motor Integration

Critical Thinking

*WHAT IS IT? Ability to make constructive choices & understand metacognitive strategies to help you learn. *WHY IS IT IMPORTANT? Builds responsible decision-making, analytical & critical thinking skills so you can approach learning from an innovative, creative, multicultural, & ethical lens

Connection

Insight

Collaboration

Regulation

Source: Indiana Department of Education (IDOE)

INSIGHT

REGULATE

READY TO,
LEARN, CONNECT,
& COLLABORATE

- RESILIENCE
- PROMOTION OF
  ACADEMIC SUCCESS
- POST-SECONDARY
  SKILLS

Lessons & Integration

1. **Lessons** for (a) **instruction** and (b) time to **build relationships and community**.

2. **Integration** throughout day (e.g., implementation and modeling).

Tier 1 Lessons are for ALL Students

Tier 1 for All Students

Tier 2 and Tier 3
Supports when needed

SEL Lessons across the age levels...

SEL Lessons are typically taught <u>one</u> time per week by classroom teachers.

Homeroom
Determined by the principal/teacher

Elementary School

Advisory
First 30 minutes of the day

Middle School

Advisory
1st Gold Day of Week during 3rd block

High School

SEL Communication & Transparency

☐ Info shared on website, newsletters, lessons available during shelter in place, presentations, etc.
☐ More information will be available moving forward.
☐ Overview on next slides of plans for SEL Lessons this coming year (21-22 SY).

SEL Lessons Created by P-H-M

- The SEL lessons are created by P-H-M teachers, counselors, administrators, as well as Youth Service Bureau, and professional community partners.
- P-H-M has not purchased an over-arching SEL curriculum.
- By creating our own lessons, we can tailor the lessons to meet our local needs to help students with college and career success. SEL helps support that goal.
- Students have also contributed to the creation of SEL lessons at the high school level. Student voice and participation in lessons are encouraged.
- Connected to IDOE competencies

Focus of DEI for 20-21 SY

Goals of Penn High SEL/DEI Combined Lessons

☐ To help ensure all students feel valued and significant

☐ Promote kindness

☐ Promote compassion

☐ Promote empathy

☐ Understand we all have gifts to bring to the team

☐ Understand we all have different perspectives

☐ Golden Rule

☐ Treat others with dignity and respect

Goals of Penn High SEL/DEI Combined Lessons

☐ Wanted students to be aware so they do not unintentionally harm others to help create safe environments.

☐ See something, say something (Let students know how to report concerns; let students know supports are available)

☐ To invite students to think about diversity, equity, and inclusion.

☐ Develop in students the skills to network with others through social awareness and cultural sensitivity, as well as work together in diverse teams.

☐ Inform students about reporting concerns ("See something, say something") and where to go to find support.

Advisory Curriculum at Penn 20-21 School Year

Topics:

- ☐ Goal setting
- ☐ Take 3 expectations
- ☐ Internet safety
- ☐ Anti-bullying
- ☐ Anti-harassment
- ☐ Mindset
- ☐ Empathy
- ☐ Stress management
- ☐ Celebrating diversity (DEI)
- ☐ Joy
- ☐ Gratitude

- ☐ Implicit bias (DEI)
- ☐ Microaggressions (DEI)
- ☐ Anti-racism (DEI)
- ☐ Regulating emotions
- ☐ Meta-cognition
- ☐ Perseverance
- ☐ Self-efficacy
- ☐ Emotional intelligence
- ☐ Motivation
- ☐ Goal reflections

Understanding Thoughts, Behaviors and Emotions contribute to Educational Success

Take Care of Yourself, Take Care of Each Other, Take Care of This Place

Implicit Bias (Penn 20-21 SY)

IDOE Competency:
- ❏ **Collaboration**: The ability to work well with others (builds positive communication and conflict management skills)
- ❏ **Connection**: The ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures

Employability Skills:
- ❏ **9-10.SE.3** Able to listen to others' ideas and respect different ways of being and doing.
- ❏ **11-12.SE.3** Demonstrate a strong understanding of how other people might feel about an experience or situation.

Learning Target: I will develop positive and healthy relationships with others. I build respectful and positive relationships with others, showing that I value diverse perspectives.

- The point of this lesson was to help our students become aware and think of how they can make a difference and have a positive impact on those around them..

Microaggressions (Penn 20-21 SY)

IDOE Competency:
- ☐ **Regulation**: The ability to recognize and manage one's emotions (builds self-control, self-discipline, and impulse control)
- ☐ **Connection**: The ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures
- ☐ **Collaboration**: The ability to work well with others (builds positive communication and conflict management skills

Employability Skills:
- ☐ **9-10.SE.4** Begin to think critically about equity and social justice in a variety of environments and cultures
- ☐ **11-12.SE.3** Demonstrate a strong understanding of how other people might feel about an experience or situation.

Learning Targets: I can describe and identify what microaggressions are and the message they might send.
- ● The point of this lesson was to help our students become aware and think of how they can make a difference and have a positive impact on those around them..

Racism/Anti-Racism (Penn 20-21 SY)

IDOE Competency:
- □ **Connection**: The ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures
- □ **Collaboration**: The ability to work well with others (builds positive communication and conflict management skills

Employability Skills:
- □ **9-10.SE.4** Begin to think critically about equity and social justice in a variety of environments and cultures
- □ **11-12.SE.3** Demonstrate a strong understanding of how other people might feel about an experience or situation.

Learning Targets: Students will learn more about valuing and celebrating diversity by exploring racism and anti-racism.

- ● The point of this lesson was to help our students become aware and think of how they can make a difference and have a positive impact on those around them.

Q: Is Critical Race Theory taught in PHM SEL curriculum?
A: No.

CRT is not included in IN Standards.
CRT is not designed for K-12 aged students. CRT is a complex topic and legal framework designed for graduate studies at the university level.

Nevertheless, based on recent concerns we are reevaluating the identified lessons that were a part of only the high school SEL + DEI combined curriculum. We will take these concerns under further review to ensure that we achieve P-H-M's desired goals of valuing and celebrating diversity as well as creating a physically and psychologically safe learning environment for all students to prepare students for college and career readiness.

21-22 SY Plans for SEL

- ☐ Continue forward in 21-22 SY
- ☐ COVID made it apparent that there is the need for SEL. We want to continue to support students and instill the skills they need for success now and in the future.
- ☐ We need SEL supports in order to promote resiliency as we move through the Pandemic.
- ☐ We want to keep supporting our why and help students self-actualize, have success, and be prepared for post-secondary success.
- ☐ SEL is needed for success at school.
- ☐ Need SEL skills for a positive learning environment.
- ☐ During the 21-22 SY, SEL slides students see will be shared on P-H-M's website so parents/guardians are informed in new ways.

21-22 SY Theme: Take 3

IDOE's SEL Core Competencies Organized by Take 3
(Take Care of Yourself, Each Other, & P-H-M)

Take Care of Yourself:

- ☐ Mindset

- ☐ Sensory-Motor Integration

- ☐ Regulation

- ☐ Critical Thinking

- ☐ Insight

Take Care of Each Other:

- ☐ Regulation

- ☐ Collaboration

- ☐ Connection

- ☐ Critical Thinking

Take Care of P-H-M:

- ☐ Connection

- ☐ Collaboration

SEL Lesson Topics Organized by Take 3

Take Care of Yourself:

- Positive Message=You are...
- Strengths
- Goals
- Brain anatomy
- Emotions
- Identifying Emotions
- Responding to Emotions
- Gratitude
- Mindfulness
- Growth Mindset
- Perseverance
- Self-Efficacy
- Metacognition
- Flexible Thinking
- Coping Skills
- Helping Ourselves

Take Care of Each Other:

- Resolving Conflict
- I Statements
- Showing Kindness
- Empathy
- Respect Perspectives of Others
- Celebrating Diversity and Inclusion

Take Care of P-H-M:

- You Belong at P-H-M

SEL Lesson Layout for 21-22 SY		
Lesson #	Week of...	TOPIC
--	August 16 & 23, 2021	No SEL Lessons this week due to the start of the school year.
1	August 30, 2021	Overview of SEL Lessons and Set-Up-Why, What,, How it connects to school
2	September 6, 2021 (Labor Day)	**Take Care of Yourself**: You have worth & purpose; "You Are…"
3	September 13, 2021	**Take Care of Yourself**: Strengths
4	September 20, 2021	**Take Care of Yourself**: Goals (I Can statements for younger students; SMART Goals for Secondary)
5	September 27, 2021	**Take Care of Yourself**: Brain Anatomy & Connection to SEL
6	October 4, 2021	**Take Care of Yourself**: What are Emotions
7	October 11, 2021	**Take Care of Yourself**: Identifying Emotions
---	October 18, 2021	No SEL Lesson during this week due to conferences
8	October 25, 2021 (Fall Break)	**Take Care of Yourself**: Emotions are normal - Neuroanatomy of emotions

Lesson Plan Examples

Taking Care of You

Identifying Emotions

Elementary School

S.M.A.R.T. Goals

Middle School

Brain Anatomy

High School

Elementary School Example – Identifying Emotions

Image Source: Scholastic, Tom Conklin

Class Discussion

What are situations in which it would be important to know what others are feeling? What are situations in which it would be important to know what we are feeling?

Activity

Students recognize signals to identify emotions that they are feeling inside. They are able to recognize signals to identify the emotions that other people may be feeling inside.
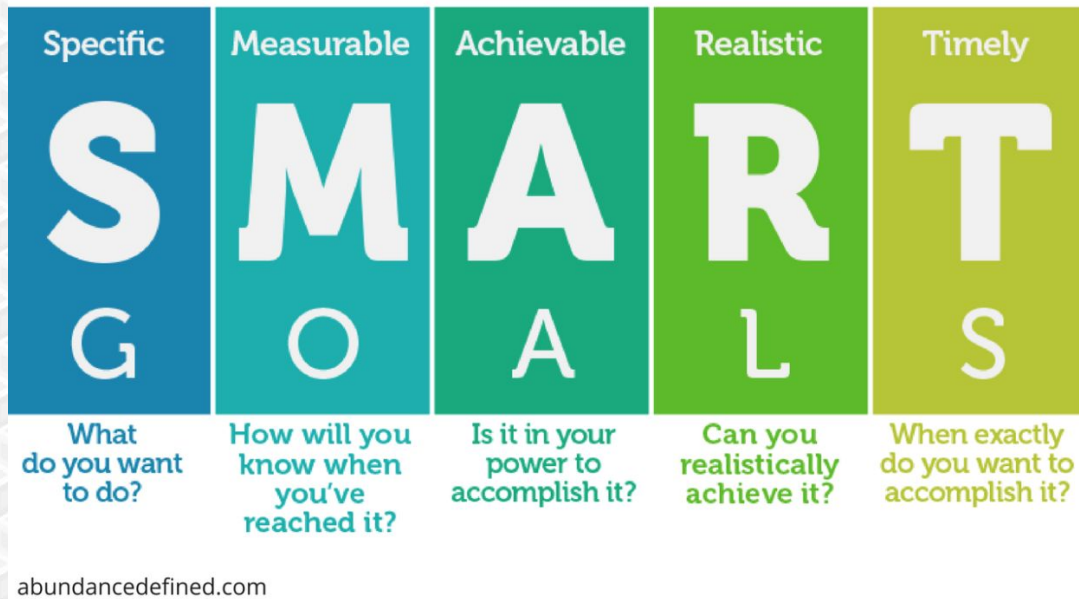
Check-Out Question

Which emotion is the hardest for you to recognize in others? In yourself? Is there anything you can do to be on the lookout for it?

IDOE Competency: **Insight**: Refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is important for one to build self-confidence, self-awareness, and empathy. Insight helps one recognize personal strengths, areas of growth, self-identities, and how they complement each other in a larger society. Insight also helps students value how others may think and feel differently from themselves.

Middle School Example – S.M.A.R.T. Goals

Specific	Measurable	Achievable	Realistic	Timely
S	**M**	**A**	**R**	**T**
G	**O**	**A**	**L**	**S**
What do you want to do?	How will you know when you've reached it?	Is it in your power to accomplish it?	Can you realistically achieve it?	When exactly do you want to accomplish it?

abundancedefined.com

Class Discussion

What makes a goal different from a wish?

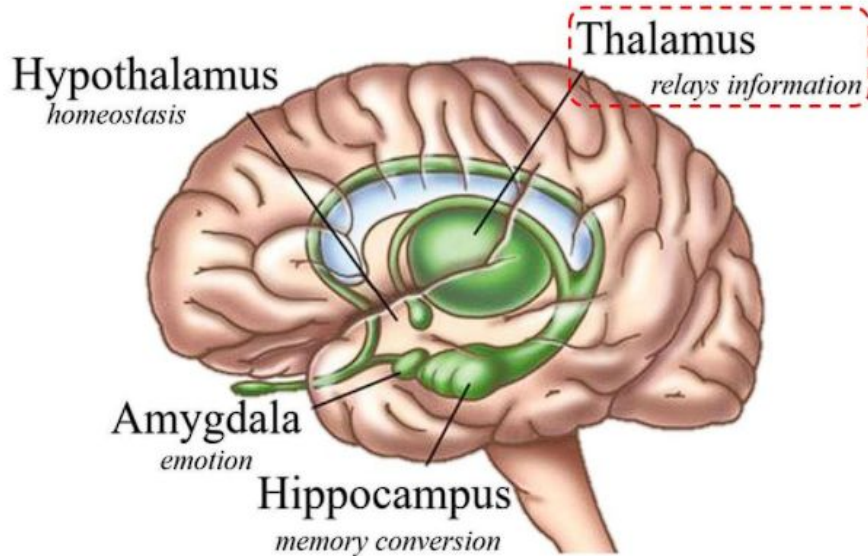**Goal Creation**

What is your goal?

Check Out Question

What is one thing you can do this week to start attaining your S.M.A.R.T. goal?

IDOE Competency: **Regulation:** Regulation refers to the ability to recognize and navigate one's emotions, feelings, cognitions, and behaviors during challenging situations. Regulation skills build agency, self-discipline, self-motivation, and impulse control.

High School Example – The Brain and Emotional Awareness

The Limbic System

Hypothalamus
homeostasis

Thalamus
relays information

Amygdala
emotion

Hippocampus
memory conversion

Class Discussion

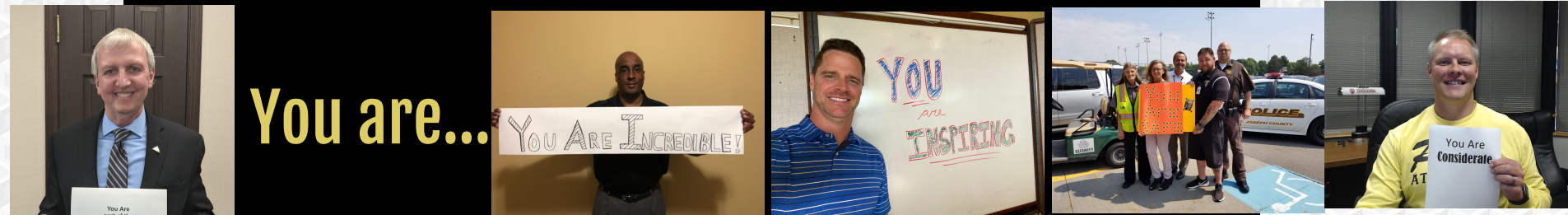What do you know about how the brain functions and what structure in the brain controls emotion?

Activity
Learn about the brain's anatomy and discuss the function of the brainstem, cerebellum, and cerebrum.

Takeaways

Understanding the brain can help you develop emotional awareness

IDOE Competency: **Regulation**: Regulation refers to the ability to recognize and navigate one's emotions, feelings, cognitions, and behaviors during challenging situations. Regulation skills build agency, self-discipline, self-motivation, and impulse control.

YOU ARE CREATIVE

You Are STRONG!

F R A N K

You are BRAVE!

You Are Resilient

You Are One of a Kind

L♥VED!

You Are kind

You Are The Future

You Are part of the Triangle of Success®.

You are...

YOU ARE INCREDIBLE!

YOU are INSPIRING

POLICE

You Are Considerate

You are an Overcomer!

Collaborative

YOU ARE Courageous

You Are... Compassionate

You Are Part Of Our COMMUNITY!

YOU ARE A PROBLEM SOLVER

YOU ARE MAGIC

a Peacemaker

CAPABLE

YOU ARE THOUGHTFUL

You Are Generous

You are Goal Oriented!

You are Dynamic

YOU ARE VALUED!

You are in control

BE KIND.

You are becoming the BEST VERSION of You!!!

You are Supported

you are IMPACTFUL

SEL P-H-M Pro Tips

All Learning is Social & Emotional.

We kindly and respectfully ask for your partnership as we help all students.

- We want students to be prepared for the future.
- We want school to be relevant & important to them.
- We want to provide engaging curriculum.

Breakout Groups

P-H-M Administrators will be Facilitators

Norms:
- Be respectful
- Take turns
- Be concise
- Actively Listen

End time

Feedback Session on Next Slides

Thank you for attending this portion of the Information Session

Write your questions and feedback on a piece of paper, please.

Field Questions
Administrators will take notes
District FAQ

Norms for Informational Session

P-H-M Administrators will be the Facilitators

Norms:

- Be respectful
- Take turns
- Be concise
- Actively Listen

☐ **End time
(up to 45 minutes)**
☐ **Administrators will
take notes**

Thank you for your valued partnership.