

# K-12 Social and Emotional Learning 1, 2, or 3 Semester Hour Course Syllabus

**Please note:**

This course is set up in Schoology in 7 folders to help organize materials. This is a self-paced course and participants are able to do the assigned work in well under a 7 week period depending on your personal time restraints. Below is a list of the folders with an idea of articles/assignments for that week. There are no tests or quizzes. There are mainly discussion boards so we can all learn from each

other. This is a pass/fail course so if participants do the required assignments, then the participant passes this course. Please note depending on the amount of semester hours you are taking, that will determine the amount of weeks you will complete in the course. We can discuss that through email. Please look at the following chart for an idea of the folders in the classroom:

<b>Folder 1</b> <b>Intro</b> (2 hours)	Intro discussion board #1	Intro to SEL video	DB#2 SEL		*Note: this course is updated each school year and articles may not match what is in the current classroom
<b>Folder 2</b> <b>Ohio Standards in Transition Phase</b> (5 hours)	ODE Article on Common Core transitions	OLSE (Ohio's Learning Standards Extended)	Article "Cleveland Ahead of the Curve"	DB#3 Thoughts on SEL added to OH standards	
<b>Folder 3</b> <b>SEL in Toddlers</b> (5 hours)	Article "6 Activities to Build SEL in Toddlers"	Article "SEL Development: Infants and Toddlers"	DB#4 Why it's important to understand how to start early OR what to do IF toddlers did not get this training.		*Note: this course is updated each school year and articles may not match what is in the current classroom
<b>Folder 4</b> <b>SEL in Primary Grades</b> (9 hours)	Article "21 Ways Teachers Can Integrate SEL"	Article "Improving Young Children's SEL: A Randomized Trial" (PDF file of 91 pages—YOU DO NOT need to read entire 91 pages, just skim through the trial to see the hypothesis and the outcome)	PBS "The AIM Buddy Project"	Share: 1)PPT on SEL; 2) PDF book on SEL strategies; 3)VIDEO: Stop. Think. Act	DB#6 Sharing your own use of SEL with participants or sites
<b>Folder 5</b> <b>Middle School and High School grades: See folder in class for what articles to focus on in this folder</b> (9 hours)	Article "Grades 6-8-SEL:Scholastic"	"12 Games to Teach Students in SEL" and Article "Push, Don't Pity, Students in Poverty" and "13 Powerful SEL Activities to use in the classroom"	HS: "SEL in HS ELA" and HS: "SEL in HS: How Three Urban HS Engage, Educate and Empower Youth"	Video: Teaching in HS SEL	DB#7 Take away and sharing: Why is SEL important to continue to teaching in upper grades?



**Mys Ed llc**

Contact for more information  
[www.jodirath.com](http://www.jodirath.com) | [jrath@columbus.rr.com](mailto:jrath@columbus.rr.com)

# K-12 Social and Emotional Learning 1, 2, or 3 Semester Hour Course Syllabus, continued

<p><i>Week 6</i> <b>SEL for At-Risk and Students with Disabilities</b> (5 hours)</p>	<p>Article “The connection between SEL and LD”</p>	<p>Article “The State of LD: Social, Emotional, and Behavioral Challenges”</p>	<p>Articles “Why Social and Emotional Skills are Vital to Keep At-Risk Students on Track”</p>	<p>“How Autism Affects Learning and Development”</p>	<p>DB#8 Take Away and How SEL strategies affect students AND how students with LD affect how we approach SEL</p>
<p><i>Week 7</i> <b>Pulling it all together</b> (8 hours)</p>	<p>Article “How to Integrate SEL into Common Core”</p>	<p>“When SEL is Key to College Success”</p>	<p>A page of images that tie into theme SEL</p>	<p>DB#9 Pulling it all together: How can you take and use images to work with your students on SEL at any grade level while incorporating whatever lesson you need to do for the day?</p>	<p>Final Assignment ONLY NEED TO DO IF YOU ARE TAKING 3 SEMESTER HOURS (see below)</p>
<p><b>Final assignment</b> Paper answering 1 of 3 questions posed:</p> <ol style="list-style-type: none"> <li>1. To what extent are we conflating terms, and to what extent are we all talking about the same things when it comes to SEL in the classroom?</li> <li>2. We need a better way to teach SEL skills and how to effectively measure them in a way that is unbiased and comparable across settings. What proposals and solutions would you give to this question?</li> <li>3. What are the potential indicators that capture social and emotional growth? Are these indicators clearly linked to measured skills? How so? Or if you think “no” then why not and how can we do this properly?</li> </ol>					



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