

## **Documents Used in Developing the Social-Emotional Learning Unit**

### **Illinois Learning Standards:**

Social-Emotional Learning Goal 2B – Recognize individual and group similarities and differences.

1. Discuss stereotyping and its negative effects for both the victim and perpetrator.
2. Analyze how various social and cultural groups are portrayed in the media.
3. Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors.
4. Evaluate efforts to promote increased understanding among groups.
5. Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals.
6. Evaluate how protecting rights and responsibilities of minority student groups contributes to protecting the rights of all students.
7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.

### **District #113 Belief Statement:**

The foundation of a democratic society is based on the ability of its citizenry to work and live successfully in an increasingly diverse, global world. Learner-centered schools are those that celebrate differences, support learning, and respond to individual needs.

District 113 is passionately committed to building and sustaining an educational environment where we challenge our assumptions and biases in order to identify and eliminate barriers for all members of our learning community. Our learning community includes individuals of varying age, race, color, religion, national origin, ancestry, gender, sexual orientation, marital status, physical and learning differences, and socio-economic backgrounds. We will commit our work to foster a learning environment where the principles of a learner-centered system are evident in our daily practice.

### **District #113 Learning for Life Abilities:**

We want our graduates to be caring and understanding people who:

- Create and sustain healthy relationships.
- Value teamwork and collaborate effectively with others.
- Develop personal strengths and potential; address weaknesses and limitations.
- Value diversity.
- Give service to others.

We want our graduates to be responsible citizens who:

- Embrace the multiple roles and responsibilities of community membership.
- Debate central democratic issues and formulate informed opinions.
- Understand their potential to impact their communities.
- Understand the interdependence of all people and nations.

### **District #113 Guiding Principle 2.11 – Social Influences on Learning**

Learning is influenced by social interactions, interpersonal relations, and communication with others.

Learning can be enhanced when the learner has an opportunity to interact and to collaborate with others on instructional tasks. Learning settings that allow for social interactions, and that respect diversity, encourage flexible thinking and social competence. In interactive and collaborative instructional contexts, individuals have an opportunity for perspective taking and reflective thinking that may lead to higher levels of cognitive, social, and moral development, as well as self-esteem. Quality personal relationships that provide stability, trust, and caring can increase learners' sense of belonging, self-respect and self-acceptance, and provide a positive climate for learning. Family influences, positive interpersonal support and instruction in self-motivation strategies can offset factors that interfere with optimal learning such as negative beliefs about competence in a particular subject, high levels of test anxiety, negative sex role expectations, and undue pressure to perform well. Positive learning climates can also help to establish the context for healthier levels of thinking, feeling, and behaving. Such contexts help learners feel safe to share ideas, actively participate in the learning process, and create a learning community.

### **Deerfield High School First Class Program**

- We treat each other with dignity and respect.
- We know our audience when communicating and always use appropriate language.
- We solve our problems creatively by stopping, thinking, and discussing our actions.
- We believe character begins with honesty, integrity, personal responsibility and respect for others.

### **Websites:**

Illinois Learning Standards

[http://www.isbe.state.il.us/ils/social\\_emotional/standards.htm](http://www.isbe.state.il.us/ils/social_emotional/standards.htm)

Frequently Asked Questions About Social and Emotional Learning

[http://www.isbe.state.il.us/ils/social\\_emotional/pdf/sel\\_learning\\_faq.pdf](http://www.isbe.state.il.us/ils/social_emotional/pdf/sel_learning_faq.pdf)

Other Websites on Social and Emotional Learning Recommended by the Illinois State Board of Education:

[http://www.isbe.state.il.us/ils/social\\_emotional/outside\\_resources.htm](http://www.isbe.state.il.us/ils/social_emotional/outside_resources.htm)

<http://www.casel.org/home/index.php>

**Articles and Other Publications:**

Ragozzino, Katharine, Hank Resnik, Mary Utne-O'Brien, and Roger Weissberg.  
"Promoting Academic Achievement through Social and Emotional Learning."  
Educational HORIZONS. Summer 2003. pp. 169 – 171.

Haynes, Norris M. and Steven Marans. "The Cognitive, Emotional, and Behavioral  
(CEB) Framework for Promoting Acceptance of Diversity." Educating Minds  
and Hearts: Social Emotional Learning and the Passage into Adolescence. Ed.  
Jonahan Cohen. New York: Teachers College Press.