

FRESHMAN ADVISORY CURRICULUM: Social-Emotional Learning Unit

SELF AWARENESS	SELF MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION-MAKING
<p>Advisory Outcomes: Participate in a collaborative, respectful, inclusive, and reflective environment to build self and social awareness.</p>	<p>Advisory Outcomes: Participate in a collaborative, respectful, inclusive, and reflective environment to build self and social awareness.</p> <p>Understand the connections between decisions and consequences as a way to make healthy choices and demonstrate First Class behaviors.</p> <p>Apply effective and flexible communication skills for personal and academic success.</p>	<p>Advisory Outcomes: Participate in a collaborative, respectful, inclusive, and reflective environment to build self and social awareness.</p> <p>Understand the connections between decisions and consequences as a way to make healthy choices and demonstrate First Class behaviors.</p>	<p>Advisory Outcomes: Participate in a collaborative, respectful, inclusive, and reflective environment to build self and social awareness.</p> <p>Understand the connections between decisions and consequences as a way to make healthy choices and demonstrate First Class behaviors.</p> <p>Apply effective and flexible communication skills for personal and academic success.</p>	<p>Advisory Outcomes: Understand the connections between decisions and consequences as a way to make healthy choices and demonstrate First Class behaviors.</p> <p>Demonstrate responsible citizenship through community service activities and interactions with others.</p>
<p>ISBE Skills: Identify one's emotions and behavior.</p> <p>Recognize personal qualities and external supports.</p>	<p>ISBE Skills: Manage one's emotions and behavior.</p> <p>Demonstrate skills related to achieving personal and academic goals.</p>	<p>ISBE Skills: Recognize the feelings and perspectives of others.</p> <p>Recognize individual and group similarities and differences.</p>	<p>ISBE Skills: Use communication and social skills to interact effectively with others.</p> <p>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>ISBE Skills: Consider ethical, safety, and societal factors in making decisions</p> <p>Apply decision-making skills to deal responsibly with daily social situations. Contribute to the well-being of one's school and community.</p>

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Questions to guide student learning experiences in Social-Emotional Learning Unit:				
<ul style="list-style-type: none"> • How do I define myself? • How do others define me? • Where do my thoughts come from and how do they affect my decisions and behaviors? 	<ul style="list-style-type: none"> • How do my definitions of self and those that others have for me impact who I am, my actions, my thoughts and my experiences? • What responsibilities do I need to exercise and what strategies can I put into place to achieve the changes I want to make in myself and society? 	<ul style="list-style-type: none"> • How might my behaviors affect others? • How am I perceived by others? • What language is offensive to others? • In what ways do individual, social, and cultural differences contribute to my relationships with others? • Do I treat others with dignity and respect? • How does peer pressure and media influence my beliefs and actions? 	<ul style="list-style-type: none"> • How can I use what I understand about how people are to understand the experiences of others? • How can I use conversation skills to understand the feelings and perspectives of others? • Are all students at DHS treated with dignity and respect? • How can I communicate in ways that protect the rights of others? 	<ul style="list-style-type: none"> • What are some strategies for evaluating my participation in the well-being of the school community? • How can I step up to make changes in spite of social structures?