

SEL Macro Map

Unit 1 – Skills for Learning

Social Emotional Skill

- Listening
- Focusing Attention
- Using self-talk
- Being Assertive

ILF Overarching Understandings (anchor standard)/Performance Expectations

Community Realm

Celebrations and Ceremonies: Understanding the cosmos C.cc.4

[E] C.cc.4.1 - Becoming aware that there are special times during the year.

Singing and Dancing: language C.sd.1

[E] C.sd.1.1 - Listening and moving to the rhythm or beat of the songs.

[B] C.sd.1.1 - Learning songs and listening to the rhythm of the songs.

[E] C.sd.1.2 - Following common dances and motion dances

Singing and Dancing: Spirituality C.sd.2

[E] C.sd.2.1 - Incorporate dance in play.

[E] C.sd.2.3 - Enjoy drumming, singing, and dancing

Storytelling and Language C.s.1

[E] C.s.1.1 - Listening to story songs.

Storytelling: Spirituality C.s.2

[E] C.s.2.1 - Engage in conversations about stories.

Stories as Dynamic C.s.4

[E] C.s.4.1 - Enjoying stories.

Parenting: Language C.p.1

[E] C.p.1.1 - Hearing kinship terms in Inupiatun and English

Parenting: Parents as Educators C.p.3

[E] C.p.3.1 - Expressing care for others in play with dolls and other props.

Relationships: Alliances C.r.3

[E] C.r.3.2 - Enjoying being part of a class or group beyond the family.

[B] C.r.3.2 - Observing classroom behavior norms, including showing respect to classmates.

[E] C.r.3.3 - Increasing his/her awareness of the wants and needs of Others.

[B] C.r.3.3 - Being a good friend.

Relationships: Benefits of relationships C.r.4

[E] C.r.4.2 Increasingly empathizing with others

[B] C.r.4.2 Showing how s/he would make a new student feel welcome in

School.

Environmental Realm

Medicines, healing, and spirituality E.mh.2

[E] E.mh.2.4 - Begin to Express needs and gratitude appropriately, with prompting.

Historical Realm

North Slope History: Language H.nsh.1

[E] H.nsh.1.1 - Hearing more than one language spoken.

[E] H.nsh. 1.2 - Regularly hearing Inupiaq words.

Modern History: Spirituality H.mh.2

[E] H.mh.2.1 - Witness respectful social behaviors in others; be the recipient of respectful behavior.

[B] H.mh.2.1 - Exhibit compassion by practicing appropriate social behaviors.

Modern History: Powers of people to change H.mh.2

[E] H.mh.4.1 - Becoming increasingly comfortable with and tolerant of change and transition.

Modern History: Change has roots in the past and branches to the future H.mh.5

[E] H.mh.5.1 - Participating in classroom or family problem solving.

Individual Realm

Leadership: Language I.I.1

[E] i.I.1.1 - Accepting the leadership of their parents, grandparents, and other appropriate adults.

Our spheres of influence i.I.4

[E] i.I.4.2 - Displaying confidence in his/her actions and work; developing a sense of self efficacy.

[E] i.I.4.4 - Participating in on-the-spot problem solving.

Social Functions of Values and Beliefs i.vb.3

[E] i.vb.3.3 - Participate in discussing and setting positive standards for the classroom.

Names have power i.n.3

[E] i.n.3.2 - Learn each other's Inupiaq, English and/or other names.

Incorporated Inupiaq Values

The Inupiaq Values, Language and Culture will be integrated in the regular classroom curriculum:

- Students will realize you value their knowledge of the language and culture
- Students will gain a greater appreciation of your dedication to lifelong learning
- You will model humility which is a value crucial for learning.

This can be done by:

- Work on learning the correct pronunciation of your students' names
- Have everyone in the classroom learn and use their Inupiaq name
- Learn an Inupiaq song or dance with them
- Play an Inupiaq language game with them.

Early Learning Guidelines

Domain 2: Social and Emotional Development__

Goal 11: Children trust and interact comfortably with familiar adults

Goal 12: Children seek assistance from adults when needed

Goal 15: Children demonstrate positive negotiation skills

Goal 18: Children adapt to diverse settings

Goal 24: Children understand and follow rules and routines

ASCA Standards

Academic Development

A:A1.5 - Identify attitudes and behaviors that lead to successful learning

A:A2.3 - Use communications skills to know when and how to ask for help when needed

ASCA Mindsets and Behaviors

Mindsets

M 2. - Self-confidence in ability to succeed

M 3. - Sense of belonging in the school environment

Behaviors for Student Success

B-SMS 2. - Demonstrate self-discipline and self-control

B-SMS 3. - Demonstrate ability to work independently

B-SS 8. - Demonstrate advocacy skills and ability to assert self, when necessary

Unit 2 – Empathy

Social Emotional Development Skill

- Identifying one's own and other's feelings
- Taking other's perspective
- Showing care and concern for others

ILF Overarching Understandings (anchor standard)/Performance Expectations

Community Realm

Parents as Educators C.p.3

[E] C.p.3.1 - Expressing care for others in play with dolls and other props.

Interpersonal relationships C.p.4

[E] C.p.4.2 - Demonstrating nurturing behaviors

Benefits of relationships C.r.4

[E] C.r.4.1 - Noticing physical attributes in people.

[E] C.r.4.2 - Increasingly empathizing with others.

Environmental Realm

Hunter as Provider E.hs.3

[E] E.hs.3.8 - BEcoming aware of the effects s/he has on his/her surroundings.

Medicines, healing, and spirituality E.mh.2

[E] E.mh.2.2 - Begin to share with others; engage in parallel play.

[B] E.mh.2.2 - Share with others.

[E] E.mh.2.4- Begin to express needs and gratitude appropriately, with prompting.

[B] E.mh.2.4 - Express gratitude for the help s/he receives from others.

Good health is multifaceted E.mh.3

[E] E.mh.3.6 - Developing self-soothing techniques or learning to substitute language for outbursts; learning to regain control of him/herself.

[E] E.mh.3.7 - Laughing and exploring humor.

[E] E.mh.3.10 - Persisting in tasks; tolerating certain amount of frustration in undertaking a task.

[E] E.mh.3.11 - Beginning to understand how to take turns with peers with Considerable assistance; enjoying the company of others; beginning to Participate in group play.

Historical Realm

Unipkaat, Quliaqtuat, Uqaluktuat: Spirituality H.uqu.2

[E] H.uqu.2.1 - Display an emerging sense of right and wrong.

Modern History: Spirituality H.mh.2

[E] H.mh.2.1 - Witness respectful social behaviors in other; be the recipient of respectful behavior.

[B] H.mh.2.1 - Exhibit compassion by practicing appropriate social Behaviors.

Modern History, change has roots in the past and branches to the future H.mh.5

[E] H.mh.5.1 - Participating in classroom or family problem solving.

Individual Realm

Changes in Men's Roles i.m.r.3

[E] i.mr.3.6 - Show a developing sense of personal boundaries; experience respect for the child's personal boundaries.

Social Functions of Values and Beliefs i.vb.3

[E] i.vb.3.1 - Engage in behaviors that are acceptable; attend to adults

who acknowledge his/her good behavior.

[E] i.vb.3.2 - Become aware of how it feels to be good person.

[E] i.vb.3.3 - Participate in discussing and setting positive standards for For the classroom.

[E] i.vb.3.5 - Increasingly conform to positive standards.

[B] i.vb.3.5 - Explain how s/he knows when s/he has behaved well or poorly.

Values

Early Learning Guidelines

Domain 2: Social and Emotional Development

Goal 19: Children demonstrate empathy for others and the natural world

Goal 26: Children express appropriately a range of emotions

ASCA Standards

Personal/Social Development

PS:A1.5 - Identify and express feelings

PS:A1.6 - Distinguish between appropriate and inappropriate behavior

PS:A1.8 - Understand the need for self-control and how to practice it

PS:A2.2 - Respect alternative points of view

PS:A2.7 - Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 - Learn how to make and keep friends

ASCA Mindsets and Behaviors

Mindsets

M 1. - Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2. - Self-confidence in ability to succeed

Behaviors for Student Success

B-SS 2. - Create positive and supportive relationships with other students

B-SS 3. - Create relationships with adults that support success

B-SS 4. - Demonstrate empathy

B-SS 8. - Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. - Demonstrate social maturity and behaviors appropriate to the situation and environment

Unit 3 – Emotion Management

Social Emotional Developmental Skill

- Understanding strong feelings
- Identifying one's strong feelings
- Calming down strong feelings

ILF Overarching Understandings (anchor standard)/Performance Expectations

Community Realm

Games: Spirituality C.g.2

[B] C.g.2.1 - Take Turns

Environmental Realm

Medicines, healing, and language E.mh.1

[E] E.mh.1.1 - Acquiring language (Inupiatun) to describe how they feel;
Using Special Inupiaq phrases to comfort those who are hurt.

[B] E.mh.1.3 - Talking about his/her emotions.

Good Health is multifaceted E.mh.3

[E] E.mh. 3.5 - Developing receptive vocabulary for emotions using
adult-generated descriptions , stories, images, dramatic play.

[B] E.mh.3.5 - Identifying emotions and their causes and effects.

[E] E.mh.3.6 - Developing self-soothing techniques or learning to substitute
language for outbursts; learning to regain control of him/herself.

[E]. E.mh.3.10 - Persisting in tasks; tolerating a certain amount of frustration in
undertaking a task.

[B] E.mh.3.10 - Playing well with other children.

[E] E.mh.3.11 - Beginning to understand how to take turns with peers with
considerable assistance; enjoying the company of others; ;beginning to
participate in group play.

Historical Realm

Unipkaat, Quliaqtuat, Uqaluktuat: Spirituality H.uqu.2

[E] H.uqu.2.1 - Display an emerging sense of right and wrong.

Modern History: Spirituality H.mh.2

[E] H.mh.2.1 - Witness respectful social behaviors in other; be the
recipient of respectful behavior.

[B] H.mh.2.1 - Exhibit compassion by practicing appropriate social
behaviors.

Modern History, powers of people to change H.mh.4

[E] H.mh.4.1 - Becoming increasingly comfortable with and
tolerant of change and transitions.

Modern history, change has roots in the past and branches to the future H.mh.5

[E] H.mh.5.1 - Participate in classroom or family problem solving

Individual Realm

Our spheres of influence i.1.4

[B] i.1.4.4 Participating in on the-spot problem solving

Social Functions of Values and Beliefs i.vb.3

[E] i.vb.3.1 Engage in behaviors that are acceptable; attend to adults who
acknowledge his/her good behavior.

- [E] i.vb.3.2 Become aware of how it feels to be a good person
- [E] i.vb.3.5 Increasingly conform to positive standards
- [B] i.vb.3.5 Explain how s/he knows when s/he has behaved well or poorly

Early Learning Guidelines

Domain 2: Social and Emotional Development

- Goal 14: Children cooperate with peers
- Goal 16: Children demonstrate awareness of behavior and its effects
- Goal 25: Children regulate their feelings and impulses
- Goal 26: Children express appropriately a range of emotions

Values

ASCA Standards

Personal/Social Development

- PS:A1.4** - Understand change is a part of growth
- PS:A1.5** - Identify and express feelings
- PS:A1.6** - Distinguish between appropriate and inappropriate behavior
- PS:A1.7** - Recognize personal boundaries, rights and privacy needs
- PS:A1.8** - Understand the need for self-control and how to practice it
- PS:A2.6** - Use effective communications skills

ASCA Mindsets and Behaviors

Mindsets

Mindset – (M-1) Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Mindset – (M-2) Self-confidence in ability to succeed

Behaviors for Student Success

- B-SS 1.** Use effective oral and written communication skills and listening skills
- B-SMS 2.** Demonstrate self-discipline and self-control
- B-SMS 7.** Demonstrate effective coping skills when faced with a problem
- B-SMS 10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- B-SS 2.** Create positive and supportive relationships with other students
- B-SS 5.** Demonstrate ethical decision- making and social responsibility
- B-SS 6.** Use effective collaboration and cooperation skills
- B-SS 7.** Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8.** Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environment

Unit 4 – Friendship Skills and Problem Solving

Social Emotional Developmental Skill

- Making and keeping friends
- Calming down and using problem-solving steps

ILF Overarching Understandings (anchor standard)/Performance Expectations

Community Realm

Games and Spirituality C.g.2

[E] C.g.2 - Watch others play games; play with game equipment

[B] C.g.2.1 - Take turns

All people play games C.g.3

[E] C.g.2.1 - Watch others play games; play with game equipment; take part in positive

teasing games with loved ones

[B] C.g.2.1 - Playing games that have associated songs.

Alliances C.r.3

[E] C.r.3.1 - Looking forward to playing with friends

[B] C.r.3.1 - Exploring the meaning for friendship

[E] C.r.3.2 - Exploring being a part of a class or group beyond the family.

[B] C.r.3.2 - Observing classroom behavior norms, including showing respect to Classmates

[B] - C.r.3.3 - Being a good friend

Environmental Realm

Medicines, healing, and language E.mh.1

[E] E.mh.1.1 - Acquiring language (Inupiatun) to describe how they feel; Using Special Inupiaq phrases to comfort those who are hurt.

[B] E.mh.1.3 - Talking about his/her emotions.

Good Health is multifaceted E.mh.3

[E] E.mh. 3.5 - Developing receptive vocabulary for emotions using adult-generated descriptions , stories, images, dramatic play.

[B] E.mh.3.5 - Identifying emotions and their causes and effects.

[E] E.mh.3.6 - Developing self-soothing techniques or learning to substitute language for outbursts; learning to regain control of him/herself.

[E]. E.mh.3.10 - Persisting in tasks; tolerating a certain amount of frustration in undertaking a task.

[B] E.mh.3.10 - Playing well with other children.

[E] E.mh.3.11 - Beginning to understand how to take turns with peers with considerable assistance; enjoying the company of others; ;beginning to participate in group play.

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[E] H.mh.5.1 - Participate in classroom or family problem solving

Individual Realm

Our spheres of influence i.1.4

[B] i.1.4.4 Participating in on the-spot problem solving

Social Functions of Values and Beliefs i.vb.3

[E] i.vb.3.1 Engage in behaviors that are acceptable; attend to adults who acknowledge his/her good behavior.

[E] i.vb.3.2 Become aware of how it feels to be a good person

[E] i.vb.3.5 Increasingly conform to positive standards

[B] i.vb.3.5 Explain how s/he knows when s/he has behaved well or poorly

Early Learning Guidelines

Domain 2: Social and Emotional Development

Goal 13: Children develop friendships with peers

Goal 25: Children regulate their feelings and impulses

Values

ASCA Standards

Personal/Social Development

PS:A1.6 - Distinguish between appropriate and inappropriate behavior

PS:A1.7 - Recognize personal boundaries, rights and privacy needs

PS:A1.8 - Understand the need for self-control and how to practice it

PS:A1.9 - Demonstrate cooperative behavior in groups

PS:A2.6 - Use effective communications skills

PS:A2.8 - Learn how to make and keep friends

PS:B1.4 - Develop effective coping skills for dealing with problems

PS:B1.5 - Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 - Know how to apply conflict resolution skills

ASCA Mindsets and Behaviors

Mindsets

(M-1) Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

(M-1) Self-confidence in ability to succeed

(M-3) Sense of belonging in the school environment

Behaviors for Student Success

B-SMS 1 Demonstrate ability to assume responsibility

B-SMS 2 Demonstrate self-discipline and self-control

B-SMS 4 Demonstrate ability to delay immediate gratification for long-term rewards

- B-SMS 7.** Demonstrate effective coping skills when faced with a problem
- B-SMS 10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- B-SS 2** Create positive and supportive relationships with other students
- B-SS 3** Create relationships with adults that support success
- B-SS 4** Demonstrate empathy
- B-SS 5.** Demonstrate ethical decision- making and social responsibility
- B-SS 6.** Use effective collaboration and cooperation skills
- B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environment

Unit 5 – Transitioning to Kindergarten

Social Emotional Developmental Skill

- Application of skills in new setting
- Skills in KDP?
- Kindergarten readiness?

ILF Overarching Understandings (anchor standard)/Performance Expectations

Community Realm

Alliances C.r.3

- [E] C.r.3.1 - Looking forward to playing with friends
- [B] C.r.3.1 - Exploring the meaning for friendship
- [E] C.r.3.2 - Exploring being a part of a class or group beyond the family.
- [B] C.r.3.2 - Observing classroom behavior norms, including showing respect to Classmates
- [B] - C.r.3.3 - Being a good friend

Environmental Realm

Good Health is multifaceted E.mh.3

- [B] E.mh.3.10 - Playing well with other children.
- [E] E.mh.3.11 - Beginning to understand how to take turns with peers with considerable assistance; enjoying the company of others; ;beginning to participate in group play.

Early Learning Guidelines

Domain 2: Social and Emotional Development

Goal 18: Children adapt to diverse settings

Goal 22: Children demonstrate awareness of their abilities, characteristics, and preferences

Goal 23: Children demonstrate belief in their abilities

Values

ASCA Standards

Academic Development

A:A1.1 - Articulate feelings of competence and confidence as learners

A:A1.2 - Display a positive interest in learning

A:A3.2 - Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

Personal/Social Development

PS:A1.1 - Develop positive attitudes toward self as a unique and worthy person

PS:A1.4 - Understand change is a part of growth

PS:A1.6 - Distinguish between appropriate and inappropriate behavior

PS:A1.8 - Understand the need for self-control and how to practice it

PS:A1.9 - Demonstrate cooperative behavior in groups

PS:A2.6 - Use effective communications skills

PS:A2.7 - Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 - Learn how to make and keep friends

PS:B1.4 - Develop effective coping skills for dealing with problems

PS:B1.6 - Know how to apply conflict resolution skills

ASCA Mindsets and Behaviors

Mindsets

M 1. - Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2. - Self-confidence in ability to succeed

M 3. - Sense of belonging in the school environment

M 6. - Positive attitude toward work and learning

Behaviors for Student Success

B-SMS 1. - Demonstrate ability to assume responsibility

B-SMS 2. - Demonstrate self-discipline and self-control

B-SMS 3. - Demonstrate ability to work independently

B-SMS 10. - Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

B-SS 2. - Create positive and supportive relationships with other students

B-SS 3. - Create relationships with adults that support success

B-SS 4. - Demonstrate empathy

B-SS 6. - Use effective collaboration and cooperation skills

B-SS 8. - Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. - Demonstrate social maturity and behaviors appropriate to the situation and environment

Ideas/Parking Lot

Peer mentor? – HS working with ECE