

SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 Standard A: Recognize the feelings and perspectives of others.

Catholic Identity Connection: Recognize the feelings and perspectives of others by following the teachings of Jesus.

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. Recognize that others may interpret the same situation differently than they do or others may feel differently than they do. 2. Describe how others are feeling based on their facial expressions and gestures. 3. Recognize and explain how changing behaviors can impact how others feel and respond. 4. Think about and explain how being left out might feel, e.g., empathy. 5. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions). 6. Talk about the feelings and perspectives of others, may use stories, e.g., bibliotherapy. 7. <u>Talk about the feelings and perspectives of characters in Bible Stories.</u> 8. Recognize the value of sharing diverse perspectives. 9. <u>Share how Jesus wants them to treat others.</u> 	<ol style="list-style-type: none"> 1. Distinguish between nonverbal and verbal cues and messages. 2. Show how they care about the feelings of others. 3. Describe others' feelings in a variety of situations, e.g., home, school, neighborhood. 4. Talk about the feelings and perspectives of characters in books and <u>Bible Stories</u>, i.e., bibliotherapy. 5. Describe how one feels when <ol style="list-style-type: none"> a. Left out of an activity or group. b. Bullied by others 6. <u>Describe how Jesus was excluded or bullied and how He might have felt.</u> 7. List strategies to support students who are left out or bullied. 8. Describe a disagreement they had with another person and summarize both points of view. 9. Evaluate how a change in behavior of one side of a disagreement affects the other side. 	<ol style="list-style-type: none"> 1. Identify and practice reflective listening skills. 2. Talk about the feelings and perspectives of characters in books and <u>Scripture</u>, i.e., bibliotherapy. 3. Identify the feelings and perspective of others through group discussions. 4. Describe how one's own behavior might affect the feelings of others. 5. Analyze why both parties in a conflict feel as they do. 6. Recall a situation where their behavior impacted the feelings of others either positively or negatively. 7. Provide support to others who are experiencing problems. 8. <u>Compare and contrast the perspectives of two Biblical characters, e.g., Jesus and Pilate; David and Goliath; Peter and Judas; Mary and Martha, etc.</u>

Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 Standard B: Recognize individual and group similarities and differences.

Catholic Identity Connection: Recognize that everyone is created in the image and likeness of God.

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EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<ol style="list-style-type: none"> 1. Identify and follow classroom rules that demonstrate sensitivity to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas). 2. Describe how rules help students treat each other fairly. 3. Recognize that all people are similar in the needs they share. 4. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs). 5. Recognize how diversity enriches a community. 6. Tell about their experiences with people of different age groups. 7. <u>Share ways God made them similar and different from each other.</u> 8. <u>Discuss lives of the saints and tell how they are like Jesus.</u> 	<ol style="list-style-type: none"> 1. Recognize that people from different cultural and social groups share many things in common. 2. Describe the basic rights of all individuals regardless of their social or cultural affiliations. 3. Analyze how people of different cultures or groups can help one another and enjoy each other's company. 4. Demonstrate strategies for building relationships with others who are different from oneself. 5. <u>Give examples of how Jesus modeled tolerance.</u> 6. <u>Study the life of a saint and tell how he/she taught us about tolerance.</u> 	<ol style="list-style-type: none"> 1. Demonstrate respect for members of various ethnic and religious groups. 2. Identify negative depictions of differences among people (e.g., gender stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation) in readings completed for coursework. 3. Explain how a lack of understanding of social and cultural differences can contribute to intolerance. 4. Evaluate ways of overcoming a lack of understanding of those who are different. 5. Describe strategies for preventing or stopping bullying. 6. Evaluate the effectiveness of strategies for preventing or stopping bullying. 7. <u>Explain how the Catholic faith teaches tolerance.</u> 8. <u>Find Scripture passages that help to understand the importance of tolerance.</u>

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SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 Standard C: Use communication and social skills to interact effectively with others.

Catholic Identity Connection: *Recognize that our Catholic faith affects our interactions with others.*

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EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<ol style="list-style-type: none"> 1. Use social skills appropriately (e.g., raise hand, pay attention, follow directions, take turns, say “please” and “thank you”). 2. Discuss how to be a good friend. 3. Discuss and list ways for making friends. 4. Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions). 5. Practice sharing encouraging comments with others. 6. Analyze how their tone of voice influences how others respond to them. 7. <u>Recognize that Jesus is their friend.</u> 	<ol style="list-style-type: none"> 1. Describe the qualities of an effective communicator. 2. Respond positively to constructive criticism. 3. Take responsibility for one’s mistakes. 4. Distinguish between positive and negative peer pressure. 5. Demonstrate strategies for resisting negative peer pressure. 6. <u>Describe how the Catholic faith helps them make good choices, e.g., Commandments, Beatitudes, etc.</u> 	<ol style="list-style-type: none"> 1. Recognize the difference between positive and negative relationships. 2. Respond non-defensively to criticism or accusation. 3. Describe and demonstrate strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness). 4. Differentiate among passive, assertive, and aggressive responses to peer pressure. 5. Learn to maintain an objective, non-judgmental tone during disagreements. 6. Use self-reflection to determine how to stop the spread of gossip. 7. <u>Describe how the apostles interacted with Jesus and each other.</u>

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SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Catholic Identity Connection: *Recognize the need for prayer and forgiveness in resolving interpersonal conflicts.*

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EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<ol style="list-style-type: none"> 1. Describe situations at home and/or at school in which persons might disagree and experience conflict (e.g. not completing chores, not following rules, refusing to share, hurting someone’s feelings, making false accusations, excluding someone from an activity). 2. Describe a time when they had a disagreement with someone. <ol style="list-style-type: none"> a. What was the disagreement b. How was it resolved c. What might they have done differently to solve. 3. Explain what a rumor is and analyze how starting a rumor hurts others. 4. <u>Pray for those who hurt them.</u> 5. <u>Pray for those that they hurt.</u> 	<ol style="list-style-type: none"> 1. Identify bullying behavior and how it affects people. 2. Describe ways to stop rumors. 3. Explain what happens when a conflict is not resolved. 4. Analyze how an inability to manage one’s anger might cause a conflict to get worse. 5. Identify assertive, passive and aggressive conflict resolution behaviors. 6. Distinguish between constructive and destructive ways of resolving conflict. 7. Distinguish between positive and negative peer pressure. 8. Practice the steps of refusing unwanted peer pressure. 9. <u>Write a prayer of forgiveness.</u> 10. <u>Talk about ways in which the Sacraments can help in resolving conflicts.</u> 	<ol style="list-style-type: none"> 1. Recognize that conflict is a natural part of life. 2. Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation, <u>prayer</u>). 3. List characteristics of friends who are a healthy or an unhealthy influence. 4. Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g. ignoring it, changing the subject, calling attention to negative consequences, suggesting alternatives). 5. Practice negotiation skills in pairs, taking the perspective of both parties into account. 6. Explain the concept of a win-win resolution to conflict. 7. <u>Discuss how prayer and Sacraments can help in resolving conflicts.</u> 8. <u>Identify examples of conflict resolution in the Gospels.</u>

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