

Identified Priority Standards and Questions: Social Emotional Learning Curriculum

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.

Additional Questions:

1. How might a lesson be structured to teach your program?
2. When was the last time the curriculum was updated?
3. Does the company plan on doing any major updates within the next couple of years?
4. Is there a school district in or near Northern Illinois that is currently using your program that we could contact?
5. How much time daily should be devoted to implementing your program?
6. How long has this program been utilized by school districts?
7. What kind of "training" for teachers is available?
8. How do you keep student engagement with similar topics with multiple age students?
9. What forms of instructional materials are available?
10. How does the program address student barriers (language, poverty, etc)
11. How do we track progress and measure success of the program? (formative vs summative/proactive vs reactive)