

SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 Standard A: Consider ethical, safety, and societal factors in making decisions.

Catholic Identity Connection: Recognize that decisions should follow Catholic teachings, especially social teaching.

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 and follow safety rules. 2. Explain how taking or destroying another's property makes them feel. 3. Explain why hitting or yelling at somebody is hurtful and unfair. 4. Draw pictures of ways to help others. 5. Explain why it is important to treat others as they would want to be treated, e.g., rights of self and others. 6. Demonstrate sharing and taking turns. 7. Engage in cooperative play/work. 8. <u>Discuss how Jesus tells them to treat others.</u> 9. <u>Talk about how you help others.</u> 	<ol style="list-style-type: none"> 1. Identify examples of ethical behavior. 2. Identify physical sensations and emotions that indicate a threat or danger. 3. Avoid dangerous situations (e.g., unsupervised sports, walking in areas where they feel unsafe, biking without a helmet, hanging around with peers who use drugs). 4. Analyze the consequences of lying. 5. Recognize the consequences to oneself and others of dishonest behavior. 6. Identify and evaluate conflicting points of view in making a decision. 7. Evaluate how others influenced their decisions (e.g., family, friends, church, team members). 8. Analyze what it means to be responsible with regard to one's family, friends, school community. 9. <u>Describe how the Commandments and Beatitudes affect your decisions.</u> 	<ol style="list-style-type: none"> 1. Recognize that an individual is responsible for his/her behavior. 2. Identify safe alternatives to risky behaviors (e.g., riding in a car with a drunk driver, riding a skateboard in a dangerous place, smoking or drugs). 3. Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation. 4. Develop strategies to work things out rather than retaliate when they feel wronged. 5. Recognize the impact of unethical or destructive behavior on family, friends, or loved ones. 6. <u>Describe how their Catholic faith influences their moral decisions.</u> 7. <u>Talk about free will and responsibility.</u>

Why this goal is important: Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.

Catholic Identity Connection: Recognize how your faith guides your decision making.

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 one has choices in how to respond to situations. 2. Use “I-statements” in expressing feelings. 3. Implement stop, think, and act (plan) strategies in solving problems. 4. Practice group decision making with one’s peers in class meetings. 5. Brainstorm alternative solutions to problems in the classroom. 6. <u>Ask Jesus to help you make a good decision.</u> 	<ol style="list-style-type: none"> 1. Describe ways to promote the safety of oneself and others. 2. Demonstrate the steps of a decision-making process: <ol style="list-style-type: none"> a. define the problem b. say how you feel c. identify contributing factors d. set a goal e. identify alternative solutions and the consequences of each f. select the best solution g. evaluate the results. 3. Apply a decision-making model to solve an interpersonal problem; an academic challenge; or an unwanted behavior. 4. <u>Apply a decision-making model to a faith-based situation, e.g., going to Church on Sunday, keeping a Lenten promise, going to confession, etc.</u> 	<ol style="list-style-type: none"> 1. Identify tools to manage time better. 2. Describe the effects of procrastination and disorganization on academic outcomes. 3. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences). 4. Recognize the influence of peers on their academic and social success. 5. Reflect on their responses to everyday problem situations. 6. Demonstrate how school work and social relationships are enhanced through consideration of others’ as well as their own expectations. 7. <u>Discuss ways Catholic teachings influence their decisions.</u>

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SOCIAL EMOTIONAL CURRICULUM PROJECT

SE GOAL 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 Standard C: Contribute to the well-being of one's school and community.

Catholic Identity Connection: Recognize that service is an integral part of our Catholic Faith.

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. List ways to work with other children and adults. 2. Talk about ways they help out at home. 3. List ways they can help with class tasks. 4. Describe things they have done to make a positive difference in their class or school and how this made them feel. 5. Identify ways they can help improve their school and local community. 6. <u>Describe your Church/Parish Community.</u> 7. <u>Tell how you serve others at home, with friends, at school, and at Church.</u> 	<ol style="list-style-type: none"> 1. Describe what they learned about their school or community from a recent service project. 2. Analyze the rights and responsibilities of a member of the school community. 3. Participate in making and following classroom rules. 4. Brainstorm ways they could contribute to their community (e.g., help a neighbor, contribute to community safety, help keep their neighborhood clean). 5. Develop a plan with classmates to address a school or community issue or need. 6. Evaluate and make recommendations on how they would improve a plan that addresses a community issue. 7. <u>List ways to serve the Church/Parish Community.</u> 8. <u>Tell how you serve others at home, in the neighborhood, and in the community.</u> 	<ol style="list-style-type: none"> 1. Work with other students to plan and implement a service project in their school and/or community. 2. Support activities of various groups in the school and/or community. 3. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy). 4. Defend a position on an important citizenship topic (e.g., the rule of law, the value of an independent judiciary, separation of powers in government, protecting the rights of minorities, etc.). 5. Explain how one's decision and behaviors affect the well being of one's school, community, and the larger society. 6. <u>Design, complete, and communicate about a service project completed to serve school, parish, or community.</u>

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