Teaching the Whole Child

A Workbook for Integrating Social & Emotional Learning into the School Day

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Dear colleague,

As educators, we use social and emotional skills every day --- when we recognize and manage our emotions, work with our colleagues, reflect on our practice to improve, set goals and make plans to achieve them, listen to the perspectives of our students, have restorative conversations to resolve conflicts, and methodically think through pros and cons before making a decision --- we are using social & emotional skills that were developed over many years of practice. Students rely on these same kinds of skills to be successful in school, at home, and eventually when they leave our school for college and employment. These skills, just like the academic skills that are at the foundation of all lesson plans, need to be taught, practiced, and reviewed for students to be able to use and apply them in their lives.

This guide was created to present several specific ways that teachers can incorporate SEL into their daily lessons and activities. You will find affirmation of the many things you already do to strengthen students' social and emotional skills, as well as new ideas about how to emphasize and reinforce the application of skills during everyday situations and interactions. I hope you will explore these examples and illustrations with your school team to plan how you will embed SEL into your academic curriculum this year and for years to come.

Sincerely,

Justina Schlund
Executive Director
Office of Social & Emotional Learning

Introduction: SEL at school

Social and emotional learning (SEL) is defined as a process whereby children and adults develop knowledge, skills, and attitudes in 5 areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. A meta-analysis of 213 studies showed that developing these competencies contributes to students' success in many ways. When we do two key things in our school-- provide a safe, supportive learning environment and teach social and emotional skills – students learn and apply these skills and have more positive mindsets about school, resulting in more pro-social behavior, less emotional distress, fewer conduct problems, and higher academic achievement.[1]

As a result of the Children's Mental Health Act of 2003, the Illinois State Board of Education worked with the Illinois Children's Mental Health Partnership and the Collaborative for Academic, Social, and Emotional Learning (CASEL) to develop a set of SEL standards, framed by 3 primary goals.

Goal 1	Develop **self-awareness** and **self-management** skills to achieve school and life success.
Goal 2	Use **social- awareness and interpersonal skills** to establish and maintain positive relationships.
Goal 3	Demonstrate **decision-making** skills and **responsible behaviors** in personal, school, and community contexts.

Many schools choose to adopt a special curriculum to teach social and emotional skills, and set aside time each day or week to teach it. These curricula are most impactful when SEL is also integrated into a school's systems and practices. This can be done in a variety of ways:
- Take advantage of teachable moments that occur naturally throughout the day
- Examine current learning strategies that require students to use social and emotional skills, and put a stronger emphasis on practicing and reflecting on skill use
- Strengthen a sense of community by building in opportunities for individuals to get to know one another and appreciate each other
- Notice and acknowledge when students exhibit social and emotional skills
- Embed SEL instruction into academic curricula

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[1] Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1):405-432.

This resource is designed to help you and your team plan ways to integrate the Illinois SEL Standards into your teaching. It is divided into 4 sections:

     I.   Recognizing where SEL is already occurring
    II.   Common learning activities that pair well with SEL
   III.   Sample lesson activities that achieve Common Core and SEL objectives
   IV.   Take action: Integrate SEL into your upcoming lesson plans

I.   Recognizing where SEL is already occurring

Many teachers incorporate SEL into their teaching practices without even realizing it. By examining your daily routines and teaching strategies, you can identify places where social and emotional learning can and is taking place, and make this learning more explicit for your students by taking time to review, acknowledge, and reflect on their use of social and emotional skills.

Below are 10 instructional practices that promote social and emotional learning.[2]

Student-Centered Discipline	Teacher uses disciplinary strategies that are developmentally appropriate and motivate students to want to behave. Discipline is centered upon positive norms and values and proactive classroom-management strategies. Consequences for misbehavior are logical in relation to the rule that was broken.
Teacher Language	Teacher speaks to students in a way that encourages effort and work. Teacher restates what the student did and what needs to be done in order to improve. Rather than just telling students how to behave, teacher encourages students to monitor and regulate their own behavior.
Responsibility and Choice	Teacher allows students to make responsible decisions about their work in their classroom. Students provide meaningful input into the development of class norms and classroom procedures, and even how academic content is learned. This does not mean students make all the calls, but that they have a voice, and are given controlled choices and are held accountable for their decisions.
Warmth and Support	Teacher builds an environment in which students feel cared about by their teacher and peers. Structures exist to ensure that all students feel included and appreciated, and are able to share about themselves.
Cooperative Learning	Students work together toward a collective goal. Beyond just group work, teacher emphasizes positive interdependence, individual accountability, promoting one another's successes, applying social skills, and group reflection on how they work together and how they are progressing toward the goal.

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[2] Yoder, N. (2014). *Teaching the Whole Child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks*. Center on Great Teachers & Leaders at American Institutes for Research.

Classroom Discussions	Teacher asks open-ended questions and asks students to elaborate on their thinking and the thinking of their peers. Most of the dialogue is student driven, and students build upon each other's thoughts. Students listen attentively to pick out the main ideas of what classmates are saying.
Self-Reflection and Self-Assessment	Teacher asks students to actively think about their own work, compare their work to performance standards, and think about how to improve their work on the basis of their self-assessment. Students are taught to set goals and monitor their progress toward meeting them.
Balanced Instruction	Teacher uses both active and direct instruction, and individual and collaborative learning. Students learn and engage with material in multiple ways. Project-based learning, in which students are actively involved in solving a problem and must plan, monitor, and reflect on their progress, is a good example of balanced instruction.
Academic Press and Expectations	Assigned work is meaningful and challenging, and teacher communicates the belief that all students in the class can succeed, and that he/she wants them to succeed.
Competence Building -- modeling, practicing, feedback, coaching	Teacher models positive social behavior to students. When students are doing group work, teacher encourages positive social behavior and provides feedback on how they are interacting with their peers. If problems arise between students, teacher guides students through problem-solving and conflict-resolution strategies.

In addition to promoting SEL, these practices align well with the CPS Framework for Teaching. The distinguished level of performance, particularly in Domain 2: The Classroom Environment and Domain 3: Instruction, echo practically all of the practices listed above. For example, in the classroom of a teacher who is distinguished in component 2a, *Creating an Environment of Respect and Rapport*, "patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring." In the classroom of a teacher who is distinguished in component 3b, *Using Questioning and Discussion Techniques*, "discussion techniques enable students to engage each other in authentic discussions about the content …all students are listening and responding to questions and answers from their teacher and peers." These are two of many parallels; excellent teachers employ teaching practices that promote SEL.
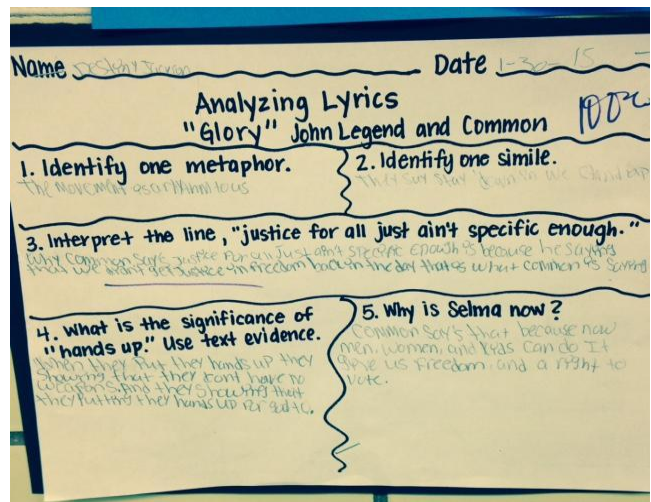
Which of these practices are taking place in your classroom already? If you are reviewing this resource with a team, share out about a specific memory you have of using one or more of these teaching practices.

As you read the narratives that follow, make notes about which SEL-promoting teaching practices the teachers employ, and what skills a student may gain through these practices.

Mr. A provides students with challenging problems and encourages them to struggle. He emphasizes the importance of developing perseverance in solving difficult problems. He provides different students with different work, so that each student has material that is challenging. Instead of using an exit ticket that tests basic memorization, Mr. A's exit tickets require students to show in-depth understanding. Sometimes, they are asked to analyze an answer that is already given, or they are asked to explain whether a given statement is accurate. After he collects these, he references and uses their answers the next day to positively acknowledge student strengths and accomplishment from the previous day, and also to address misunderstanding.

Ms. B begins each day with a class meeting where students are able to share news, concerns, and shout-outs for each other. She has provided students with a rubric for evaluating online news sources, and each morning she brings an article to share. They analyze it as a class using the rubric and by comparing it to previous articles. Students are also able to bring in their own articles to share. This way, students are exposed to a wide range of perspectives and practice critical and constructive thinking.

Mr. C is a science teacher who begins lessons with direct instruction, then uses modeling and small-group practice to lead students to make conclusions and develop inferences. They end each period by connecting today's learning to previous learning, and review past assignments. Students critique their own work by comparing it to an exemplar that Mr. C has selected and made copies of for all students, and students write a goal at the top of their next assignment for how they will produce their best work.

Each teacher is teaching in a way that is strengthening the social and emotional skills of their students. Which teacher used cooperative learning? Which used classroom discussions? Which used self-reflection and self-assessment? Which used balanced instruction? Who focused on competence building? Who gave responsibility and choice? Who used teacher language that encouraged effort and improvement? See if you and your team can point to specific places in the narrative where each of those practices came into play.

Now think back to the 3 main goals that the Illinois State Board of Education has set forth. In Mr. A's class, how are students practicing self-awareness and self-management skills? In Ms. B's class, how are students gaining social awareness and interpersonal skills? In Mr. C's class, how are students practicing responsible decision making? Not only can social and emotional learning occur alongside rigorous academic instruction, but it also enables students to engage more meaningfully with academic content.

To see SEL in action in a math classroom, take a look at these videos from the Math Department's SEL and Math page:

Ms. Galassini's 2nd grade class at Beaubien

Ms. LaBombard's 8th grade class at Little Village Academy

II.   Common learning activities that pair well with SEL

Each SEL goal is divided into learning standards, which are listed in the table below. Next to each learning standard you will find a list of suggested activities and strategies that pair well with the standard as a way to reinforce the skill during your lessons. As you read through the table, highlight the activities and strategies that you already do or would be able to incorporate into your classroom or school-wide practices as a way to integrate SEL into the school day.

SEL Learning Standard	Suggested Reinforcement Activities/Teaching Strategies	Sample Reinforcing Language
GOAL 1: DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.		
<u>**Learning Standard A**</u>: Identify and manage one's emotions and behavior.	● Reflective writing/journaling ● Talking circles ● Role play ● Feelings charts ● Clear expectations and classroom routines ● Designated space to calm and re-focus	"If you are having a difficult time concentrating, you can take a break in the cool-down corner until your mind is calm and you're ready to try again."
<u>**Learning Standard B**</u>: Recognize personal qualities and external supports.	● Character analysis ● Check-ins with support staff ● Mentoring ● Community survey/assessment ● Reflective writing/journaling ● Project-based learning	"Take a moment to reflect on how your group worked together during this project. On your exit slip, write one way you contributed something valuable to your group, and one way you depended on a group member."
<u>**Learning Standard C**</u>: Demonstrate skills related to achieving personal and academic goals.	● Academic & personal goal setting/ monitoring ● Utilizing a planner/organizational tools ● Postsecondary planning ● Reflective writing/journaling ● Using a self-assessment rubric	"Turn back in your journal to the goals you set at the beginning of the quarter. Are you closer to your goal than you were two weeks ago? What helped you? What has been an obstacle?"
GOAL 2: USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.		
<u>**Learning Standard A**</u>: Recognize feelings and perspectives of others.	● Talking circles ● Turn and Talk ● Literature: prediction and analysis ● Social Studies: debates, persuasive writing	"As you listen to your partner, try to push out thoughts of what you want to say, and focus on what they are telling you. Try to understand the thinking behind their idea."
<u>**Learning Standard B**</u>: Recognize individual and group similarities and differences.	● Compare and contrast ● Math: graphing, fractions, probability ● Social Studies: social justice movements, -isms	"When you look at these two major religions, do you see more similarities or more differences? Where is the common ground?"
<u>**Learning Standard C**</u>: Use communication and social skills to interact effectively with others.	● Debates/discussions ● Public speaking ● Group work/cooperative learning ● Team sports and competitions	"When you need to tell someone you disagree, how can you say it in a way that shows you respect their opinion?"
<u>**Learning Standard D**</u>: Demonstrate an ability to	● Debates ● Group work/cooperative learning	"What does Group A want or need? What does Group B want or need? So

prevent, manage, and resolve interpersonal conflicts in constructive ways.	● Health education ● Pose scenarios ● Literature: prediction and analysis ● Social Studies: current events, historical conflicts	if they both can't have exactly what they want, give me some ideas of how they could compromise. Why is this better than forcing one group to do what the other wants?"
GOAL 3: DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SOCIAL, AND COMMUNITY CONTEXTS.		
<u>Learning Standard A</u>: Consider ethical, safety, and societal factors in making decisions.	● Persuasive writing ● Social Studies: historical conflicts, social justice ● Science: experiment and research design ● Peer Council ● Student Voice Committee	"Who are the different stakeholders in this situation? How are each of them impacted by the decision to drill for oil? Whose interested were protected, and whose were not? What do you think should be done?"
<u>Learning Standard B</u>: Apply decision-making skills to deal responsibly with daily academic and social situations.	● Study habits ● Partner and group work/Cooperative Learning ● Health education ● Long-term projects ● Time management/prioritization/self-care	"Open up your assignment book. It's a busy time of year --- what else is due next week? What are some ways you could divide up this essay into parts to make sure you finish your first draft on time?"
<u>Learning Standard C:</u> Contribute to the well-being of one's school and community.	● Service learning ● Classroom jobs ● Extracurricular clubs/student council ● Long-term projects ● Cross-grade buddies ● Class meetings/Team Building ● Peer Council ● Student Voice Committee	"Today we're meeting with our kindergarten buddies. What kind of behaviors do we want to model for them so that they will one day become successful fourth graders like you?"

When using these activities and strategies, it is important that they are used with the SEL objective clearly in mind, and that students *realize* they are applying an SEL skill. For example, many teachers use the Turn and Talk strategy as a way to increase student engagement or as a check for understanding. However, to use this as a way to integrate SEL into your lesson, the activity should be focused on a standard, such as Goal 2, Learning Standard A: Recognize the feelings and perspectives of others. That is, students should be sharing their thoughts and opinions, not just a fact, and they should focus on hearing and understanding what their partner says rather than simply answering a question.

III. Sample lesson activities that achieve Common Core and SEL objectives

The learning standards you saw in the previous section are also differentiated by grade level. All students learn the same standards, but apply skills in progressively more complex ways to build competency over time. You can download a one page, double-sided document with standards for your grade band below, or if you are using the print version of this resource, you can locate it in the appendix.
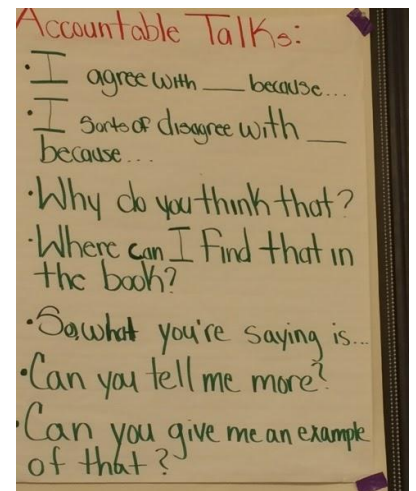
Early Elementary
Late Elementary
Middle Grades
Early High School
Late High School

If you will be printing the document, choose "Fit" rather than "Actual Size" as your print option.

As you read through the performance descriptors for your grade level, star those that align best with what you are already teaching your students and fit in well with the content you teach. Put an exclamation point next to any standards that you see as a high priority -- maybe you aren't explicitly teaching this skill yet, but students would be much more successful in your class if they had a stronger grasp of this skill. With your team, take turns sharing about where you made stars and exclamation points. Listen for areas of agreement and points of divergence.

The following pages provide examples for each grade band of ways a teacher might plan a lesson activity that accomplishes both a Common Core learning objective and an SEL learning objective. Read the examples for your grade band, and brainstorm a list of units and lesson topics that you plan to teach this year that lend themselves to SEL integration.

Early Elementary

Subject	Common Core State Standard	Illinois SEL Standard	Activity that integrates CC and SEL Standards
Speaking & Listening	**CCSS.ELA-SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**2A.1b.** Use listening skills to identify feelings and perspectives of others.	Teach students: -to actively listen by asking clarifying questions (model examples of clarifying questions) - to explain their peer's perspective in their own words -In responding to a peer's statement, teach students to begin by restating the peer's viewpoint. Offer sentence stems such as: "I heard you say…" and "I think… because…" This builds listening and critical thinking skills while teaching academic language, empathy, and perspective taking.
Math	**CCSS.MATH.2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	**3A.1a.** Identify a range of decisions that students make at school.	In the context of any challenging new math lesson, acknowledge students' frustration and efforts – remind them frustration is normal when facing a difficult situation/task, etc. Tell an anecdote about a time you had to ask someone for help when you were having a hard time with a task. Encourage students to seek help from the teacher or peers as needed. Normalize mistakes –they are an opportunity for learning for student and peers. Emphasize that making the choice to ask a question and get help has a better outcome than withdrawing or giving up on a task.

Reading	**CCSS.ELA-LITERACY.RL.1.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**1A.1a.** Recognize and accurately label emotions and how they are linked to behavior. **2C.1b.** Demonstrate appropriate social and classroom behavior.	Use picture books, videos, posters, etc. to relate a story. Explain feelings by using words children can easily understand and connect how feelings look to characters in the story. For example: "Look at Little Red Riding Hood's face; she is so scared when she sees the wolf in her Grandma's bed!" Alternatively, ask children to demonstrate their "happy", "scared", and "curious" faces. Talk about positive and not so positive ways to express feelings. Use stories to teach children the different ways to work through feelings. To practice the second SEL objective, use real-life examples or teach in the moment. For example, "You are having a difficult time putting crayons back in the box. You look frustrated. What can you do? I think you could ask for help or take a deep breath and try again. What do you want to do?"

Late Elementary

Subject	Common Core State Standard	Illinois SEL Standard	Activity that integrates CC and SEL Standards
Writing	**CCSS.ELA-LITERACY. L.3.2.D** Spell grade-appropriate words correctly, consulting references as needed.	**1C.2b.** Monitor progress on achieving a short-term personal goal.	Before beginning a writing activity, ask students to anticipate a situation in which they may need help with their work, and a situation in which they have the ability to help themselves. For example, if a student is writing a story and wants to use a difficult word but is unsure of the first few letters, s/he may need to ask the teacher to help spell it. Once the word has been spelled correctly, students have the ability to help themselves next time they need to use the same word. Have each student build a personal dictionary—with pages for letters A-Z—and add to it every time they need to look up a word or ask a teacher for help with spelling. Let each student set a goal as to how many words they will have in their dictionary. Once a week, give students time to go through their dictionaries and put a star next to words they have mastered. This practice builds mastery while also teaching independence, goal-setting, and self-monitoring.
Math	**CCSS.MATH.CONTENT.3. OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with	**3B.2a.** Identify and apply the steps of systematic decision making.	Provide a set of complex word problems that do not have simple, one-step solutions. Acknowledge that at first, the problem may seem too long and complicated, but the problem is easier if you take your time and apply steps of systematic decision making. First, clarify what the problem is. Ask the students to underline the question, and draw it on the board as an unknown quantity.

	a symbol for the unknown number to represent the problem.		Second, clarify what the known quantities are. Ask students to pull out parts of the text that give information. Draw them onto the board as known quantities. Third, ask students what clues tell the reader if they will have to multiply or divide. Continue drawing in symbols until you have an equation that can be solved on the board. This mirrors a social problem-solving process, where students first clarify the problem, then listen to everyone's perspectives, consider consequences, and choose the best option.
Reading	**CCSS.ELA-LITERACY.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**2D.2a** Describe causes and consequences of conflicts.	When reading a short story as a class, assign students to create a profile for each character in the story listing their traits, motivations, and feelings. When you arrive at a point in the story in which the conflict is revealed, pause to ask students to think about how each character they profiled is impacted by the conflict. Whose words or actions caused or led up to the conflict? Before continuing the story, ask students to predict the ending by explaining how they expect characters will respond to the conflict. This activity strengthens reading comprehension and critical thinking while also reinforcing restorative language, perspective taking, and problem-solving skills.

Middle Grades

Subject	Common Core State Standard	Illinois SEL Standard	Activity that integrates CC and SEL Standards
English Language Arts	**CCSS.ELA-LITERACY.W.7.1.B** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**2D.3a**. Evaluate strategies for preventing and resolving interpersonal problems.	Present a written scenario of an interpersonal conflict that students can relate to, and different possible strategies for resolving the conflict. Have students write an argument for which strategy they think would be best for resolving the conflict, using supporting evidence.
Social Studies	**CCSS.ELA-LITERACY.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CCSS.ELA-LITERACY.SL.6.5** Include multimedia components (e.g., graphics, images, music, and sound)	**2B.3a** Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. **2B.3b** Analyze the effects of taking action to oppose bullying based on individual and group differences.	Have students research the impacts of bullying, statistics around bullying, different types of bullying, how to respond, etc. Then, ask students to create a public service announcement, to be recorded and viewed by other students at the school. Their PSA should present their research findings and claims, while also allowing them to demonstrate proper public speaking skills (i.e. eye contact, volume, pronunciation).

	and visual displays in presentations to clarify information.		
Math	**CCSS.MATH.CONTENT.8.SP.A.4** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	**3B.3a**. Analyze how decision-making skills improve study habits and academic performance.	Have students complete an ANONYMOUS survey about their decisions around certain habits (i.e. going to bed early, doing their homework, coming to school on time, etc.) and their grades. Provide students with the anonymous survey results, and create a 2-way table to analyze the possible association between certain habits and academic performance.

Early High School

Subject	Common Core State Standard	Illinois SEL Standard	Activity that integrates CC and SEL Standards
English Language Arts	**CCSS.ELA-LITERACY.RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**1A.4a.** Analyze how thoughts and emotions affect decision making and responsible behavior.	Choose characters from the work students are reading, and ask students to write about or discuss the characters' decisions at several points in the story. Why did the character make that decision? What were they thinking or feeling? If students were to place themselves in the story, would they have made the same decision? Why or why not? Through this activity, students are comparing their own perspectives with those of a character from world literature. They are analyzing the experiences, emotions, and trains of thought that lead to decisions.
Social Studies	**CCSS.ELA-LITERACY.SL.9-10.1.C** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker's point of	**2C.4b.** Evaluate one's contribution in groups as a member and leader. **2A.4b.** Use conversation skills to understand others' feelings and perspectives.	When discussing any current events topic as a whole class, keep conversations structured and academic by teaching students to use sentence starters such as: "I connect to what you're saying because…" "What you said reminds me of ___ because…" "I hear what you're saying, but here's why I disagree…" "Can you clarify what you meant when you said…?" "Why do you believe that…?"

	view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		"I agree with what ___ said about ___, and I also want to add…"

When you first teach these sentence starters, keep it light and fun by awarding points or using a signal to indicate when you hear a student use one of the phrases you have taught. This will help students begin to self-monitor their own speech during discussions. After a discussion or small group activity in which students have had to work together to come to an agreement, ask them to rate their contribution to the group in terms of how well they listened to others, how clearly they shared their own perspective, and how well they used academic language to participate in the conversation. |
| **Math** | **CCSS.MATH.CONTENT.HSN.Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. | **1C.4b.** Apply strategies to overcome obstacles to goal achievement. | Have students list the activities they might do after school, then plot each activity as a data point on a scatter plot --- the X-axis will reflect effort, and the Y-axis will reflect importance. Questions should arise about how to measure effort and importance – ask students what units make the most sense (e.g. Effort could be measured as minutes of work, or amount of concentration required to do the task on a scale of 1 to 10. Importance could be a scale of how relevant the task is to reaching the students' major goals). During this activity, students will reflect on the choices, challenges, and consequences of their time management decisions. Wrap up the activity by asking students how they can balance activities that are relaxing with activities that take effort and will help them reach major life goals. |

Subject	Common Core State Standard	Illinois SEL Standard	Activity that integrates CC and SEL Standards
English Language Arts	**CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**2C.5a.** Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. **3B.5b.** Evaluate how responsible decision making affects interpersonal and group relationships.	Students will read a poem and find words in the poems you read that convey a sense of touch or texture. Using a Round Table Consensus structure, students will describe as many examples as possible but not add them to their list unless all members of the team agree. They will take turns, in order, until they have at least 4 agreed upon examples. To conclude, students will do a brief reflection on how their group worked together. Were everyone's ideas listened to and valued? Did everyone in the group participate? Did the group handle disagreement in a responsible way? What did individuals do that helped the group be successful?
Science	**CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**3A.5b.** Examine how the norms of different societies and cultures influence their members' decisions and behaviors.	After reading texts about climate change from the perspectives of island nations, the United States, China, and India, student groups will create a process chart that allows them to evaluate the decisions and arguments of each group, and consider cultural context to explain their position. Each group will cite factual evidence from texts to support their assigned country's decision, and will also consider the norms that made their decision logical. Students will then use the gathered evidence and arguments to write a class proposal for action on climate change, explaining how school, neighborhood, church, or home norms led them to this decision.

| | CCSS.MATH.CONTENT.HSA.APR.C.5
Know and apply the Binomial Theorem for the expansion of $(x + y)n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. | **1C.5b.** Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

1A.5b. Evaluate how expressing more positive attitudes influences others. | Students will use white boards to complete problems 1-4 using the Rally Coach structure in partner pairs. Partner A will solve the problem and explain their thinking out loud to Partner B. As Partner B listens, s/he coaches Partner A if s/he makes a mistake, and gives positive feedback. They take turns demonstrating mastery of the concept.

At the end of the activity, students will briefly reflect on how having and being a Rally Coach impacted their attitude toward the assignment and their success rate. |
| **Math** | | | |

IV. Take action: integrate SEL into your upcoming lesson plans

If you have made it this far, you will certainly be able to recognize the moments in your classroom where social and emotional skills are at play, and you are now better equipped to take advantage of those moments to make these learning experiences explicit for your students. The final step is to formally select and apply SEL standards to integrate into your upcoming lesson plans. If you are using this resource at the beginning of the year, it is recommended that you set your year-long unit map and the SEL standards for your grade band side by side. If you are using this resource midyear, it may be more useful look at an individual unit or lesson plan that is coming up soon.

A simple way to plan ahead is to use the basic Integration Stamp, pictured below. This can be added onto any lesson plan or unit plan document you are already using. If planning for the year, try to create one Integration Stamp for each week. If planning for a unit or lesson that is coming up immediately, try to create an Integration Stamp for each day.

Integration Stamp example, late high school:

Social Emotional Learning Integration	
SEL Standard	3A.5a. Apply ethical reasoning to evaluate societal practices.
Integrated how?	We are practicing critical reading and thinking skills by looking at 3 historical resources in which scientists and psychologists published research with the intent of justifying racism and unfair social policies. **Students will practice this SEL skill as they recognize the inaccurate assumptions, unfair research practices, and socialization that led to these now outdated conclusions**. For homework, **students will apply the skill by searching social media for an article that relies on inaccurate assumptions, unfair research practices, or other biases to argue for a point of view**.

Integration Stamp example, early elementary:

Social Emotional Learning Integration	
SEL Standard	2A.1b. Use listening skills to identify the feelings and perspectives of others.
Integrated how?	We will practice listening skills by having students use the "Think-Pair-Share" strategy to respond to questions in class, especially when questions require students to share an opinion rather than a fact. Students will be prompted to **share their partner's answer** with the class rather than their own. Before, we'll **anticipate** by reminding students of the "listening skills." Then, we'll **reinforce** by complimenting students on their attentive listening and focus. Finally, we'll **reflect** by asking students if they had the same or different opinions, and how they showed their partner that they understood and respected their opinion.

Copy and paste the blank Integration Stamp into your existing unit or lesson plan:

Social Emotional Learning Integration	
SEL Standard	
Integrated how?	

([Click here for a word version you can copy](#))

Best of luck to you and your team as you plan your SEL and Academic Integration activities! Please send your favorite integration examples to us at osel@cps.edu with the subject line "SEL & Academic Integration." We'll post our favorites on our site on the Knowledge Center at cps.edu/sel. Check in from time to time for examples shared by other teams!

Appendix:

- Illinois SEL Standards for all grades
- Early Elementary SEL Standards
- Late Elementary SEL Standards
- Middle Grades SEL Standards
- Early High School SEL Standards
- Late High School SEL Standards

ISBE Social & Emotional Learning Standards

All Grades

Goal 1: **Develop self-awareness and self management skills to achieve school and life success.**
- A. Identify and manage one's emotions and behavior
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: **Use social-awareness and interpersonal skills to establish and maintain positive relationships.**
- A. Recognize the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- C. Use communication and social skills to interact effectively with others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: **Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**
- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the well-being of one's school and community.

SEL for Early Elementary

Goal 1:
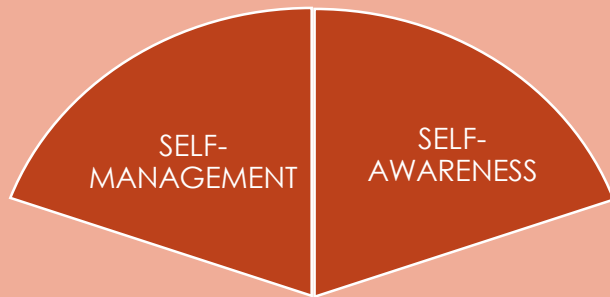
A: Identify and manage one's emotions and behavior.

1A.1a. Recognize and accurately **label emotions** and how they are linked to behavior.

1A.1b. Demonstrate **control** of **impulsive behavior**.

B: Recognize personal qualities and external supports.

1B.1a. Identify one's **likes** and **dislikes**, **needs** and **wants**, **strengths** and **challenges**.

1B.1b. Identify family, peer, school, and community **strengths**.

C: Demonstrate skill related to achieving personal and academic goals.

1C.1a. Describe why **school is important** in helping students achieve personal goals.

1C.1b. **Identify goals** for academic success and classroom behavior.

SELF-MANAGEMENT

SELF-AWARENESS

Goal 2:
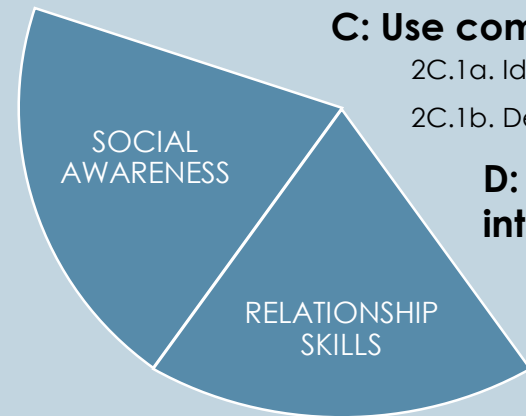
A: Recognize the feelings and perspectives of others.

2A.1a. Recognize that **others may experience situations differently** from oneself.

2A.1b. Use **listening skills** to identify the feelings and perspectives of others.

B: Recognize individual and group similarities and differences.

2B.1a. Describe the ways that **people are similar and different**.

2B.1b. Describe **positive qualities in others**.

C: Use communication and social skills to interact effectively.

2C.1a. Identify ways to **work and play well with others**.

2C.1b. Demonstrate **appropriate social and classroom behavior**.

D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1a. **Identify problems and conflicts** commonly experienced by peers.

2D.1b. Identify **approaches to resolving conflicts** constructively.

SOCIAL AWARENESS

RELATIONSHIP SKILLS

Goal 3:

A: Consider ethical, safety, and societal factors in making decisions.

3A.1a. Explain why unprovoked **acts that hurt others are wrong**.

3A.1b. Identify **social norms and safety considerations** that guide behavior.

B: Apply decision-making skills to deal responsibly with daily academic and social situations.

3B.1a. **Identify a range of decisions** that students make at school.

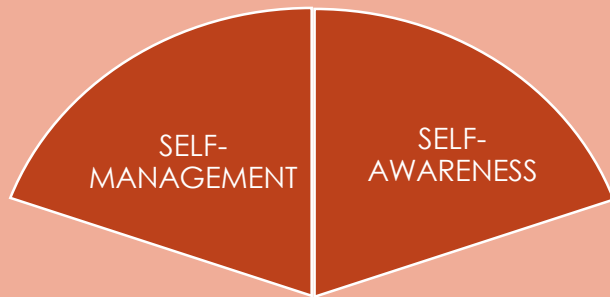3B.1b. **Make positive choices** when interacting with classmates.

C: Contribute to the well-being of one's school and community.

3C.1a. Identify and **perform roles** that contribute to one's **classroom**.

3C.1b. Identify and **perform roles** that contribute to one's **family**.

RESPONSIBLE DECISION-MAKING

SEL for Late Elementary

Goal 1:

A: Identify and manage one's emotions and behavior.

1A.2a. Describe a range of **emotions** and the **situations that cause them**.

1A.2b. Describe and demonstrate **ways to express emotions** in a socially acceptable manner.

B: Recognize personal qualities and external supports.

1B.2a. Describe **personal skills and interests** that one wants to develop.

1B.2b. Explain how **family members, peers, school personnel, and community members can support** school success and responsible behavior.

C: Demonstrate skill related to achieving personal and academic goals.

1C.2a. Describe the **steps in setting and working toward goal achievement**.

1C.2b. **Monitor progress** on achieving a short-term personal goal.

SELF-MANAGEMENT
SELF-AWARENESS

Goal 2:
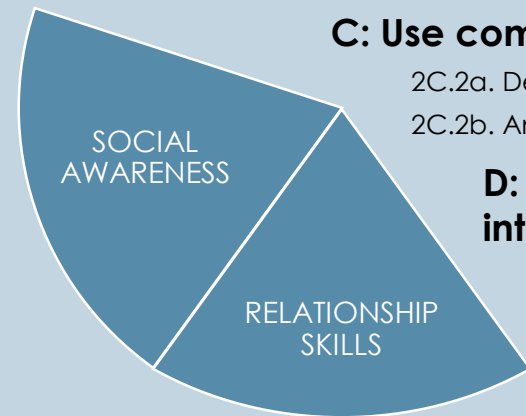
A: Recognize the feelings and perspectives of others.

2A.2a. Identify **verbal, physical, and situational cues** that indicate how others may feel.

2A.2b. **Describe** the expressed **feelings and perspectives of others**.

B: Recognize individual and group similarities and differences.

2B.2a. Identify differences among and **contributions of various social and cultural groups**.

2B.2b. Demonstrate how to **work effectively with those who are different** from oneself.

C: Use communication and social skills to interact effectively.

2C.2a. Describe approaches for **making and keeping friends**.

2C.2b. Analyze **ways to work effectively in groups**.

D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.2a. Describe **causes and consequences of conflicts**.

2D.2b. **Apply constructive approaches** in resolving conflicts.

SOCIAL AWARENESS
RELATIONSHIP SKILLS

Goal 3:

A: Consider ethical, safety, and societal factors in making decisions.

3A.2a. Demonstrate the ability to **respect the rights of self and others**.

3A.2b. Demonstrate knowledge of how **social norms affect decision making** and behavior.

B: Apply decision-making skills to deal responsibly with daily academic and social situations.

3B.2a. Identify and apply the steps of **systematic decision making**.

3B.2b. **Generate alternative solutions and evaluate their consequences** for a range of academic and social situations.

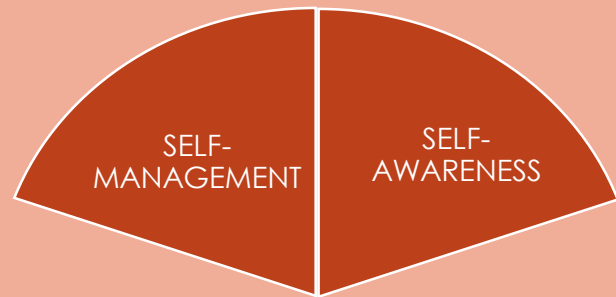**C: Contribute to the well-being of one's school and community.**

3C.2a. Identify and **perform roles** that contribute to the **school community**.

3C.2b. Identify and **perform roles** that contribute to one's **local community**.

RESPONSIBLE DECISION-MAKING

SEL for Middle Grades

Goal 1:

A: Identify and manage one's emotions and behavior.

1A.3a. Analyze factors that create **stress** or motivate **successful performance**.

1A.3b. Apply strategies to manage **stress** and to motivate **successful performance**.

B: Recognize personal qualities and external supports.

1B.3a. Analyze **how personal qualities** influence choices and successes.

1B.3b. Analyze how making use **of school and community supports and opportunities** can contribute to school and life success.

SELF-MANAGEMENT **SELF-AWARENESS**

C: Demonstrate skill related to achieving personal and academic goals.

1C.3a. Set a short-term **goal** and make a plan for achieving it.

1C.3b. Analyze why one achieved or did not achieve a **goal**.

Goal 2:
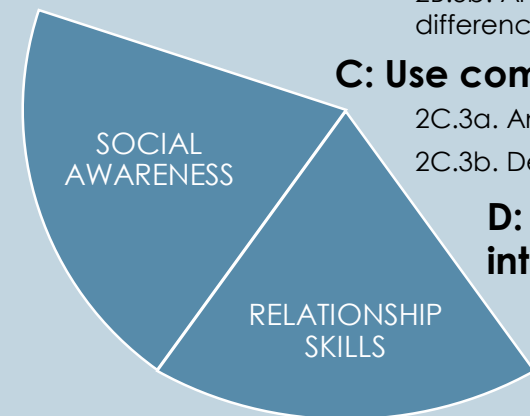
A: Recognize the feelings and perspectives of others.

2A.3a. Predict **others' feelings** and **perspectives** in a variety of situations.

2A.3b. Analyze **how one's behavior may affect others**.

B: Recognize individual and group similarities and differences.

2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to **bullying** and identify ways to address it.

2B.3b. Analyze the effects of taking action to oppose **bullying** based on individual and group differences.

C: Use communication and social skills to interact effectively.

2C.3a. Analyze ways to establish **positive relationships** with others.

2C.3b. Demonstrate **cooperation** and **teamwork** to promote group effectiveness.

SOCIAL AWARENESS **RELATIONSHIP SKILLS**

D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.3a. Evaluate strategies for preventing and **resolving interpersonal problems**.

2D.3b. Define unhealthy **peer pressure** and evaluate strategies for resisting it.

Goal 3:

A: Consider ethical, safety, and societal factors in making decisions.

3A.3a. Evaluate how **honesty, respect, fairness, and compassion** enable one to take the needs of others into account when making decisions.

3A.3b. Analyze the **reasons for school and society rules**.

B: Apply decision-making skills to deal responsibly with daily academic and social situations.

3B.3a. Evaluate strategies for **resisting pressures** to engage in unsafe or unethical activities.

3B.3b. Analyze how decision-making skills improve **study habits** and **academic performance**.
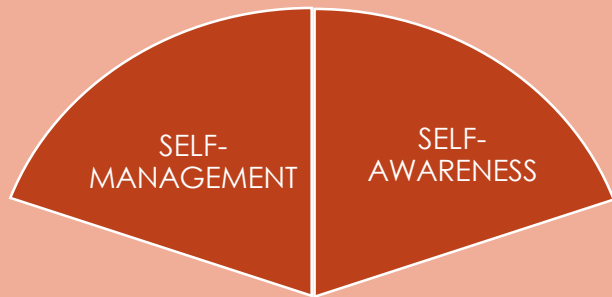
RESPONSIBLE DECISION-MAKING

C: Contribute to the well-being of one's school and community.

3C.3a. Evaluate one's participation in efforts to address an identified **school need**.

3C.3b. Evaluate one's participation in efforts to address an identified **need in one's local community**.

SEL for Early High School

Goal 1:

A: Identify and manage one's emotions and behavior.

1A.4a. Analyze how **thoughts and emotions affect decision making** and **responsible behavior**.

1A.4b. Generate ways to develop more **positive attitudes**.

B: Recognize personal qualities and external supports.

1B.4a. **Set priorities** in building on strengths and identifying areas for improvement.

1B.4b. Analyze how **positive adult role models and support systems** contribute to school and life success.

C: Demonstrate skill related to achieving personal and academic goals.

1C.4a. **Identify** strategies to make use of **resources** and overcome obstacles to achieve goals.

1C.4b. **Apply strategies to overcome obstacles** to goal achievement.

Goal 2:
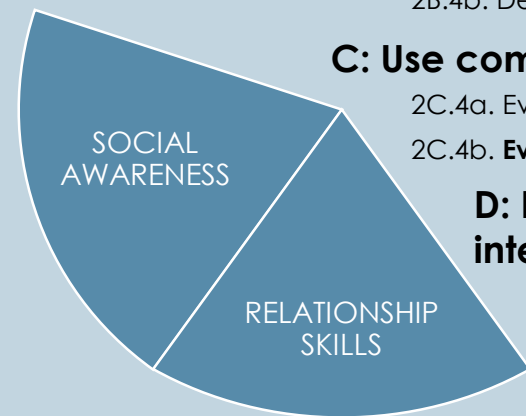
A: Recognize the feelings and perspectives of others.

2A.4a. Analyze **similarities and differences** between one's own and others' **perspectives**.

2A.4b. Use conversation skills to understand others' feelings and perspectives.

B: Recognize individual and group similarities and differences.

2B.4a. Analyze the origins and negative effects of **stereotyping and prejudice**.

2B.4b. Demonstrate **respect** for individuals from **different social and cultural groups**.

C: Use communication and social skills to interact effectively.

2C.4a. Evaluate the **effects of requesting support** from and **providing support** to others.

2C.4b. **Evaluate one's contribution in groups** as a member and leader.

D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.4a. Analyze how **listening and talking accurately** help in resolving conflicts.

2D.4b. Analyze how conflict resolution skills contribute to **work within a group**.

Goal 3:

A: Consider ethical, safety, and societal factors in making decisions.

3A.4a. Demonstrate **personal responsibility** in making **ethical decisions**.

3A.4b. Evaluate how **social norms** and the **expectations of authority influence personal decisions and actions**.

B: Apply decision-making skills to deal responsibly with daily academic and social situations.

3B.4a. Evaluate personal abilities to **gather information, generate alternatives**, and **anticipate the consequences** of decisions.

3B.4b. Apply decision-making skills to establish **responsible social and work relationships**.

C: Contribute to the well-being of one's school and community.

3C.4a. **Plan, implement, and evaluate** one's participation in activities and organizations that **improve school climate**.

3C.4b. Plan, implement, and evaluate one's **participation in a group effort** to contribute to one's **local community**.

SEL for Late High School

Goal 1:

SELF-MANAGEMENT **SELF-AWARENESS**
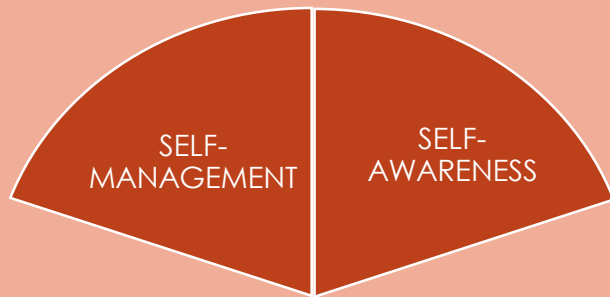
A: Identify and manage one's emotions and behavior.

1A.5a. Evaluate how **expressing one's emotions** in different situations **affects others**.

1A.5b. Evaluate how expressing more **positive attitudes influences others**.

B: Recognize personal qualities and external supports.

1B.5a. Implement a plan to **build on a strength, meet a need, or address a challenge.**

1B.5b. Evaluate how **developing interests** and **filling useful roles** support school and life success.

C: Demonstrate skill related to achieving personal and academic goals.

1C.5a. Set a **post-secondary goal** with action steps, timeframes, and criteria for evaluating achievement.

1C.5b. **Monitor progress** toward achieving a goal, and **evaluate one's performance against criteria.**

Goal 2:

SOCIAL AWARENESS **RELATIONSHIP SKILLS**
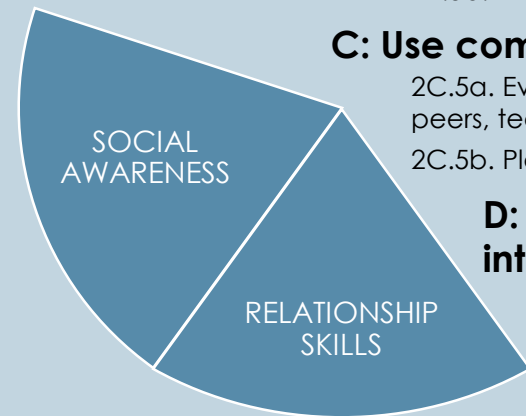
A: Recognize the feelings and perspectives of others.

2A.5a. Demonstrate how to **express understanding of those who hold different opinions**.

2A.5b. Demonstrate ways to **express empathy** for others.

B: Recognize individual and group similarities and differences.

2B.5a. Evaluate strategies for being respectful of others and **opposing stereotypes and prejudice.**

2B.5b. Evaluate how **advocacy for the rights of others** contributes to the common good.

C: Use communication and social skills to interact effectively.

2C.5a. Evaluate the application of **communication and social skills in daily interactions** with peers, teachers, and families.

2C.5b. Plan, implement, and evaluate participation in a **group project**.

D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.5a. Evaluate the effects of using **negotiation skills** to reach **win-win solutions**.

2D.5b. **Evaluate current conflict-resolution skills** and plan how to improve them.

Goal 3:

RESPONSIBLE DECISION-MAKING

A: Consider ethical, safety, and societal factors in making decisions.

3A.5a. Apply ethical reasoning to **evaluate societal practices**.

3A.5b. Examine how the **norms of different societies and cultures** influence their members' decisions and behaviors.

B: Apply decision-making skills to deal responsibly with daily academic and social situations.

3B.5a. Analyze **how present decision making affects college and career choices**.

3B.5b. Evaluate how responsible **decision making affects interpersonal and group relationships.**

C: Contribute to the well-being of one's school and community.

3C.5a. **Work cooperatively** with others to plan, implement, and evaluate a project to meet an **identified school need.**

3C.5b. **Work cooperatively** with others to plan, implement, and evaluate a project that addresses an identified need in the **broader community.**