

IAA Curriculum

Content Area	Elective/Career Readiness	Grade	6-12
Course Name	Social Emotional Learning		

Unit	Unit 1 - Strengths, Interests, and Goals					
Concepts	Strengths, Interests, Identity Resilience, Knowing Myself, Growth Mindset Academic Success Relationships, Resilience, Stress Management Goal Setting, Decision Making, Planning Ahead					
Big Ideas & Competencies	Students learn how to develop a growth mindset and apply it to their social and academic lives.					
Essential Understandings	What can a student do in Thrively? How does a student discover their strengths? Why is a growth mindset important in student development?					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
25-30 Days	<p>Students will be able to...</p> <p>Discover their strengths and interests.</p> <p>Identify core personal values.</p> <p>Analyze the connection between values and decisions.</p> <p>Recognize how the brain is changing.</p> <p>Identify challenges many students face starting school.</p> <p>Identify people a student can go to for help with these challenges.</p>	<p>Guided notes</p> <p>Video</p> <p>Interactive Activity</p> <p>Student discussion</p> <p>Journal entries</p> <p>Small group</p> <p>Open-ended response</p>	<p>11.4.9.A</p> <p>A:A1.3</p> <p>A:A1.5</p> <p>A:A3.1</p> <p>A:B1.1</p> <p>A:C1.4</p> <p>PS:A1.1</p> <p>PS:A1.4</p> <p>PS:A1.5</p> <p>PS:A2.6</p>			<p>23 Strengths</p> <p>Hope</p> <p>Fear</p> <p>Meaningful interaction</p> <p>Growth mindset</p> <p>Core Personal Values</p> <p>Resilience</p> <p>Stress</p> <p>Stressors</p> <p>Stress Management</p>

	<p>Identify how making mistakes can help a student get smarter.</p> <p>Identify how making mistakes when trying something challenging can be positive.</p> <p>Practice getting along with others who are different from the student.</p> <p>Identify techniques students can try after they fail or make a mistake.</p> <p>Practice breaking down big goals into small, simple steps.</p> <p>Practice creating SMART Goals</p>					
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					

IAA Curriculum

Content Area	Elective/Career Readiness	Grade	6-12
Course Name	Social Emotional Learning		

Unit	Unit 2 - Self-Management and Self Esteem					
Concepts	Helping Others, Friendships, Digital Citizenship Strong Relationships, Helping Others Growth Mindset, Academic Success					
Big Ideas & Competencies	Students learn to use their values to help them make good decisions and build strong friendships.					
Essential Understandings	What are the features of a positive relationship? How do students connect with others who have common interests? How can using good strategies impact student success?					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
15-20 Days	<p>Students will be able to...</p> <p>Identify features of positive relationships.</p> <p>Learn how connecting with people who share common interests can help make friends.</p> <p>Explore how personal values help people get along.</p> <p>Identify values that contribute to a positive online world.</p> <p>Identify different ways to make friends.</p> <p>Identify strategies to strengthen friendships.</p>	<p>Guided notes</p> <p>Video</p> <p>Interactive Activity</p> <p>Student discussion</p> <p>Journal entries</p> <p>Small group</p> <p>Open-ended response</p>	<p>11.4.9.A</p> <p>A:A1.3</p> <p>A:A1.5</p> <p>A:A3.1</p> <p>A:B1.1</p> <p>A:C1.4</p> <p>PS:A1.1</p> <p>PS:A1.4</p> <p>PS:A1.5</p> <p>PS:A2.6</p>			<p>Digital Citizenship</p> <p>Citizenship</p> <p>Connections</p> <p>Friendship</p> <p>Empathy</p> <p>Priorities</p> <p>Conflict</p>

	<p>Identify features of positive relationships.</p> <p>Describe how using good strategies, getting help from others, and working hard can help a student do better in school.</p>					
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					

IAA Curriculum

Content Area	Elective/Career Readiness	Grade	6-12
Course Name	Social Emotional Learning		

Unit	Unit 3 - Managing Conflict					
Concepts	Conflict, Perspective Taking Decision Making Planning Ahead, Gratitude					
Big Ideas & Competencies	Students learn how to identify, avoid, and resolve serious conflicts and help prevent bullying and harassment.					
Essential Understandings	How does someone identify others' perspectives in order to prevent conflict? What is the difference between minor and serious conflicts and what are ways to avoid serious conflicts? Why is it important to have strategies to overcome roadblocks?					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
12-15 Days	<p>Students will be able to...</p> <p>Recognize that other people may have different perspectives.</p> <p>Analyze how identifying others' perspectives can help prevent conflicts.</p> <p>Recognize the potential consequences of making assumptions.</p> <p>Analyze the issues that come from jumping to conclusions.</p> <p>Recognize the difference between minor and serious conflicts.</p> <p>Identify ways to avoid serious conflicts.</p>	<p>Guided notes</p> <p>Video</p> <p>Interactive Activity</p> <p>Student discussion</p> <p>Journal entries</p> <p>Small group</p> <p>Open-ended response</p>	<p>11.4.9.A</p> <p>A:A1.3</p> <p>A:A1.5</p> <p>A:A3.1</p> <p>A:B1.1</p> <p>A:C1.4</p> <p>PS:A1.1</p> <p>PS:A1.4</p> <p>PS:A1.5</p> <p>PS:A2.6</p>			<p>Conflict</p> <p>Conflict Resolution</p> <p>Perspective</p> <p>Assumption</p> <p>Minor Conflict</p> <p>Serious Conflict</p> <p>Empathy</p> <p>Communication</p> <p>Roadblocks</p> <p>Passive</p> <p>Aggressive</p> <p>Gratitude</p>

	<p>Identify ways to help friends avoid serious conflicts.</p> <p>Identify roadblocks that can make resolving serious conflicts difficult.</p> <p>Explore strategies for overcoming roadblocks.</p> <p>Explore what it means to take responsibility for something.</p>					
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					

IAA Curriculum

Content Area	Elective/Career Readiness	Grade	6-12
Course Name	Social Emotional Learning		

Unit	Unit 4 - Thoughts, Emotions, and Decisions					
Concepts	Habits of Mind, Growth Mindset, Life Balance Perspective, Identity, Taking Action Academic Success, Managing Failure, Future Planning Breathe, Stress Management, Stay Calm					
Big Ideas & Competencies	Students learn how to believe in themselves to succeed.					
Essential Understandings	What is a Growth Mindset? How does perseverance impact student success? Why is it important to have a plan for handling success?					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
15-20 Days	<p>Students will be able to...</p> <p>Discover student's Habits of Mind.</p> <p>Have a Growth Mindset.</p> <p>Create a life balance.</p> <p>Take perspective for understanding.</p> <p>Identify unhelpful thoughts and their effect on decision making.</p> <p>Describe how using good strategies, getting help from others, and working hard can help a student do better in school.</p> <p>Identify common sources of anxiety.</p>	<p>Guided notes</p> <p>Video</p> <p>Interactive Activity</p> <p>Student discussion</p> <p>Journal entries</p> <p>Small group</p> <p>Open-ended response</p>	<p>11.4.9.A</p> <p>A:A1.3</p> <p>A:A1.5</p> <p>A:A3.1</p> <p>A:B1.1</p> <p>A:C1.4</p> <p>PS:A1.1</p> <p>PS:A1.4</p> <p>PS:A1.5</p> <p>PS:A2.6</p>			<p>Stress</p> <p>Stressors</p> <p>Anxiety</p> <p>Calming</p> <p>Strategies</p> <p>Growth Mindset</p> <p>Habits of Mind</p> <p>Self-Awareness</p> <p>Grit</p> <p>Perseverance</p> <p>Perspective</p> <p>Procrastination</p> <p>Mindfulness</p> <p>Stress Management</p>

	<p>Create a plan for handling frustrating situations.</p> <p>Practice calming strategies.</p> <p>Recognize stress.</p>					
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					