

Hemlock Public School District

*200 Wilson St.
Hemlock, MI 48686*



Social Emotional Learning

Spring 2020

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Hemlock Public School District is committed to delivering a balanced social emotional learning curriculum with a focus on the whole child. The core of our curriculum and approach will be to ensure students become competent with the following five skills: self-awareness, self-management, social-awareness, relationship skills, responsible decision-making.

Elementary Approach and Delivery

In Young Fives, Kindergarten, and First through Fourth Grade our approach will be to partner with classroom teachers, parents, and create a SEL focus each month. The Dean of Students in conjunction with the building principal will be responsible for ensuring that staff have appropriate resources and materials and fidelity for the delivery of the curriculum.

Young Fives and Kindergarten

In Young Fives and Kindergarten, students will work on relationship skills with a significant focus on kindness. Staff will utilize the following [curricular resource](#). This consists of 24 lessons based around kindness built specifically for students ages 4-6. The curriculum includes children's books, music, movement and other activities to teach and instill concepts related to kindness and compassion. The main themes of the Kindness Curriculum are: Mindful bodies and planting seeds of peace and kindness, I feel emotions on the inside, How I feel on the inside shows on the outside, Taking care of strong emotions on the inside and outside, Calming and working out problems, Gratitude, All people depend on each other and the Earth, and Gratitude and caring for our world. By the end of Kindergarten, students should have an understanding of mindfulness practice with an emphasis on kindness practices.

First Grade

In first grade, students will focus on a core character trait every month. Staff will utilize books, videos, and worksheets in their lessons to develop a deeper understanding of each character. A monthly kick-off assembly will be held to introduce the month's character trait. By the end of the school year students will have education on [respect](#), [responsibility](#), [honesty](#), [caring](#), [justice and fairness](#), [citizenship](#), [courage](#), [perseverance](#), and [hope](#). Additional lessons will be used from The Big Life Journal PDFs on [Gratitude](#), [Kindness & Community](#), and [Confidence & Self-Esteem](#).

Second Grade

In second grade, students will focus on a core character trait every month. Staff will utilize books, videos, and worksheets in their lessons to develop a deeper understanding of each character. A monthly kick-off assembly will be held to introduce the month's character trait. By the end of the school year students will have education on [respect](#), [responsibility](#), [honesty](#), [caring](#), [justice and fairness](#), [citizenship](#), [courage](#), [perseverance](#), and [hope](#). Additional lessons will be used from The Big Life Journal PDFs on [Growth Mindset](#) and [Resilience](#).

Third Grade

In third grade students will continue to participate in the monthly character themed assemblies and will receive additional lessons on each of the character traits. The ["The Big Life Journal"](#) will be introduced and utilized in third and fourth grade. These lessons will occur in general education class taught by classroom teacher with support from SSW. The "Big Life Journal" creates engaging resources that help kids develop a growth and resilient mindset so they can face life's challenges with confidence. By the end of third grade, students will develop a growth mindset and strong Social-Emotional Learning (SEL) skills, build their self-esteem and resilience, and unlock their inner strength and problem-solving abilities.

Fourth Grade

In fourth grade students will lead the monthly character assemblies for grades 1-3 with a focus on respect, responsibility, honesty, caring, justice and fairness, citizenship, courage, perseverance, and hope alongside the school social worker and the building principal. Fourth graders will utilize ["Big Life Journal 2nd Edition"](#). These lessons will be taught by the classroom teacher in general education class with the support of the school social worker. By the end of fourth grade students will have discovered how to believe in themselves, how to face challenges with confidence, mistakes are opportunities to grow, and they can achieve anything when they are persistent.

Middle School Approach and Delivery

In Middle School, our approach will be to partner with elective teachers to help them deliver a curriculum that focuses on the development of the emerging individual by deliberately teaching SE skills to students. Staff will utilize the standards [Mindsets & Behaviors for Student Success](#). The focus will be in developing a kind, compassionate and tolerant citizen while nurturing resilience and a positive mindset in our students. By the end of middle school, students should have an understanding of how their mindset affects their life, recognize healthy and unhealthy habits or patterns have tools to assist in healthy change, and understand how to use resources to assist them.

Fifth Grade

In fifth grade, students will participate in the WEB (Where Everybody Belongs) Program [Middle School Transition Program](#). They will also participate in weekly PAWS assemblies for grades 5-8. Eighth grade mentors with assistance from classroom teachers will present "WEB" lessons weekly during elective courses that will assist fifth grade students in making a smooth transition into middle school. By the end of fifth grade, students will have an understanding of acceptance, mindset, time management, cooperation, creativity, sportsmanship, positive attitudes, stress, gossip, emotional balance, study skills, teamwork, empathy, and self-advocacy.

Sixth Grade

In sixth grade, students will participate in weekly PAWS assemblies for grades 5-8. The "Big Life Journal: Teen/Tween Edition" [Big Life Journal for Tweens & Teens](#) will be introduced and utilized throughout the year. This science-based journal helps tweens and teens develop a resilient, growth mindset so they can grow into confident, happy adults. It encourages students to: discover the power of their brain and mindset, understand they are in charge of their own lives and

happiness, turn their negative self-talk into positive and empowering, practice setting goals, and learn to overcome challenges and setbacks. These lessons will be taught by an elective teacher with support from the Dean of Students.

Seventh Grade

In seventh grade, students will participate in weekly PAWS assemblies for grades 5-8. The “Why Try?” program [Social Emotional Learning and Resilience Education](#) will be introduced and utilized in seventh and eighth grade. By the end of the year students will have learned about challenges, choices, consequences, goals, decision making, self-discipline, self-control, defense mechanisms, individuality, strengths, motivation, self-talk, character, resiliency, and support systems. These lessons will be taught by an elective teacher with support from Dean of Students.

Eighth Grade

In eighth grade, students will participate in weekly PAWS assemblies for grades 5-8. They will have the opportunity to be WEB mentors to fifth grade students. Through participation in WEB eighth grade students will learn leadership skills, decision-making skills and collaboration skills. The “Why Try?” program [Social Emotional Learning and Resilience Education](#) will continue to be utilized eighth grade. By the end of the year students should be able to apply lessons learned about challenges, choices, consequences, goals, decision making, self-discipline, self-control, defense mechanisms, individuality, strengths, motivation, self-talk, character, resiliency, and support systems to make decisions that affect their daily life and future. These lessons will be taught by an elective teacher with support from the Dean of Students.

High School Approach and Delivery

In high school, our approach will be to partner with classroom teachers and community support and prevention resources. These partnerships will support the whole child with a focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The high school culture and environment is highly structured with all staff members supporting students with school wide positive behavioral support such as CHAMPS. Therefore, many of these competencies are embedded throughout all grade levels, in a building wide approach at the high school. In an effort to expand on our current supports, we will develop essential activities to promote deeper social emotional learning in each grade level embedded within the curriculum. The Dean of Students in conjunction with the building principal will be responsible for ensuring that staff have appropriate resources and materials to deliver the intended programs with fidelity.

Ninth Grade

The primary focus of ninth grade students will be social awareness. Activities conducted will be orientations and grade level meetings to set highly structured norms for transition into the high school. Our curriculum will promote high levels of social awareness through the use of classroom discussions, writing assignments, and focused questioning for relatable topics in the novels: Mississippi Trial, To Kill a Mockingbird, The Odyssey, and Romeo and Juliette. Additional SEL opportunities will be presented to students and families through connections with community partners to address society concerns that affect student’s emotions and behaviors.

Lessons will be integrated into the HEALTH classes for freshmen. We will be utilizing community resources from the [Can Council](#) to discuss abuse and relationships. These efforts and freshman transition efforts will be supported by the Dean and Principal.

Tenth Grade

The primary focus of tenth grade students will be self-management. Our curriculum will promote high levels of self-management through the use of classroom discussions, writing assignments, and focused questioning for relatable topics in the novels: *The Adventures of Huck Finn*, *Of Mice and Men*, *Raisin in the Sun*, and *The Crucible*. Additional self-management focused activities will be provided in our required sophomore BST class and involve numerous self-management tasks that are both educational and employment oriented. In addition, students will begin construction of a well-designed post-secondary plan. This plan will assist students in working towards their personal and academic goals through learning activities that include guest speakers from the surrounding community and Zello.

Eleventh Grade

The primary focus for eleventh grade students will be self-awareness. Our curriculum will promote high levels of self-awareness through the use of classroom discussions, writing assignments, and focused questioning for relatable topics in the novels: *Beowulf*, *The Canterbury Tales*, *Hamlet*, *Frankenstein*, and *Lord of the Flies*. These activities will provide students with opportunities for growth and deeper understanding of their individual emotions and how they influence their behaviors. Additional learning opportunities will be provided through our College and Career services to identify student's strengths and limitations designed to develop confidence in one's self. Lessons will be integrated in English 11 and utilizing our college and career advisor starting the transition to after high school activities.

Twelfth Grade

The primary focus for twelfth grade students will be relationship skills and decision-making. Our curriculum will promote high levels of relationship skill building and decision making through the use of classroom discussions, writing assignments, and focused questioning for relatable topics in the novels: *Animal Farm*, *1984*, *Things Fall Apart*, *Their Eyes Were Watching God*, *Antigone*, and *The Great Gatsby*. Characters in each novel will be analyzed through these activities to develop the students' capacity and understanding for their own relationships and decision-making. Lessons will be integrated into English 12 and we will utilize the college and career advisor for transitions into after high school opportunities.