**Social-Emotional Learning in the Curriculum**

*Incorporating social-emotional learning in school does not necessarily mean that a new social skills curriculum needs to be implemented. Instead, it can (and should) be brought into pre-existing lessons, such as through literature read in English class or in social studies. An example is provided below.*

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| **Content Standard** | **Pre-existing Lesson** | **Social-Emotional Learning Tie-In** |
| Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  *(Grades 9-10, Common Core State Standards, English Language Arts, Reading Standards for Literature)* | Students are reading Romeo and Juliet, and the class is discussing how the characters interact with one another throughout the play. | When leading the class discussion, the teacher can engage students in topics such as:   * How the characters must have felt in the different situations *(e.g. “How do you think Juliet felt when discovering that Romeo had died?”)* * What might have caused or motivated the characters to act in particular ways *(e.g. “What happened that caused Romeo to kill Tybalt?”)* * What characters may have been thinking at certain points in the story *(e.g. “What was going through Romeo’s head when he discovered that Juliet was a Capulet?”)* * Alternative actions or decisions that characters ought to have pursued *(e.g. “Instead of challenging Romeo to a duel, what are other options that Tybalt had?”)* * What consequences resulted from characters’ decisions in the story *(e.g. “Because Tybalt challenged Romeo to a duel, what happened? What might have happened if Tybalt chose another action instead?”)* |

**Action Planning**

*Choose a lesson that you currently teach to students. How can you tie in social-emotional learning? What questions can you ask students or what activities can you ask them to complete to help enhance these skills?*

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