

SCOPE AND SEQUENCE: GRADES 9-12



UNIT 1				
	LEVEL I (Grade 9)	LEVEL II (Grade 10)	LEVEL III (Grade 11)	LEVEL IV (Grade 12)
LESSON 1	identify the Five SEL Core Competencies that will be covered in the program;	identify the Five SEL Core Competencies that will be covered in the program;	identify the Five SEL core competencies that will be covered in the program;	identify the Five SEL Core Competencies that will be covered in the program;
	begin to build an effective learning community by learning names and interests of classmates.	begin to build an effective learning community by learning names and interests of classmates.	begin to build an effective learning community by learning names and interests of classmates.	begin to build an effective learning community by learning names and interests of classmates.

UNIT 2				
	LEVEL I (Grade 9)	LEVEL II (Grade 10)	LEVEL III (Grade 11)	LEVEL IV (Grade 12)
LESSON 1	describe how personal values influence behavior; clarify their own personal values;	identify values that support responsible behavior	identify a goal they hope to reach this year develop a plan to achieve this goal;	identify their career-related values; discover how their values can help pursue a more satisfying career;
	explore ways in which positive values provide opportunities for growth.	practice replacing values that lead to irresponsible behavior with values that lead to responsible behavior.	learn to overcome obstacles that create frustration and disappointment to achieve success	practice connecting their values to their future career.
LESSON 2	use their positive traits to begin building their self-respect;	learn the importance of setting goals;	learn to write goals that are clear and concrete for a project that benefits the school or community;	learn the steps involved in creating an action plan to reach a goal;
	use their positive traits to set personal and professional goals.	develop an action plan for meeting a goal;	apply the process of goal setting and action planning to meeting a need or solving a problem in the school or the community	develop an action plan based on a goal;
		plan and follow through on goals.		develop an action plan for their first year out of high school.
LESSON 3	understand the connection between thoughts, emotions (feelings), and actions;	discover how their thoughts are linked to their feelings	Identify anger and the external and internal triggers that provoke anger and strong emotions;	understand that they can only control how they respond to other people's actions;
	identify how thoughts and emotions affect decision making and responsible behavior.	practice turning negative thoughts into positive thoughts.	Investigate the connection between emotions, thoughts, and actions;	practice responding positively to negative situations.
			Practice managing emotions and choosing appropriate actions in difficult situations.	
LESSON 4	identify three physical and emotional symptoms of stress;	define procrastination and learn techniques to avoid it;	understand how stress shows itself in the body, emotions, actions, and thoughts;	analyze how social media can have both positive and negative impacts;
	define internal and external causes of stress;	practice using time management strategies;	identify negative and positive ways that students deal with stress;	discover techniques for reducing stress related to social media.
	describe different techniques to use to manage stress effectively.	connect time management and stress management strategies.	create a plan using the BEAT Stress Strategy to manage stress responses.	

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UNIT 3				
	LEVEL I (Grade 9)	LEVEL II (Grade 10)	LEVEL III (Grade 11)	LEVEL IV (Grade 12)
LESSON 1	define active listening skills;	identify the difference between open and closed-ended questions to foster active listening;	recognize and respect the diverse backgrounds and interests of their classmates;	review how active listening can help understand other's points-of-view;
	identify the benefits of active listening for both the speaker and the listener;	learn how to ask open-ended questions to encourage others to express themselves;	learn how active listening skills can break down barriers between people by helping them learn more about each other;	recognize that it is possible to respect someone and still disagree with their opinions;
	demonstrate using active listening skills with others.	demonstrate asking open-ended questions.		understand strategies that help them use active listening to communicate with people who have opinions and beliefs they strongly disagree with.
LESSON 2	understand why it's important to communicate to others how we feel;	recognize the effect of intent vs. impact in healthy communication;	understand how being able to recognize ethnocentrism and stereotyping in ourselves and others can improve communication, resolve conflicts, and strengthen relationships;	understand the effects of positive and negative peer pressure;
	understand the importance of how we communicate our feelings and needs to others;	practice strategies that help resolve misunderstandings, promote empathy, and build relationships.	recognize that ethnocentrism and stereotyping often leads to misunderstandings because what people say (the intent) is often not what people hear (the impact).	identify three styles of communication, passive, aggressive, and assertive and the importance of assertiveness to resist peer pressure;
	use What, When, Why, and How Messages to communicate emotions constructively			practice using refusal skills to resist peer pressure.
LESSON 3	identify the qualities of a healthy friendship;	explore how constructive criticism supports personal growth;	understand how perspective taking helps a person develop empathy;	understand the importance of building relationships to meet personal goals;
	analyze situations and consider the consequences of risky behaviors;	describe and practice the steps involved in giving and receiving constructive criticism	describe the elements of empathy;	practice communicating their needs as they ask for help in achieving their goals.
	clarify the difference between healthy and unhealthy relationships with peers.		practice communicating empathetic responses.	
LESSON 4	recognize the feelings caused by conflict;	review the steps in the SOLVED Strategy for resolving conflicts peacefully;	explain how restorative conversations help resolve conflict;	Identify their most preferred conflict management style;
	describe the SOLVED strategy for resolving conflicts;	learn how Conflict Resolution Circles can be used to resolve conflicts;	analyze how a school peace room can help students deal with conflict.	recognize the value of using alternative conflict management styles depending on the situation.
	practice the SOLVED strategy in resolving conflicts.	demonstrate ways to use Conflict Resolution Circles in challenging situations.		
LESSON 5	discuss the differences between bullying, teasing, rude and/or mean behavior;	understand the different types of bullying;	review the strategies to prevent and confront the different types of bullying;	learn the definition of sexual harassment;
	understand the roles of the bully, the bullied, and the bystander in a bullying situation;	learn strategies to respond to the different types of bullying	learn strategies to become an active bystander to prevent bullying	understand the difference between flirting and sexual harassment;
	recognize the role the bystander plays in stopping bullying.	learn strategies to become an active bystander to prevent bullying.		review strategies used to respond to and the importance of reporting sexual harassment.
LESSON 6	Define cyberbullying;	define and identify examples of cyberbullying;	define and identify examples of cyberbullying;	define and identify examples of cyberbullying;
	analyze the emotional threats that cyberbullying poses compared to face-to-face bullying;	identify and practice ways in which students can become active bystanders to prevent cyberbullying on social media posts.	identify and explain the reasons people don't report bullying;	identify and practice ways in which they can use their personal values to prevent and limit their participation in cyberbullying.
	apply the STOP, BLOCK, and TELL response to cyberbullying		discover and practice strategies people can use to overcome their hesitancy and reluctance to report bullying to trusted adults.	

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UNIT 4				
	LEVEL I (Grade 9)	LEVEL II (Grade 10)	LEVEL III (Grade 11)	LEVEL IV (Grade 12)
LESSON 1	identify how healthy living practices result in positive outcomes;	Identify values associated with healthy living;	identify how positive groups promote responsible decision making;	describe social norms in school and in the community;
	analyze and practice making healthy choices.	practice using personal values to make choices that support a healthy mind and body	identify limitations and build on strengths to make responsible decisions.	analyze the relationship between individual behavior and social norm
LESSON 2	understand how quickly alcohol, tobacco, and other drugs (ATOD) use can harm their health;	understand how ATOD use affects school performance;	understand resilience and why it is important;	review the risk (negative) factors and the protective (positive) factors related to ATOD use;
	clarify their attitudes and values about ATOD impacts on healthy living	identify risk and protective factors associated with ATOD;	examine the role of risk and protective factors that influence resilience;	analyze the short-term and longterm benefits of being drug free.
	distinguishing how ATOD myths vs. facts, influences their values, behaviors, and decision-making.	employ ways to say no to friends when confronted with ATOD.	describe how to handle an ATOD related situation using resilience skills.	
LESSON 3	explore decision-making styles;	explore adolescent decision-making;	understand what brain research shows about teens' decision-making;	understand how ATOD affect the brain;
	analyze how decision-making styles have short-term and long-term consequences.	explain responsible decision-making consistent with personal values;	explain some teenage behaviors based on brain development.	name the three categories of ATOD;
		understand how decisions can impact other people.		evaluate the impact of ATOD on the brain, body, and decision-making
LESSON 4	understand the relationship between peer pressure and media pressure;	examine how characteristics of the teenage brain can increase susceptibility to peer pressure;	examine how students view the influences of peer pressure through social media;	review the negative and positive effects of peer pressure;
	analyze peer and media influencing strategies.	explore the five areas where peer pressure is typically focused;	explore the positive and negative influences of virtual peer pressure.	examine sources of adult peer pressure and strategies to handle it.
		identify some of the strategies to deal with peer pressure.		
UNIT 5				
	LEVEL I (Grade 9)	LEVEL II (Grade 10)	LEVEL III (Grade 11)	LEVEL IV (Grade 12)
LESSON 1	review the social and emotional skills that they have learned and reflect on how the impact of knowing and utilizing these skills will benefit them.	review the social and emotional skills that they have learned and reflect on how the impact of knowing and utilizing these skills will benefit them.	review the social and emotional skills that they have learned and reflect on how the impact of knowing and utilizing these skills will benefit them.	review the social and emotional skills that they have learned and reflect on how the impact of knowing and utilizing these skills will benefit them.