



## Curriculum Map: Social & Emotional Learning Standards

Based on the 2005 Illinois Social Emotional Learning Standards.

Developed in partnership with the

Collaborative for Academic, Social, and Emotional Learning (CASEL)

### SKILLS FOR ADOLESCENCE (SFA): GRADES 6 - 8

SFA consists of 7 instructive units as well as a summary unit. These units include:

- **Unit 1: Entering the Teen Years**
- **Unit 2: Building Self-Confidence and Communication Skills**

#### Service-Learning

- **Unit 3: Managing Emotions in Positive Ways**
- **Unit 4: Improving Peer Relationships**
- **Unit 5: Strengthening Family Relationships**
- **Unit 6: Managing Healthy Choices, Years 1, 2, 3**
- **Unit 7: Setting Goals for Healthy Living**
- **Summing Up: Developing Your Potential**

CORE SKILLS AND COMPETENCIES	Addressed within SFA curriculum
<b>GOAL 1: Develop self-awareness and self-management skills.</b>	
<b>A. Identify and manage one's emotions and behavior.</b>	
<p><b><u>Middle/Junior High</u></b>  <b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.   <b>1A.3b.</b> Apply strategies to manage stress and to motivate successful performance.</p>	<p><b>Unit 1:</b> Lessons 8 – 10  <b>Unit 2:</b> Lesson 2  <b>Unit 3:</b> Lessons 1 – 9  <b>Unit 6 Year 1:</b> Lessons 1, 2, 11, 14  <b>Unit 6: Year 2:</b> Lessons 2, 8  <b>Unit 7:</b> Lessons 1 - 8</p>
<b>B. Recognize personal qualities and external supports.</b>	
<p>In addition to the curriculum lessons, Lions-Quest <i>Skills for Adolescence</i> includes opportunities and materials for families and community members to create a home-school-community network of support for young people:</p> <ul style="list-style-type: none"> <li>• “A Conversation with a Caring Adult” activity at the end of lessons.</li> <li>• Family activities in the student book, <i>Changes and Challenges</i>.</li> <li>• <i>The Parent Meeting Guide</i> for school-based family meetings</li> <li>• A Family Forum on preventing drug use at the end of Unit 6, Year 3</li> <li>• Participation in workshops and on the Implementation Team</li> <li>• Involvement in positive school climate team events</li> <li>• Engagement in Service-Learning projects</li> </ul>	



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<p>Continued from previous page.</p> <p><b><u>Middle/Junior High</u></b></p> <p><b>1B.3a.</b> Analyze how personal qualities influence choices and successes.</p> <p><b>1B.3b.</b> Analyze how making use of school and community supports and opportunities can contribute to school and life success.</p>	<p><b>Unit 1:</b> Lessons 2, 3, 6 - 10</p> <p><b>Unit 2:</b> Lessons 1 – 8</p> <p><b>Service-Learning:</b> Lessons 1 – 5 Unit plus follow-up lessons in each succeeding unit</p> <p><b>Unit 4:</b> Lessons 1, 2, 5, 8, 10</p> <p><b>Unit 5:</b> Lessons 1 – 8</p> <p><b>Unit 6, Year 1:</b> Lessons 1, 2, 15</p> <p><b>Unit 6, Year 2:</b> Lessons 2, 12</p> <p><b>Unit 6, Year 3:</b> Lessons 1 - 6</p> <p><b>Unit 7:</b> Lessons 1 – 9</p> <p><b>Summing Up:</b> Lessons 1 – 5</p>
<p><b>C. Demonstrate skills related to achieving personal and academic goals.</b></p>	
<p><b><u>Middle/Junior High</u></b></p> <p><b>1C.3a.</b> Set a short-term goal and make a plan to achieve it.</p>	<p><b>Unit 1:</b> Lesson 10</p> <p><b>Unit 2:</b> Lesson 6</p> <p><b>Service-Learning:</b> Lessons 1 – 5 plus follow-up lessons in each succeeding unit</p> <p><b>Unit 6, Year 1:</b> Lessons 1, 2, 3, 4, 6, 14, 15</p> <p><b>Unit 6: Year 2:</b> Lessons 2, 12</p> <p><b>Unit 6, Year 3:</b> Lessons 1 – 6</p> <p><b>Unit 7:</b> Lessons 1 – 9</p>



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<b>GOAL 2: Use social awareness and interpersonal skills to establish and maintain relationships.</b>	
<b>A. Recognize the feelings and perspectives of others.</b>	
<p><b><u>Middle/Junior High</u></b></p> <p><b>2A.3a.</b> Predict others' feelings and perspectives in a variety of situations.</p> <p><b>2A.3b.</b> Analyze how one's behavior may affect others.</p>	<p><b>Unit 1:</b> Lessons 2, 3</p> <p><b>Unit 2:</b> Lessons 2 - 7</p> <p><b>Service-Learning:</b> Lessons 1 – 5 plus follow-up lessons in each succeeding unit</p> <p><b>Unit 3:</b> Lessons 1 – 10</p> <p><b>Unit 4:</b> Lessons 1 – 5</p> <p><b>Unit 5:</b> Lessons 1, 4, 5, 8</p> <p><b>Unit 6, Year 1:</b> Lessons 2, 11, 15</p> <p><b>Unit 6, Year 2:</b> Lessons 2, 8</p> <p><b>Unit 6, Year 3:</b> Lessons 3 - 6</p> <p><b>Summing Up:</b> Lessons 1 – 5</p>
<b>B. Recognize individual and group similarities and differences.</b>	
<p><b><u>Middle/Junior High</u></b></p> <p><b>2B.3a.</b> Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p> <p><b>2B.3b.</b> Analyze the effects of taking action to oppose bullying based on individual and group differences.</p>	<p><b>Unit 1:</b> Lessons 2, 3, 7, 9,</p> <p><b>Unit 2:</b> Lessons 1 – 8</p> <p><b>Service-Learning:</b> Lessons 1 – 5 for a Service-Learning project around bullying</p> <p><b>Unit 3:</b> Lessons 2 – 10</p> <p><b>Unit 4:</b> Lessons 3 – 10</p> <p><b>Unit 6, Year 1:</b> Lessons 2, 9 – 11, 13 - 15</p> <p><b>Unit 6, Year 2:</b> Lessons 2, 8 – 10, 12</p> <p><b>Unit 6, Year 3:</b> Lessons 1 – 6 for a Service-Learning project around bullying prevention related to drug use.</p> <p><b>Unit 7:</b> Lesson 6</p>



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<b>C. Use communication and social skills to interact effectively with others.</b>	
<p><b><u>Middle/Junior High</u></b></p> <p><b>2C.3a.</b> Analyze ways to establish positive relationships with others.</p> <p><b>2C.3b.</b> Demonstrate cooperation and teamwork to promote group effectiveness.</p>	<p><b>Unit 1:</b> Lessons 2 – 5, 9</p> <p><b>Unit 2:</b> Lessons 1, 3 – 7</p> <p><b>Service-Learning:</b> Lessons 1 - 5</p> <p><b>Unit 3:</b> Lessons 3 – 7</p> <p><b>Unit 4:</b> Lessons 1 – 10</p> <p><b>Unit 5:</b> Lessons 5 – 6</p> <p><b>Unit 6, Year 1:</b> Lessons 1, 2, 9 – 10, 12, 14</p> <p><b>Unit 6, Year 2:</b> Lessons 1, 2, 9, 10, 12</p> <p><b>Unit 6, Year 3:</b> Lessons 1 – 6</p> <p><b>Unit 7:</b> Lessons 1 – 9</p> <p><b>Summing Up:</b> Lessons 1 – 5</p>
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	
<p><b><u>Middle/Junior High</u></b></p> <p><b>2D.3a.</b> Evaluate strategies for preventing and resolving interpersonal problems.</p> <p><b>2D.3b.</b> Define unhealthy peer pressure and evaluate strategies for resisting it.</p>	<p><b>Unit 1:</b> Lessons 2, 3,</p> <p><b>Unit 2:</b> Lessons 3, 4</p> <p><b>Service-Learning:</b> Lessons 1 – 5 for a Service-Learning project around resisting negative peer pressure.</p> <p><b>Unit 3:</b> Lessons 2 – 7</p> <p><b>Unit 4:</b> Lessons 3, 4, 7 – 9</p> <p><b>Unit 5:</b> Lessons 4 – 5</p> <p><b>Unit 6, Year 1:</b> Lessons 9 – 10</p> <p><b>Unit 6, Year 2:</b> Lessons 9 – 10</p> <p><b>Unit 6, Year 3:</b> Optional Lesson</p> <p><b>Unit 7:</b> Lesson 6</p>



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<b>GOAL 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
<b>A. Consider ethical, safety, and societal factors in making decisions.</b>	
<p><b><u>Middle/Junior High</u></b></p> <p><b>3A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p> <p><b>3A.3b.</b> Analyze the reasons for school and societal rules.</p>	<p><b>Unit 1:</b> Lessons 2, 3, 7 – 9</p> <p><b>Unit 2:</b> Lessons 1 – 8</p> <p><b>Service-Learning:</b> Lessons 1 - 5</p> <p><b>Unit 3:</b> Lessons 1 – 4, 6 – 7, 9</p> <p><b>Unit 4:</b> Lessons 1, 3- 9</p> <p><b>*Unit 6, Year 1:</b> Lessons 1 – 15</p> <p><b>*Unit 6, Year 2:</b> Lessons 1 - 12</p> <p><b>*Unit 6, Year 3:</b> Lessons 1 – 6</p> <p>* These units cover skills for resisting negative pressures and reasons for school rules and laws regarding drug use.</p>
<b>B. Apply decision-making skills to deal responsibly with daily academic and social situations.</b>	
<p><b><u>Middle/Junior High</u></b></p> <p><b>3B.3a.</b> Analyze how decision-making skills improve study habits and academic performance.</p> <p><b>3B.3b.</b> Evaluate strategies for resisting pressures to engage in unsafe and unethical activities.</p>	<p><b>Unit 1:</b> Lessons 8 – 10</p> <p><b>Unit 2:</b> Lessons 1 – 8</p> <p><b>Service-Learning:</b> Lessons 1 - 5</p> <p><b>Unit 3:</b> Lesson 9</p> <p><b>Unit 6, Year 1:</b> Lessons 1 – 15</p> <p><b>Unit 6, Year 2:</b> Lessons 1 – 12</p> <p><b>Unit 6, Year 3:</b> Lessons 1 – 6 if the Service-Learning project focuses on the ways that avoiding drug use helps young people meet with academic goals.</p> <p><b>Unit 7:</b> Lessons 3 – 5</p>
<b>C. Contribute to the well-being of one’s school and community.</b>	
<p><b><u>Middle/Junior High</u></b></p> <p><b>3C.3a.</b> Evaluate one’s participation in efforts to address an identified school need.</p> <p><b>3C.3b.</b> Evaluate one’s participation in efforts to address an identified need in one’s local community.</p>	<p><b>Service-Learning:</b> Lessons 1 – 5 plus follow-up lesson in each of the succeeding units.</p>