# Professional Development Institute

## Flex Course Syllabus

## Building Critical Social and Emotional Skills Using Literature (K-12)

**PDI Course Number: 114T02**

**UCSD Course Number: EDUC40261**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

## Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

## Course Description

Do you wish you had an appropriate and engaging way to address social-emotional issues? Do you like to use authentic literature in your classroom teaching? SEL is a process for learning essential life skills such as decision making, problem solving, effective communication, empathy, perseverance, and coping, just to name a few. Teachers are searching for the most effective ways to introduce and teach appropriate social-emotional skills in the classroom as they relate to sensitive issues, many of which are beyond their control. This online course provides the perfect approach by using high-quality literature to deal with sensitive issues from tattling and appropriately developing friendships, to depression, stress and anxiety, bullying, substance abuse, and others. Teachers will be provided with thorough background information on each topic as well as the implications for the classroom environment and teaching. Then, a minimum of two books are shared for each topic along with three-to-five lesson plans for each title. The course introduces lesson plans for over twenty chapter books and thirteen picture books. An additional list of picture books and novels are shared for every single social-emotional topic presented in the course. By the end of this course, teachers will be well prepared to teach critical SEL skills through the reading of quality literature.

## Educational Outcomes

1. Teachers will understand what the whole student approach to learning encompasses, and how social and emotional learning relates to it.
2. Teachers will learn why it is important to address students' social and emotional needs and skills.
3. Teachers will understand the value of using literature to address critical and sensitive social and emotional issues.
4. Teachers will learn ways they can help parents have better communication with their children.
5. Teachers will learn how to use Google Forms to create anonymous surveys.
6. Teachers will learn how to use literature to address issues related to autism.
7. Teachers will learn inclusive practices and adaptations for students with special needs.
8. Teachers will learn how to use literature to address issues related to tattling.
9. Teachers will learn how to use literature to address issues related to bullying.
10. Teachers will learn about all the various types of bullying.
11. Teachers will learn how to use literature to address issues related to gangs.
12. Teachers will learn how to use literature to address issues related to sexual abuse.
13. Teachers will learn how to use literature to address issues related to stress and anxiety.
14. Teachers will learn the signs to watch for showing that a student is suffering from stress and anxiety.
15. Teachers will learn how to use literature to address issues related to substance abuse.
16. Teachers will learn how to use literature to address issues related to mental illness.
17. Teachers will learn how to use literature to address issues related to sexual orientation and gender issues.
18. Teachers will learn how to use literature to address issues related to depression.
19. Teachers will learn how to use literature to address issues related to suicide.
20. Teachers will learn how to use literature to address issues related to cultural issues.
21. Teachers will learn how to use literature to address issues related to friendship.
22. Teachers will learn how to use literature to address issues related to non-traditional families.

## Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

# Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Design Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

# Topical Outline

## Unit One

- The Convergence of Social and Emotional Learning and Literature
- Opening the Lines of Communication
- Using Google Forms for Surveys
- **Assignment #1**
  *Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about applying social and emotional learning in your classroom. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

## Unit Two

- Autism
- Tattling
- Bullying
- **Assignment #2**
  *As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*
- **Test #2**

## Unit Three

- Gangs
- Sexual Abuse
- Emotional Trauma

- **Assignment #3**
  *Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively implementing social and emotional skills using literature and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom*
- **Test #3**

## Unit Four

- Stress and Anxiety
- Substance Abuse
- Mental Illness
- **Test #4**

## Unit Five

- Sexual Orientation and Gender Identity
- Depression
- Suicide
- **Test #5**

## Unit Six

- The Impact of Culture
- Friendship
- Non-Traditional Families
- **Assignment #4**
  *You have been provided with many examples of lessons that address social and emotional issues using a quality piece of literature. Now it's your turn. You can either choose six picture books (one lesson for each) or one novel (three lessons) that addresses the social-emotional issue from the book. In your assignment you must include your grade level, the title and author of all books used, the social-emotional issue you are addressing, and a detailed lesson plan. You must also include a list of at least three additional titles you could use in the classroom that relate to that social-emotional issue that were not mentioned in the course as a resource. Your lesson plan should provide enough detail that another teacher can use it. You may not use any book that was used in this course.*
- **Assignment #5**
  *The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the*

*ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

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and Curriculum Development.

## Books Used in the Course

*I See Things Differently* by Pat Thomas (Hachette Publishing)

*Mockingbird* by Kathryn Erskine (Philomel/Penguin Books)

*What to Say Next* by Julie Buxbaum (Random House/Penguin)

*Don't Squeal Unless It's a Big Deal* by Jeanie Franz Ransom (Magination Press)

*A Bad Case of Tattle Tongue* by Julia Cook (National Center for Youth Issues)

*Bully* by Patricia Polacco (G.P. Putnam's Sons)

*Dear Bully* edited by Megan Kelley Hall and Carrie Jones (Harper Teen)

*Some Girls Are* by Courtney Summers (St. Martin's Press)

*Stand Tall Molly Lou Melon* by Patty Lovell (G.P. Putnam's Sons)

*Always Running* by Luis J. Rodriguez (Touchstone/Simon and Schuster)

*The Summer of Owen Todd* by Tony Abbott (Farrar, Strauss, and Giroux)

*Speak* by Laurie Halse Anderson (Farrar, Strauss, & Giroux)

*A Terrible Thing Happened* by Margaret M. Holmes (Magination Press)

*Because of Mr. Terupt* by Rob Buyea (Yearling/Random House)

*Wemberly Worried* by Kevin Henkes (HarperChildren's)

*Umbrella Summer* by Lisa Graff (HarperCollins)

*Daddy's Disease* by Carolyn Hannan Bell (CreateSpace Independent Publishing)

*Rx* by Tracy Lynn (Simon Pulse)

*The Bipolar Bear Family* by Angela Ann Holloway (AuthorHouse)

*Elena Vanishing* by Elena and Clare Dunkle (Chronicle Books)

*My Princess Boy* by Cheryl Kilodavis (Aladdin/Simon and Schuster)

*George* by Alex Gino (Scholastic)

*Simon vs. the Homo Sapiens Agenda* by Becky Albertalli (HarperCollins)

*The Princess and the Fog* by Lloyd Jones (Jessica Kingsley Publishers)

*It's Kind of a Funny Story* by Ned Vizzini (Hyperion)

*Hold Still* by Nina LaCour (Penguin Books)

*Thirteen Reasons Why* by Jay Asher (Penguin Random House)

*Amazing Grace* by Mary Hoffman (Dial Books for Young Readers/Penguin)

*Esperanza Rising* by Pam Muñoz Ryan (Scholastic)

*Peanut Butter & Cupcake* by Terry Border (Philomel/Penguin)

*Real Friends* by Shannon Hale (Roaring Book Press)

*Do you sing Twinkle?* by Sandra Levins (Magination Press)

*Sarah, Plain and Tall* by Patricia MacLachlan (HarperCollins)