

Milford Public Schools SEL Curriculum Framework

Department: Elementary Education

Grade: Grade 2 & Grade 3

Course Number and Name: Grade 2 & Grade 3 Competency Three: Responsible Decision Making

Competency 3: Responsible Decision Making; **Approximate Duration:** 4 weeks

RESPONSIBLE DECISION MAKING

Overview

Students make small and large decisions every day. Factors affecting these decisions include: interactions with other people, understanding of the world, ethical standards, personal goals, and social norms. Students need to understand that their decisions demonstrate their ethical beliefs and reflect personal choices. The earlier this is intentionally taught to the students, the greater benefit/impact on the students. Students need to make good and solid judgements.

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Within each competency, there are 3 units.

Competency 2:

Unit 1: Making Ethical Choices

Unit 2: Responsible Decision Making

Unit 3: Positive Contributions

Notes to Teacher

Classroom SEL Anchor Tools

The SEL Anchor Tools are meant to assist you in teaching social and emotional skills. You will notice in the "PK-3 SEL Pacing Guide" that each unit refers to one or more anchor tools as a resource for that unit. Some anchor tools exist in several different units. You will also notice that an anchor tool can be something visual, such as the Mood Meter, but can also be an approach, such as Restorative Practice and Morning Meeting. All are equally important and are meant to build off one another. All of the visual SEL Anchor Tools that are referenced in the pacing guide have been enlarged and laminated for you to post in your room.

Classroom SEL Anchor Texts

Each grade level has anchor texts that can be used when introducing some of the anchor tools. These books are meant to serve as a resource to you and your students when introducing and/or revisiting a specific anchor tool, such as the Mood Meter or Problem Solving Wheel.

Master Resource Binder

The master resource binder has copies and tips for implementation for all of the anchor tools as well as additional teaching resources that you may want to include when incorporating SEL into your daily lessons.

LEARNING GOALS

Standards and Practices

Unit 1:

C.1: Identify civic, safety, and societal factors in decision-making to demonstrate ethical standards.

Unit 2:

C.2: Apply decision-making skills to deal responsibly with technological, academic and social situations.

Unit 3:

C.3: Positively contribute to one's school, community, and society.

Enduring Understanding(s):

Unit 1:

Developing positive strategies to solve problems by examining opportunities, risks, consequences, and solutions is the structure that is critical to responsible decision making.

Accepting ownership for decisions affects relationships and nurtures personal growth.

Unit 2:

Developing positive strategies to solve problems by examining opportunities, risks, consequences, and solutions is the structure that is critical to responsible decision making.

Accepting ownership for decisions affects relationships and nurtures personal growth.

Unit 3:

Individuals and groups can strengthen communities through various forms of citizen action.

Service matters. People in our community volunteer to make a difference.

You can make a difference in your community in a number of ways.

Essential Question(s):

Unit 1:

- Should individuals always accept responsibility for the outcomes of their decisions?
- Should accepting responsibility for the outcomes of my decisions matter to me? To others?

Unit 2:

- Can a good decision be a wrong decision?
- Are all impulsive decisions irresponsible?
- Why is responsible decision-making important/necessary for life success?
- What are the steps for decision-making and goal attainment?

Unit 3:

- How do I give back to my school, community and society?
- How do I feel when I make positive contributions to my school, community and society?

Content and Skills

Learning Objectives:

Unit 1

- Recognize that one has choices in how to respond to situations.
- Identify the potential positive and negative outcomes as a result of one's choices.
- Identify safe and unsafe situations (bus procedures, etc.)
- Responsible choices create a safe and respectful learning community.
- State the difference between appropriate and inappropriate behaviors.
- Identify people at home, in school and the greater community that can help in making decisions and can model responsible behavior.

Unit 2

- Recognize when decisions reflect classroom expectations.
- Understand that their choices can have a positive outcome when interacting with others.
- Identify alternative solutions to problems.
- Utilize problem solving strategies.
- Practice group decision making with peers in class meetings.

Unit 3

- Participating in various classroom tasks (i.e. passing out papers, cleaning up, helping with room set-up) creates a positive classroom environment where all students feel valued.
- Kindness creates a positive classroom/school community (i.e. use kind words, share, take turns).
- Community outreach improves our local community (i.e. food drives, clothing drives, kindness kits).

Skills/Content:

Grade 2 - Unit 1

- Students will be able to recognize positive (appropriate) choices and negative (inappropriate) choices when responding to a personal experience, situation or scenario.
- Students will be able to identify potential positive outcomes and potential negative outcomes as a result of their choices.
- Students will be able to connect classroom expectations to behavior.
- Students will be able to identify safe situations and unsafe situations at school/home/community.
- Students will be able to explain why an inappropriate behavior is wrong and how it may hurt others.
- Students will be able to identify caring grownups at home, in school and/or in the greater community that can help in making decisions and can model ethical behavior.

Grade 2 - Unit 2

- Students will be able to generate, identify and explain classroom expectations.
- Students will make choices that have positive outcomes when interacting with others.
- Students will be able to independently and collaboratively brainstorm solutions to problems.
- Students will be able to practice group decision making (based on grade level) with one's peers in class meetings.
- Students will be able to brainstorm alternative solutions to problems.
- Students will be able to identify study habits and their importance to academic performance.

Grade 2 - Unit 3

- Students will complete assigned classroom tasks that contribute to a positive classroom.
- Students will show kindness to others in the classroom/school community.
- Students will be able to identify ways to improve the school/local community.
- Students will be able to identify their personal feelings in relation to helping others in the classroom, school and community.

Grade 3 - Unit 1

- Students will be able to recognize positive (appropriate) choices and negative (inappropriate) choices when responding to a personal experience, situation or scenario.
- Students will be able to identify potential positive outcomes and potential negative outcomes as a result of their choices.
- Students will be able to connect classroom expectations to behavior.
- Students will be able to identify safe situations and unsafe situations at school/home/community.
- Students will be able to explain why an inappropriate behavior is wrong and how it may hurt others.
- Students will be able to identify caring grownups at home, in school and/or in the greater community that can help in making decisions and can model ethical behavior.

Grade 3 - Unit 2

- Students will be able to generate, identify and explain classroom expectations.
- Students will make choices that have positive outcomes when interacting with others.
- Students will be able to independently and collaboratively brainstorm solutions to problems.
- Students will be able to practice group decision making (based on grade level) with one's peers in class meetings.
- Students will be able to brainstorm alternative solutions to problems.
- Students will be able to identify study habits and their importance to academic performance.

Grade 3 - Unit 3

- Students will complete assigned classroom tasks that contribute to a positive classroom.
- Students will show kindness to others in the classroom/school community.
- Students will be able to identify ways to improve the school/local community.
- Students will be able to identify their personal feelings in relation to helping others in the classroom, school and community.

EVIDENCE OF LEARNING

Tasks & Activities:

See "SEL Resource Binder" for tasks & activities.

Additional Assessment(s):

Observation and Anecdotal Notes

The following Milford Public School's Academic Expectations are addressed within this competency:

- Collaboration: Work independently and collaboratively to solve problems and accomplish goals.
- Critical Thinking: Use reasoning to problem solve, utilizing appropriate tools to access, evaluate and apply information.
- Communication: Communicate information using a variety of tools in multiple contexts for a range of purposes.
- Creativity: Innovate and adapt in thinking, working and learning.

PLANNING FOR LEARNING

Academic Vocabulary:

Safety, well-being, impulsivity, ethics, accountability, collaboration, self-assessment, goal setting, problem solving, empowerment, evaluation, cause and effect, risk, character, common good, responsible, mindset, mindfulness and grit

Model Lesson/Learning Activities:

See "SEL Resource Binder" for tasks & activities.

Anchor Texts/Resources:

Anchor Tools:

Problem Solving Wheel

Meta-Moment

Calming Corner

Best-Self

School and Classroom Initiatives/Service Projects

Anchor Texts:

See [“Grade 2 SEL Mentor Text List”](#)

See [“Grade 3 SEL Mentor Text List”](#)

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