**COMMUNITY SCHOOLS CONNECT!**

**SEL and Academic Progress**

**Activity/Program Planner**

*If you have a great planning format, this is a resource to check the standards alignment.*

**Planner for Extended Day Enriched Learning**

Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Schedule: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Resources:**

**Outcomes**

**SOCIAL EMOTIONAL LEARNING (SEL)**

Which SEL competencies do you strengthen?

\_\_empathy \_\_self-concept \_\_collaboration \_\_problem-solving \_\_persistence

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACADEMIC OUTCOMES**

What kinds of skills will students strengthen?

\_\_math \_\_reading \_\_writing \_\_critical thinking \_\_creativity

\_\_planning \_\_presentation \_\_art making \_\_ science \_\_social studies.

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Week-to-Week Plan**

This chart includes a ten-week sequence.

Add or remove weeks based on your schedule.

**Overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week 1 Focus** | **Week 2 Focus** | **Week 3 Focus** | **Week 4 Focus** | **Week 5 Focus** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week 6 Focus** | **Week 7 Focus** | **Week 8 Focus** | **Week 9 Focus** | **Week 10 Focus** |
|  |  |  |  |  |

**WEEKLY PLANS**

|  |  |  |
| --- | --- | --- |
| **FOCUS** | **Objectives** Students will know and be able to do… | **Activities** |
| Week 1  Focus: |  |  |
| Week 2  Focus: |  |  |
| Week 3  Focus: |  |  |
| Week 4  Focus: |  |  |
| Week 5  Focus: |  |  |
| Week 6: Focus |  |  |

***Add more weeks as needed.***

**Last Weeks (1 or 2 weeks at end of program)**

*Students will culminate the program with….*

\_\_performance \_\_exhibit \_\_demonstration of techniques \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assess to Advance**

**Daily Assessment:**

\_\_summary—what did we learn?

\_\_self-assessment (what did I learn; how well did I work)

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Weekly Assessment:**

\_\_students summarize learning in “learning log”

\_\_students demonstrate for group

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comprehensive Assessments that Also Share and Celebrate the Learning:**

\_\_students complete a part of a “Smart Guide”—explaining what they learned in a

Format that others can use.

\_\_performance

\_\_display (bulletin board or web-site)

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Check the standards your program incorporates.***

**READING**

\_\_“read” carefully—thinking about what you read. (CCSSR1)

\_\_dramatize a story (CCSSR2—theme; CCSSR3—sequence, relationships and cause-effect)

\_\_illustrate a story/history (CCSSR2—theme; CCSSR3—sequence, relationships, cause-effect)

\_\_turn a story into a “graphic” story/cartoon (CCSSR2—theme; CCSSR5—author’s techniques)

**WRITING**

\_\_communicate ideas with examples in a poem, story, play, article (CCSSW4)

\_\_draw a picture, design a symbol, create an exhibit! (CCSSW2)

\_\_ support a position in a poster, poem, story, play, speech, debate … (CCSSW1)

**MATH**

\_\_1. Make sense of problems and persevere in solving them.

\_\_ 6. Attend to precision.

**STEM—Next Generation Science and Engineering practices**

*This is what scientists and engineers do.*

\_\_1. Asking questions (for science) and defining problems (for engineering)

\_\_2. Developing and using models

\_\_3. Planning and carrying out investigations

\_\_4. Analyzing and interpreting data

\_\_5. Using mathematics and computational thinking

\_\_6. Constructing explanations (for science) and designing solutions (for

engineering)

**ARTS National Anchor Standards**

Responding

\_\_7. Perceive and analyze artistic work.

\_\_8. Interpret intent and meaning in artistic work.

\_\_9. Apply criteria to evaluate artistic work.

Connecting

\_\_10. Synthesize and relate knowledge and personal experiences to make art.

\_\_11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Presenting/Producing

\_\_4. Select, analyze, and interpret artistic work for presentation.

\_\_5. Develop and refine artistic techniques and work for presentation.

\_\_6. Convey meaning through the presentation of artistic work