

Grade 7 - SE-8 Mental Wellness/ Social Emotional Skills 2020 Virginia SOLs

# Grade 7 Lesson Plan Social Emotional Learning Unit Summative Assessment

#### **Objectives/Goals**

- The student will identify and explain essential health concepts to understand personal health.
- Demonstrate how to influence others to make positive health choices. (Decision Making Skills)
- Differentiate between passive, aggressive, and assertive communication. Relationship Skills-Communication Skills

#### Material

- Summative packet
  - Directions
  - o Rubric
- Worksheets from the unit

#### **Procedure**

Step 1-Review the Types of Communication

Aggressive: I Win/You LosePassive: You Win/I lose

Passive-aggressive: I Lose/You Lose

Assertive: I Win/You Win

#### Step 2- Introduction to the Summative Assessment

- The summative assessment for this social-emotional learning unit is an autobiography that contains how the student demonstrates self and social-awareness, decision-making, and communication skills in their lives and how the SEL skills improve the quality of their lives (socially, personally, or academically). The book contains two pictures per chapter and a reflection at the end. Each chapter is no longer than one page.
- Chapter 1
  - Select one sub-component of Self-Awareness and give an example of how it improves the quality of life (socially, personally, or academically). Include two pictures.
- Chapter 2
  - Select one sub-component of Social-Awareness and give an example of how it improves the quality of life. (socially, personally, or academically). Include two pictures.
- Chapter 3
  - o Give an example of a healthy choice that was made using the decision-making model.
- Chapter 4.

		Give an example of when assertive communication was used and why it was a Win/Win	
•	Chapte O	Reflect on the Social Emotional Skills and how they benefit a teen.	
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#### Step 4- End of class assessment

- End of class review. Ask questions about all the content and skill taught in the unit.
- Exit ticket-How will these social emotional learning skills enhance your personal health?

#### **Assessment Idea**

- Formatively assess the students as they work on their autobiography.
- Students use green, red, and yellow circles as they prepare their book. Red up means they do not understand; yellow up means they need help; green means they understand and don't need help..

#### References

o SEL Competencies - CASEL.org

#### **Handout**

Chapter templates

Directions: Select one sub-component of Self-Awareness (Identifying emotions, Accurate self-perception, Recognizing strengths, Self-confidence, Self-efficacy) and give an example of how having this skill improves your quality of life (socially, personally, or academically). Include two pictures.

### **Chapter 1 - Self-Awareness**

Directions: Select one sub-component of Social-Awareness (Perspective taking, Empathy, Appreciating Diversity, Respect for others) and give an example of how having this skill improves your quality of life (socially, personally, or academically). Include two pictures.

### **Chapter 2 – Social Awareness**

Directions: Give an example of a healthy choice that was made using the decision-making model. Include two pictures.

### **Chapter 3 – Decision Making**

1. What is the problem?							
2. What is the decision to be made?							
3. What are the healthy options?							
	,						
Option	Pros	Cons	Decision (Choose one)				
Reflection: Did you make the right decision? Is it a healthy decision?							
How did this decision affect you	ur self/social-awareness,	or communication skills?					

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Directions: Give an example of when assertive communication was used. Explain why it was a Win/Win and why it was a better choice than the passive, passive-aggressive, and aggressive strategies.

### **Chapter 4 – Communication Skills**

Directions: Reflect on the Social Emotional Skills and how they benefit a teen.

### **Chapter 5 – Reflection**

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## Social Emotional Learning Rubric Chapter Book

Criteria	4	3	2	1	0
Chapter 1	The	The	The	The	Not enough
The student will	identification of	identification of	identification of	identification of	evidence to
identify and	how having Self-	how having Self-	how having Self-	how having Self-	score.
explain essential	awareness	awareness	awareness	awareness	
health concepts	improves your	improves your	improves your	improves your	
to understand	quality of life	quality of life	quality of life	quality of life	
personal health.	(socially,	(socially,	(socially,	(socially,	
(7.1)	personally, or	personally, or	personally, or	personally, or	
	academically) is	academically) is	academically)	academically) is	
	accurate.	mostly accurate.	has some	in accurate.	
			inaccuracies.		
Chapter 2	The	The	The	The	Not enough
The student will	identification of	identification of	identification	identification	evidence to
identify and	how having	how having	of how having	of how having	score.
explain essential	Social-	Social-	Social-	Social-	
health concepts	awareness	awareness	awareness	awareness	
to understand	improves your	improves your	improves your	improves your	
personal health.	quality of life	quality of life	quality of life	quality of life	
(7.1)	(socially,	(socially,	(socially,	(socially,	
	personally, or	personally, or	personally, or	personally, or	
	academically) is	academically) is	academically)	academically) is	
	accurate.	mostly accurate.	has some	in accurate.	
			inaccuracies.		
Chapter 3	The	The	The	The	Not enough
Demonstrate	demonstration	demonstration	demonstration	demonstration	evidence to
how to influence	of how to	of how to	of how to	of how to	score.
others to make	influence others	influence others	influence others	influence others	
positive health	to make a	to make a	to make a	to make a	
choices. (7.3m)	positive health	positive health	positive health	positive health	
	choice is	choice is mostly	choice has a few	choice is	
	accurate.	accurate.	inaccuracies.	inaccurate.	
Chapter 4	The difference	The difference	The difference	The difference	Not enough
Differentiate	between	between	between	between	evidence to
between	passive,	passive,	passive,	passive,	score.
passive,	aggressive, and	aggressive, and	aggressive, and	aggressive, and	
aggressive, and	assertive	assertive	assertive	assertive	
assertive	communication	communication	communication	communication	
communication.	is accurate.	is mostly	has some	is inaccurate.	
(7.1t)		accurate.	inaccuracies.		

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Chapter 4 Differentiate between passive, aggressive, and assertive communication. (7.1t)	The explanation of the win/win situation why it was the better choice is accurate.	The explanation of the win/win situation why it was the better choice is mostly accurate.	The explanation of the win/win situation why it was the better choice has some inaccuracies.	The explanation of the win/win situation why it was the better choice is inaccurate.	Not enough evidence to score.
		Total possible points-20	Actual points-	Score /20 =	
		Non standa	ard criteria	•	
Non-standard Criteria	4	3	2	1	0
Reflection	The reflection of the Social Emotional Skills and how they benefit a teen is accurate.	The reflection of the Social Emotional Skills and how they benefit a teen is accurate.	The reflection of the Social Emotional Skills and how they benefit a teen is accurate.	The reflection of the Social Emotional Skills and how they benefit a teen is accurate.	Not enough evidence to score
Pictures	The pictures accurately align with the chapter.	The alignment of the pictures to the chapter are mostly accurate.  Total possible points-8	The alignment of the pictures to the chapter have some inaccuracies.  Actual points-	The alignment of the pictures to the chapter are inaccurate.  Score /8 =	Not enough evidence to score

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