Merrimack School District Essential Learning Competencies

School	MHS
Discipline	Social Emotional Learning
Course Title	N/A

Ouarter 1

Quarter 1			
Essential Learning	Links to the	Formative	Summative
Competencies	Rubrics/Standards/Competency	Assessments	Assessments
Competencies 1. Self-Awareness. To include: Awareness of emotions, personal qualities and interests, strengths and limitations, and to demonstrate a sense of personal responsibility and advocacy.	Rubrics/Standards/Competency https://casel.org/core- competencies/	Assessments Informal and formal formal formative assessments will take place at the conclusion of: Homeroom activities Guidance Presentations	Assessments Self- assessment. Exit surveys Teacher Observation
2. Self-Management. To include: Understand and use strategies for managing emotions and behaviors constructively. Set, monitor, adapt, and evaluate goals to achieve success in school and life.	https://casel.org/core-competencies/	Informal and formal formal formative assessments will take place at the conclusion of: Homeroom activities Guidance Presentations	Self-assessment. Exit surveys Teacher Observation
3. Social Awareness To include: Awareness and consideration of other people's emotions, perspectives, and social cues. Exhibit civic responsibility in	https://casel.org/core- competencies/	Informal and formal formative assessments will take place at the conclusion of:	Self-assessment. Exit surveys Teacher Observation

multiple settings. Awareness and respect for human dignity, including culture and differences. Identify external and
respect for human dignity, including culture and differences. Identify external and activities Guidance Presentations
dignity, including culture and differences. Identify external and Guidance Presentations
culture and differences. Identify external and Guidance Presentations
culture and differences. Identify external and Guidance Presentations
differences. Identify external and Presentations
external and
community resources
and supports.
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To include: competencies/ formal assessment.
Positive formative
communication and assessments Exit survey
social skills to interact will take
effectively with place at the Teacher
others. Develop and conclusion Observation
maintain positive of:
relationships.
Demonstrate an Homeroom
ability to prevent, activities
manage, and/or
resolve interpersonal Guidance
conflicts in Presentations
constructive ways.
constructive ways.
5. Responsible https://casel.org/core- Informal and Self-
Decision-Making competencies/ formal assessment.
To include:
Consider and use assessments Exit survey
decision-making, place at the reacher
including ethical and conclusion Observation
safety factors, of:
personal and Homeroom
community activities
responsibilities, and
short-term and long- Guidance
term goals. Develop, Presentations
implement, and model
effective decision-
making skills to deal
making skills to deal
making skills to deal responsibly with

Quarter 2

Essential	Links to the	Formative	Summative
Learning	Rubrics/Standards/Competency	Assessments	Assessments
Competencies			
1.			

2.		
3.		
4.		
5.		
6.		

Quarter 3

Essential	Links to the	Formative	Summative
Learning	Rubrics/Standards/Competency	Assessments	Assessments
Competencies			
1.			
2.			
3.			
4.			
5.			
6.			

Quarter 4

Essential	Links to the	Formative	Summative
Learning	Rubrics/Standards/Competency	Assessments	Assessments
Competencies			
1.			
2.			
3.			
4.			
5.			
6.			