

SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 1: Develop self-awareness and self-management skills to achieve school and life success.

Standard A: Identify and manage one’s emotions and behavior.

Catholic Identity Connection: Recognize the effect your Catholic faith has on your emotions and behaviors.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<ol style="list-style-type: none"> 1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs. 2. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts (e.g. talking with parents, teachers, <u>praying/reflecting</u>). 3. Identify and practice ways to calm themselves, including <u>prayer</u>. 4. Describe how various situations make them feel. 5. Describe their physical responses to strong emotions. 6. Demonstrate a range of emotions through facial expressions and body language. 7. Use appropriate communication skills to express needs, wants, and feelings. 8. <u>Discuss how God makes them special and unique.</u> 	<ol style="list-style-type: none"> 1. Identify a range of emotions they have experienced. 2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded). 3. Use “I-statements” to express various emotions. 4. Explain how their behavior affects others. 5. Demonstrate emotions in various contexts, e.g., sadness, anger, disappointment, etc. 6. Describe positive strategies for handling conflict; <u>include prayer/reflection as one strategy.</u> 7. Practice ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased). 8. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity). 9. <u>List ways their faith helps them deal with their emotions and conflicts.</u> 	<ol style="list-style-type: none"> 1. Identify factors that cause stress both positive and negative. 2. Identify physical and emotional reactions to stress. 3. Identify stress management skills that work best for them. <u>Tell how prayer/reflection is helpful.</u> 4. Distinguish between different emotions (e.g., fear and anger, shame and sadness). 5. Analyze emotional states that contribute to or detract from their ability to solve problems. 6. Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude). 7. <u>Identify emotions Jesus experienced and compare these emotions to theirs.</u>

Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 1: Develop self-awareness and self-management skills to achieve school and life success.
 Standard B: Recognize personal qualities and external supports.

Catholic Identity Connection: *Recognize your individual gifts and the support you get from your Catholic community.*

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<ol style="list-style-type: none"> 1. Describe themselves by using several basic characteristics. 2. Describe an achievement that makes them feel proud. 3. Identify a community resource they enjoy using (e.g., play field, park, swimming pool, etc.). 4. Identify various helpers in the school community. 5. Analyze how they might have done better in a situation. 6. Draw a picture of one of their favorite things to do with others (e.g., play a sport, ride your bike, go to the beach). 7. <u>Share their God-given talents.</u> 8. <u>Tell how prayer and sacraments help them.</u> 	<ol style="list-style-type: none"> 1. Identify something they would like to be able to do better. 2. Describe how they would improve your ability to perform a valued skill. 3. Identify reliable adults from whom they would seek help in various situations (e.g., parents, teachers, <i>parish staff</i>). 4. Describe a time and situation they needed help. 5. Describe how peers can support each other in school. 6. Practice strategies that support others. 7. <u>Discuss how they turn to God for support.</u> 8. <u>Tell how prayer, sacraments, and the parish community provide support for them.</u> 	<ol style="list-style-type: none"> 1. Identify personal strengths and weaknesses and the effect they have on their choices. 2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior). 3. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork). 4. Describe how adults at school and in the <u>parish</u> demonstrate caring and concern for students. Analyze the effort their family or other adults have made to support their success in school. 5. Analyze how others in their life have helped them resist negative influences. 6. Reflect on a time when they overcame an obstacle to accomplish something that was important to them. 7. <u>Reflect on a time when prayer guided them to make the right decision.</u> 8. <u>Tell how sacraments and parish community provide support for them.</u>

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SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 1: Develop self-awareness and self-management skills to achieve school and life success.
 Standard C: Demonstrate skills related to achieving personal and academic goals.

Catholic Identity Connection: Recognize how your Catholic faith helps you set and achieve goals.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<ol style="list-style-type: none"> 1. Exhibit eagerness and curiosity as a learner. 2. Understand that what they want to accomplish is a goal. 3. Give an example of an academic goal they could set for themselves. 4. Give an example of a personal goal they could set for themselves. 5. Make a plan for how to improve their performance in a school subject or with a personal goal. 6. Identify the progress that they have made toward achieving their goal and recognize the personal accomplishment. 7. <u>Talk about what God's goal is for them.</u> 8. <u>Tell how prayer and the sacraments help them achieve their goals.</u> 	<ol style="list-style-type: none"> 1. Differentiate between short and long term goals. 2. Develop a friendship goal and monitor progress with action steps to be taken by certain dates. 3. Develop an academic goal and monitor progress with action steps to be taken by certain dates. 4. Monitor progress on planned action steps for a friendship goal and an academic goal. 5. Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience). 6. Evaluate what they might have done differently to achieve greater success on a recent goal. 7. <u>Tell how prayer and the sacraments help them achieve their goals.</u> 8. <u>List three goals that help make them better Catholics.</u> 	<ol style="list-style-type: none"> 1. Set a goal that they could expect to achieve in a month or two to improve some aspect of their school performance. 2. Set a goal that they could achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.). 3. Establish action steps and timeframes toward the achievement of each goal. 4. Identify obstacles and brainstorm ways to overcome obstacles in achieving goals. 5. Implement strategies to achieve a goal. Establish action steps and timeframes toward the achievement of this goal. 6. Evaluate their level of goal achievement, identifying factors that contributed or detracted from it. 7. <u>Tell how prayer and the sacraments help them achieve their goals.</u> 8. <u>Give examples of how their Catholic faith influences these goals.</u>

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