**Course Number:** PRDV 73029

**Title**: Social-Emotional Learning: Why It's So Important for Middle School Students

**Credit:**       1

**Session:** Summer 2023

**Location:**    Online CANVAS

**Instructor:**   Katherine Kaczynski, M. Ed.

[kkaczynski@framingham.edu](mailto:kkaczynski@framingham.edu)

                       Cell: 508-574-9485

The state of middle school students' mental health significantly impacts their ability to learn. Social-Emotional Learning principles provide middle school students with tools that will aid in developing self-awareness, friendships, and empathy. These skills are imperative as young adolescence become better equipped to not only actively participate in the classroom and feel part of the community. SEL provides the tools to practice better decision-making, understanding, and problem-solving, making students better prepared to interact within the community and world around them.

**Course Description**

Within this course, you will learn the theory and principles of Social-Emotional Learning (SEL) to create a Middle School teaching and learning environment that is welcoming and nurturing. You will examine your misconceptions about SEL and analyze the principles that apply to middle school students. You will also learn how to apply the principles of SEL in the classroom, giving students a sense of understanding and belonging while nurturing each learner's individuality. Students will feel challenged and empowered socially, emotionally, and intellectually.

**Course Goals**

**Course Goals are to:**

* fully inform participants on the importance of Social Emotional Learning (SEL).
* fully inform participants on Social Emotional Learning (SEL) principles.
* provide examples of Social Emotional Learning (SEL) strategies.
* provide practice and assessments of Social Emotional Learning (SEL) in practice.

**Course Outcomes**

**Upon completion of the course, participants will be able to:**

1. Define the theory of Social Emotional Learning (SEL).
2. Describe the impact of Social Emotional Learning (SEL) on Middles School students.
3. Describe the principles of Social Emotional Learning (SEL).
4. Describe what Social Emotional Learning (SEL) looks like in action.
5. Analyze the principles of Social Emotional Learning (SEL).
6. Apply the principles of Social Emotional Learning (SEL).
7. Define Social Emotional Learning (SEL) strategies.
8. Apply the strategies of Social Emotional Learning (SEL) in the classroom.
9. Utilize Social-Emotional Learning strategies in and out of the classroom
10. Evaluate Social-Emotional Learning strategies in the classroom

This course addresses the Massachusetts Comprehensive Health Curriculum Framework. Social and Emotional Health Strand. Social and Emotional Learning in English Language Arts and Literacy. Guiding Principle 10. Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice recognizing aspects of themselves in texts (self-awareness), struggling productively with challenging texts (self-management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision-making), and collaboratively respectfully with diverse peers (relationship skills).

* Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment where students' diverse backgrounds, identities, strengths, and challenges are respected.
* Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Department of Elementary and Secondary Education Guidelines for Implementing Social and Emotional Learning Curricula K-12 (Updated November 2017). Social and Emotional Learning in Massachusetts. <http://www.doe.mass.edu/sfs/sel/>

**Course Requirements:** *This asynchronous course is a collaborative experience that relies upon course content-infused discussions throughout the week*. Participants are encouraged to draw on their personal teaching experiences to further the impact of course content on their thinking. This online, four-week experience is organized by modules, where all modules are available at the start of the course. Participants must review all content for each weekly discussion and cite readings and videos to support posts. A discussion board rubric provides a guide to the quality of posts and expectations for the course. A final project is required and expected to incorporate course content and outside resources to support the project.

Required Course Content

Week 1 – Social-Emotional Learning for Middle School Students: An Introduction

Week 2 – Characteristics of Social-Emotional Learning in Middle School

Week 3 – Social-Emotional Learning in the Classroom

Week 4 – Social-Emotional Learning Reflection & Assessment

**Grades**

**Grading Components**

40 points = Discussion Board (See Rubric for Discussion Board Posts Throughout the Week).

40 points = Weekly Assignments (See Rubric for Weekly Assignments).

20 points = Final Project: PowerPoint, Prezi, Podcast, Adobe Spark, or Research Paper (APA)

**100 points**

**My commitment to cultivating an antiracist classroom**

At Framingham State University, faculty, staff, and students work together to sustain learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historical practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work. Diversity of voices, and minds, strengthen our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone's potential.

**College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to *FSU Graduate Catalog, Student Conduct section, page 7 at:* [*http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf*](http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf)**.**

**Research/ Library Access**

Additional supporting information can be researched at the Framingham State University Online Library. Just login into your FSU My Campus account and go to the tab that says Library.Go to: My Framingham; Click on the **Library tab;** Choose Books, Articles, or Key E-resources.

**Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as necessary to ensure that its programs and activities do not discriminate or have the effect of discriminating based on disability. Academic Support serves students with learning and psychiatric disabilities and those with visual, mobility, and hearing impairments. For further information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academicsuccess-and-advising> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or [lbridges@framingham.edu](mailto:lbridges@framingham.edu)

**Copyright**

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course unless otherwise specified by the instructor or owner of the material.