

|   |  |  |  |  |
|---|--|--|--|--|
| <b>GMS/GHS Grades 6-12: Social-Emotional Learning (SEL)</b>   |  | Gervais School District uses Behavior and Social Emotional (BASE) Education curricula to help students answer questions about themselves, identify potential challenges, and understand their patterns to ultimately find their healthiest ways to grow. In this course students learn how to handle bullying, improve self-esteem, manage anger, have healthy communication, control impulsive decisions, set boundaries, be safe online and other social-emotional skills. |  |  |
| <b>Scope and Sequence</b>   |  |  |  |  |
| <b>Semester 1 of 2</b>  |  |  |  |  |
| Unit Number or Name<br>Duration   | Standards: Oregon SC<br>Student Standards  | Skills and Essential<br>Vocabulary   | Required Resources   | Common Assessments   |
| Module 1: Welcome Course AND BASEline Assessment Pre-Test<br><br>Week of 9/18<br><br>30 minutes (untimed) | B-LS 4. Apply self-motivation and self-direction to learning   | Students will reflect on their personal growth and achievement.  | BASE Education: Welcome Course<br><br>BASEline Assessment Pre-Test     | BASEline Assessment Pre-Test   |
| Module 2: Getting to Know You<br><br>Week of 9/25<br><br>65 minutes                                       | M 1. Belief in the development of whole self, including a healthy balance of mental, social/emotional, and physical well-being | Students will share background information and plan steps towards reaching career and education goals. <ul style="list-style-type: none"><li>• career</li><li>• resume</li><li>• budget</li></ul>  | BASE Education: Getting to Know You Educator Guide & Online Module     | Worksheet: My Roadmap  |
| Module 3: Bullying and Cyberbully<br><br>Session 1<br><br>Week of 10/2                                    | M 1. Belief in the development of whole self, including a healthy balance of mental,   | Students will Identify bullying versus non-bullying behaviors. Understand the consequences of bullying   | BASE Education: Bullying and Cyberbully Educator Guide & Online Module | Reflection: Do you feel that bullying is a common occurrence in your school? Do you feel like bullying |

|   |  |   |  |  |
|---|--|---|--|--|
| 35 minutes  | social/emotional, and physical well-being  | and cyberbullying. Identify the multiple roles involved in bullying.  |  | happens more in person or online?  |
| <b>Week of 10/9</b>   | <b>Parent-Teacher Conferences</b>  |   |  |  |
| Module 4: Bullying and Cyberbully<br>Session 2<br>Week of 10/16<br>30 minutes | B-SMS 7. Demonstrate effective coping skills when faced with a problem.  | Students will put into practice what they learned in the first session and be able to demonstrate their role and capacity in standing up against bullying or cyberbully.  | BASE Education: Bullying and Cyberbully Educator Guide & Online Module | Small group activity: Ask the following.<br><br>How will you know that bullying or cyberbullying is taking place? What do those things look like? If you do not feel comfortable taking action yourself, who can you go to for help? |
| Module 5: Irrational Thinking<br>Session 1<br>Week of 10/23<br>30 minutes     | M 1. Belief in the development of whole self, including a healthy balance of mental, social/emotional, and physical well-being | Students will learn how irrational thinking may be harmful, identifies how to overcome negative patterns, and teaches about teenage tendencies to think irrationally.<br><br>Students will learn barriers to success and provides tools to overcome challenges. | BASE Education: Irrational Thinking Educator Guide & Online Module     | Small group activity: Answer the following,<br><br>Do you feel that anything in your thought process or personal beliefs prevents you from feeling happiness, success, and self-love? What is it?                                    |
| Module 6: Irrational Thinking<br>Session 2                                    | M 1. Belief in the development of whole self, including a healthy balance of mental,   | Students will learn how irrational thinking may be harmful, identifies how to overcome negative patterns, and teaches   | BASE Education: Irrational Thinking Educator Guide & Online Module     | Worksheet: Irrational Thinking   |

|  |  |   |   |  |
|--|--|---|---|--|
| Week of 10/30<br>30 minutes  | social/emotional, and physical well-being                              | about teenage tendencies to think irrationally.<br><br>Students will learn barriers to success and provides tools to overcome challenges. |   |  |
| Module 6: Suicide Education and Prevention<br>Session 1<br>Week of 11/6<br>50 minutes  | B-SMS 7. Demonstrate effective coping skills when faced with a problem | Educate students on risk factors and expose them to proper intervention strategies  | BASE Education: Suicide Education and Prevention Educator Guide & Online Module | Reflection: How do you think your relationship with the topic of suicide will inform your thoughts and actions throughout this module? How can you show sensitivity and respect for others with different experiences? |
| Module 7: Suicide Education and Prevention<br>Session 2<br>Week of 11/13<br>45 minutes | B-SMS 7. Demonstrate effective coping skills when faced with a problem | Educate students on risk factors and expose them to proper intervention strategies  | BASE Education: Suicide Education and Prevention Educator Guide & Online Module | Worksheet: Suicide Education and Prevention Worksheet  |
| <b>Week of 11/20</b>   | <b>Thanksgiving Break</b>  |   |   |  |
| 11/27  | --   | --  | --  | --   |
| Module 8: Motivation<br>Session 1<br>Week of 12/4<br>35 minutes                        | B-LS 4. Apply self-motivation and self-direction to learning           | Students will acquire tools to overcome a lack of motivation.<br><br>Identify personal motivation levels and                              | BASE Education: Motivation Educator Guide & Online Module                       | Reflection: Identify a task that you feel extremely motivated to do--maybe it's placing first at a track meet or acing a paper. Then, identify a task that   |

|  |   |   |   |   |
|--|---|---|---|---|
|  |   | brainstorm techniques to increase motivation.   |   | you do not feel motivated to do. How might improving your motivation towards that task improve your life?       |
| Lesson 9: Motivation<br>Session 2<br>Week of 12/11<br>40 minutes                                 | B-LS 4. Apply self-motivation and self-direction to learning            | Students will acquire tools to overcome a lack of motivation.<br><br>Identify personal motivation levels and brainstorm techniques to increase motivation.                        | BASE Education: Motivator Educator Guide & Online Module                                | Worksheet: Motivation   |
| <b>Week of 12/18 &amp; 12/25</b>   | <b>Winter Break</b>   |   |   |   |
| 1/8  | --  | --  | --  | --  |
| Module 10: Strategies for Successful Return to School<br>Session 1<br>Week of 1/15<br>40 minutes | B-LS 1. Demonstrate critical thinking skills to make informed decisions | Students will understand what it means to successfully reenter school. Consider the difficulties of returning to school. Gain coping strategies and tools to overcome challenges. | BASE lessons: Strategies for Successful Return to School Educator Guide & Online Module | Reflection: Brainstorm three positive words you would like to use to be able to describe your return to school. |
| Module 11: Strategies for Successful Return to School<br>Session 2<br>Week of 1/22<br>40 minutes | B-LS 1. Demonstrate critical thinking skills to make informed decisions | Students will understand what it means to successfully reenter school. Consider the difficulties of returning to school. Gain coping  | BASE lessons: Strategies for Successful Return to School Educator Guide & Online Module | Worksheet: Strategies for Successful Return to School   |

|  |  |   |   |   |
|--|--|---|---|---|
|  |  | strategies and tools to overcome challenges.  |   |   |
| Week of 1/29   | --   | --  | --  | --  |
| <b>Semester 2 of 2</b>   |  |   |   |   |
| Module 12: BASELine Mid-Term<br>Week of 2/5<br>30 Minutes (untimed)              | B-LS 4. Apply self-motivation and self-direction to learning | Students will reflect on their personal growth and achievement.   | BASE Education: BASELine Mid-Term Assessment                                | BASEline Assessment Mid-Term  |
| Module 13: Life Changes & Adjustments<br>Session 1<br>Week of 2/12<br>30 Minutes | B-SMS 2: Demonstrate self-discipline and Self Control        | Students will acknowledge difficult, new experiences. Understand how to cope with change in a healthy way.                      | BASE Education: Life Changes & Adjustments Educator Guide and Online Module | Worksheet: Life Changes and Adjustments   |
| Module 14: Refocus<br>Session 1<br>Week of 2/19<br>30 minutes                    | B-SMS 3. Demonstrate ability to work independently           | Students may process their feelings and learn to regulate their emotions and behaviors prior to returning to their environment. | BASE Education: Refocus Online Module                                       | Reflection: Is there anything going on at school, work, or home that is making things harder for you? |
| 2/26   | --   | --  | --  | --  |
| 3/4  |  |   |   |   |
| 3/11   |  |   |   |   |
| 3/18   |  |   |   |   |

| Week of 3/25  | Spring Break  |  |  |  |
|---|---|--|--|--|
| Module 15: Anxiety<br>Session 1<br>Week of 4/1<br>30 minutes            | M2: Self Confidence in ability to succeed                                 | Students will understand the differences between anxiety and anxiety disorder. Acquire skills to be able to manage anxiety in a healthy way. Reflect on how anxiety plays a unique role in our life. | BASE Education: Anxiety Educator Guide and Online Module           | Reflection: Think about a time when you either heard someone say, "I'm feeling anxious," or you said, "I'm feeling anxious." What was the situation? What emotions do you think they were trying to describe, or what emotions were you trying to describe? How does your body feel when you're feeling anxious? |
| Module 16: Anxiety<br>Session 2<br>Week of 4/8<br>30 minutes            | B-SMS 7. Demonstrate effective coping skills when faced with a problem    | Students will acquire skills to manage anxiety in a healthy way and reflect on the unique role anxiety plays in their lives.   | BASE Education: Anxiety Educator Guide and Online Module           | Worksheet: Anxiety   |
| 4/15  | --  | --   | --   | --   |
| Lesson 17: Stress Management<br>Session 1<br>Week of 4/22<br>45 minutes | B-SMS 7.<br>Demonstrate effective coping skills when faced with a problem | Students will self-analyze for personal sources of stress. Understand how stress can impact our bodies. Acquire coping mechanisms to minimize stress.  | BASE Education: Stress Management Educator Guide and Online Module | Think Pair Share: In a small group discuss, what are your ideas for overcoming the barriers you listed?  |

|   |   |   |   |                              |
|---|---|---|---|------------------------------|
| Lesson 18: Stress Management<br>Session 2<br>Week of 4/29<br>45 minutes | B-SMS 7.<br>Demonstrate effective coping skills when faced with a problem | Students will self-analyze for personal sources of stress. Understand how stress can impact our bodies. Acquire coping mechanisms to minimize stress. | BASE Education: Stress Management Educators Guide and Online Module | Worksheet: Stress Management |
| 5/6   | --  | --  | --  | --                           |
| 5/13  | --  | --  | --  | --                           |
| 5/20  | --  | --  | --  | --                           |
| 5/27  | --  | --  | --  | --                           |
| 6/3   | --  | --  | --  | --                           |
| <b>Week of 6/10</b>   | <b>End of Semester 2</b>  |   |   |                              |

Revised 9/6/2023