

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

Focus!

Plan

Expand Progress 

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