



Professional Development Institute

Flex Course Syllabus

Incorporating SEL Skills into the Content Areas (PreK-5)

PDI Course Number: 126T02

UCSD Course Number: EDUC42255

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

Are you finding it difficult to incorporate social and emotional learning (SEL) best practices into your content-rich classroom? Now, more than ever, social and emotional learning is the impetus to academic growth. This online course is designed to take a deep dive into social-emotional learning and the core competencies that surround it. Teachers will learn how to use growth mindset principles and strategies so that an inclusive classroom community can be built and supported, resulting in an atmosphere of self-awareness and self-efficacy. Teachers will learn how to use interactive read-alouds to promote perspective taking, and they will learn how writing can be used as a pathway to promote self-awareness. In terms of math, teachers will learn how to create shared learning targets and connect the mathematical practice standards to SEL so that students can become mathematically proficient. The content area of science is also explored, as teachers learn how to incorporate SEL best practices through project-based learning so that students are motivated to become engaged and informed world citizens. Teachers will also learn about the importance of incorporating SEL best practices into the arts, and that doing so fosters a complete and whole student perspective. By the end of this course, teachers will feel more confident and successful in their quest to embed the principles of social-emotional learning into their own teaching practices within the content areas so that their students can become complete and whole global citizens.

Educational Outcomes

1. Teachers will learn what social-emotional learning (SEL) is, including the guiding principles that surround it.
2. Teachers will learn about the Comer Process, and how it relates to social-emotional learning.
3. Teachers will take a deep dive into the five core competencies as defined by CASEL — self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.
4. Teachers will learn how to advance equity through SEL best practices.
5. Teachers will learn specific strategies for integrating SEL best practices into their classrooms so that an inclusive classroom community can be built and supported.
6. Teachers will learn about the principles of growth mindset, including how those principles are a natural fit with social-emotional learning.
7. Teachers will learn how to use SEL best practices to foster an atmosphere of self-awareness and self-efficacy in their classrooms.
8. Teachers will learn how to incorporate SEL best practices into the ELA classroom.
9. Teachers will learn how to use interactive read-alouds so that perspective taking can be promoted and encouraged.
10. Teachers will learn what self-awareness entails, and they will learn specific strategies to include it in their writing program so that it can be promoted and encouraged.
11. Teachers will learn how to combine the mathematical practice standards with SEL best practices so that mathematically proficient students can be developed and nurtured.
12. Teachers will learn the difference between targets and goals, and they will learn strategies for creating shared learning targets with their students.
13. Teachers will learn how to incorporate SEL best practices into their science instruction.
14. Teachers will learn how to develop science lessons that enhance SEL best practices.
15. Teachers will learn about the key elements of social-emotional learning in project-based learning.
16. Teachers will learn how to transform their teaching through project-based learning using SEL best practices
17. Teachers will learn how to use the principles of social-emotional learning to motivate their students into becoming engaged global citizens.
18. Teachers will learn how to incorporate the arts into the curriculum using social-emotional learning principles.
19. Teachers will understand that a student’s social-emotional learning is a shared responsibility including the student, teacher, other school professionals, family, and community.
20. Teachers will learn about the importance of self-care for teachers, and they will be provided with SEL resources and tools to help them manage their own SEL competencies.

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)
- Cumulative Assignment/Project: SEL/Content Area Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- What is Social-Emotional Learning?
- The Five Core SEL Competencies
- Advancing Equity through SEL Best Practices
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about incorporating social and emotional skills into the content areas. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Building and Supporting an Inclusive Classroom Community
- The Integration of Growth Mindset Principles
- Fostering an Atmosphere of Self-Awareness and Self-Efficacy
- **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

- Social and Emotional Learning in the English Language Arts
- Using Interactive Read-Alouds to Promote Perspective Taking
- Writing as a Pathway to Promote Self-Awareness
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to incorporating social and emotional skills into the content areas in a PreK-5 classroom. The tip, strategy, or idea that you share needs to 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 follow easily. 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

- Using SEL to Develop Mathematically Proficient Students
- Connecting the Mathematical Practice Standards to SEL
- Creating Shared Learning Targets
- **Test #4**

Unit Five

- Social and Emotional Learning in Science Instruction
- Transforming Teaching through Project-Based Learning
- Motivating Students to Become Engaged Citizens
- **Test #5**

Unit Six

- Incorporating SEL into the Arts
- SEL as a Shared Responsibility
- Taking Care of Teacher
- **Assignment #4**
Choose an essential SEL skill and then integrate it into a content lesson. You will do this three times, each time choosing a different content area and different SEL skill. In addition to focusing on content, the lessons that you create must address an essential social-emotional skill. The content lessons should revolve around the “typical” content areas (Reading/ELA, mathematics, science, social studies), but they may also focus on the arts as well (dance/movement, visual or media arts, music, theatre/drama).

- **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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