SEL Cycle A / Cycle B Proposal (2026-27 and 2027-28)

Grant Driver · Ferndale High School · Room 113 · SEL L1 (Blue 2nd) and SEL L2 (Gold 8th)
Drafted Mon Oct 19, 2026. Originally a draft proposal; see the status banner below. Nothing has been sent to anyone, and no calendar or summary file was edited. No student names or codes are used.

> **ADOPTED 10/19/26 (titles and details still open). Status of SEL blocks 6-11: adopted, working titles, to be revisited.** Grant will revisit the spring SEL topics, with a reminder set for Nov 2. The calendar and summary use the same block 6 and 11 titles ("Stop, Think, Choose", "My SEL Showcase"). Cycle B (section 3) remains PROPOSED in outline. Grant adopted the two-year Cycle A/B model and the spring topics on 10/19/26. That approves **decision 1** below. Unit and project titles are working titles. **Decisions 2-8 are still OPEN.** The SEL block 7-10 labels in `curriculum-calendar.md` and `curriculum-summary-2026-10-18.md` were updated on 10/19 with no date changes. The full 4-class plan is at `curriculum/two-year-spiral-plan.md`.
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> **Why this file exists.** SEL (like Transitions) is a 2-year spiral class with mixed first- and second-year students. **2026-27 = Cycle A**, **2027-28 = Cycle B**. Both cycles cover the same five CASEL areas, and Cycle B uses new lessons at a deeper level. The current `curriculum-calendar.md` and `curriculum-summary-2026-10-18.md` fill blocks 7-10 (Feb to mid-May) with "round 2" repeats of the fall units. That repeats Cycle A inside one year, so it is wrong. This file proposes **new, different Cycle A topics** for those same block slots. **The calendar stays as it is until Grant approves the topics.**

Framework: CASEL 5 (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making). Source: CASEL, "What Is the CASEL Framework?" https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/ (loaded 10/19/2026). The spring focus areas below are taken from the example skills CASEL lists for each competency.

What stays the same in every unit: - 80-minute SEL template: Check-in 10 · ORI Time 10 · Main 35 · Project 15 · Closing 10, with measurable mastery criteria. Half days (46 min) are light sessions. - L1 is about 2nd-grade reading, with emoji and picture supports and a predictable routine. L2 is about 5th-grade reading, with written reflection, sentence stems, and pair-share. - **Project vs. comic:** each unit has a **multi-week project that ends in student presentations**. The **Reset Comic** is a small once-a-week activity (about 10-15 minutes of the project block), not a unit project. - **ORI / Everyday Speech:** placeholders only. Grant has paused these, so no product lesson titles are listed or invented: `[ORI module: TBD, paused]` · `[Everyday Speech: TBD, paused]`. - Mixed cohorts: the L1/L2 notes include roles for second-year students (helper, model, or presenter).

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1. Fall 2026 (Cycle A), as already planned. No change.

Block	Unit	L1 Blue 2nd	L2 Gold 8th	Status
1	Foundations & Community	9/3, 9/8, 9/10, 9/14	9/4, 9/9, 9/11, 9/15	Taught (calendar-verified)
2	Self-Awareness: "Who Am I? Identity & Emotions Map"	Wed 9/16 - Tue 10/6	Thu 9/17 - Wed 10/7	Taught (calendar-verified)
3	Self-Management: "My Calm-Down Toolkit"	Thu 10/8 - Wed 10/28	Fri 10/9 - Thu 10/29	In progress (calendar-verified)
4	Social Awareness	Fri 10/30 - Fri 11/20	Mon 11/2 - Mon 11/23	Dates Grant-confirmed
5	Relationship Skills	Tue 11/24 - Wed 12/16	Wed 11/25 - Thu 12/17	Dates Grant-confirmed

Block	Unit	L1 Blue 2nd	L2 Gold 8th	Status
flex	Celebration / closing day	Fri 12/18	(no Gold class)	Grant-confirmed

Fall topics assumed here, so that spring does not repeat them: Block 2 covers identity, emotions, and strengths. Block 3 covers calming tools and coping self-talk. For Block 4 (Social Awareness), the working idea is reading others' feelings and empathy (the "Feelings Detective Casebook" idea in `team-ideas/curriculum.md`). For Block 5 (Relationship Skills), the working idea is friendship basics and communication: taking turns, listening, kind words. The Block 4 and 5 contents are not confirmed yet (see Needs Grant's decision #2).

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2. Jan-June 2027 (Cycle A, second half): new units, adopted, working titles, to be revisited

Same 8-session block slots and dates as `curriculum-calendar.md`. Only the **topics** change. Half-day counts (L1/L2) are from the curriculum summary.

Block	CASEL area	Unit (blocks 6-11: adopted, working titles, to be revisited)	L1 Blue 2nd	L2 Gold 8th	Notes
6	Responsible Decision-Making	**"Stop, Think, Choose"**	Tue 1/5 - Wed 2/3	Mon 1/4 - Tue 2/2	First RDM unit of the cycle. Spans MLK Day, Treaty Day, finals (Grant undecided), and semester break. 0/0 half days
7	Self-Awareness (2nd unit)	**"I Can Grow: Interests, Values & Growth Mindset"**	Fri 2/5 - Mon 3/1	Thu 2/4 - Fri 2/26	Replaces "Self-Awareness, round 2". 0/1 half day
8	Self-Management (2nd unit)	**"My Game Plan: Goals & Routines"**	Wed 3/3 - Tue 3/23	Tue 3/2 - Mon 3/22	Replaces "Self-Management, round 2". 1/0 half day (L1 opens on a half day)
9	Social Awareness (2nd unit)	**"Reading the Room: Places, People & Gratitude"**	Thu 3/25 - Wed 4/21	Wed 3/24 - Tue 4/20	Replaces "Social Awareness, round 2". Spans spring break 4/5-4/9. 1/1 half day
10	Relationship Skills (2nd unit)	**"Team Up & Work It Out"**	Fri 4/23 - Thu 5/13	Thu 4/22 - Wed 5/12	Replaces "Relationship Skills, round 2". 1/0 half day
11	All five (year-end)	**"My SEL Showcase": portfolio and showcase** (kept)	Mon 5/17 - Mon 6/7	Fri 5/14 - Fri 6/4	Kept from the calendar. Spans Memorial Day. 0/1 half day
flex	Closing day	Flex / celebration	Wed 6/9	Tue 6/8	Kept

Finals days (Blue 1/25, 1/26, 6/14, 6/15; Gold 1/27, 1/28, 6/10, 6/11) stay **"finals (Grant undecided)"**. Nothing in this proposal plans or assumes anything for them, and the showcase is not placed on a finals day.

Block 6: Responsible Decision-Making: "Stop, Think, Choose" 🛑🤔✅ (ADOPTED, WORKING TITLE, TO BE REVISITED)

- **Focus:** Use a simple choice routine (stop, list options, think about what happens next, choose, check) for safe, caring choices at school, at home, and online.

- **CASEL skills:** identifying solutions to problems; anticipating and evaluating consequences; considering safety.
- **Project, "Choice Path Game" 🎲 (multi-week, presented):** small groups design a board game. Each space is a scenario card with two choices that lead to different outcomes. The last sessions are a game-play showcase where each group presents its game and explains one "best choice" and why.
- **L1:** picture scenario cards with 2 choices, a 👍/👎 "good for me and others?" check, and a 3-step visual (🛑 Stop → 🤔 Think → ✅ Choose). Students draw or glue a game space. Second-years can be "game hosts."
- **L2:** a written 5-step choice routine, a consequences T-chart ("If I ___, then ___"), writing 3-4 scenario cards, and explaining the group's choices aloud.
- **Crosswalk:** builds on the Transitions Unit 1 four-step problem solving (10/13-10/15). Transitions Unit 3 (healthy choices) runs in the same weeks.
- `[ORI module: TBD, paused]` · `[Everyday Speech: TBD, paused]`

Block 7: Self-Awareness: "I Can Grow: Interests, Values & Growth Mindset" 🌱 (ADOPTED, WORKING TITLE, TO BE REVISITED)

- **Focus:** Move from who I am (fall) to what I care about and how I grow: interests, values, "not yet" thinking, and self-efficacy.
- **CASEL skills:** growth mindset; developing interests and a sense of purpose; linking feelings, values, and thoughts; experiencing self-efficacy.
- **Project, "My Growth Story" art piece 🎨 (multi-week, presented):** a "Then → Now → Next" triptych (3 panels on one board) showing something I couldn't do before, what I can do now, and what I'm working on next. It ends with an Author's Chair / gallery presentation. It is a different format from the weekly Reset Comic.
- **L1:** interest picture sort (❤️ like / 😐 okay / 👎 not for me), a "Not yet ➜ Yet!" emoji card, and a dictated or traced caption for each panel. Second-years can model with their own growth example.
- **L2:** a values ranking card, reframing stems ("I can't ___ yet, but I can ___"), and a short written artist statement read aloud.
- **Crosswalk:** Transitions Unit 4 (Employment: identifying interests) starts 2/16-2/17, so interest work can carry over. It deliberately avoids repeating the fall Identity Map strengths star and the Transitions Unit 1 strengths poster.
- `[ORI module: TBD, paused]` · `[Everyday Speech: TBD, paused]`

Block 8: Self-Management: "My Game Plan: Goals & Routines" 🗓️ (ADOPTED, WORKING TITLE, TO BE REVISITED)

- **Focus:** Set one small personal goal, plan the steps, build a routine that helps, and track it, instead of calming down in the moment (fall).
- **CASEL skills:** setting personal goals; planning and organizational skills; self-discipline and self-motivation; taking initiative.
- **Project, "My Game Plan Board + Tracker" 📈 (multi-week, presented):** each student picks one goal (for example, a morning routine step, an organization habit, or a skill), builds a visual routine board, and tracks it for about 2 weeks. The last session is a presentation: "My goal, my plan, how it went, what I'll change."
- **L1:** picture routine cards (first/next/then), a 1-step goal with a ⭐ sticker tracker, and a 👍/👎 daily check. Presentation = point to the board and say one sentence.
- **L2:** a simple goal frame (I will ___ by ___; my steps are ___), a tracker graph, a mid-point "what's getting in the way?" reflection, and a short presentation with 3 talking points.

- **Crosswalk:** Transitions Unit 2's "My Clean-Up Routine" and the Unit 1 goal boards. This unit is about routines students choose, not chores.
- `[ORI module: TBD, paused]` · `[Everyday Speech: TBD, paused]`

Block 9: Social Awareness: "Reading the Room: Places, People & Gratitude" 🏫🛒🙏 (ADOPTED, WORKING TITLE, TO BE REVISITED)

- **Focus:** Notice what different places expect (classroom, hallway, store, work site), recognize strengths and helpers in others, and practice gratitude. The fall unit was about reading one person's feelings.
- **CASEL skills:** recognizing situational demands; identifying social norms; recognizing strengths in others; expressing gratitude; recognizing school and community supports.
- **Project, "Kindness & Gratitude Gallery" 🖼️ (multi-week, presented):** students make a class gallery. Each student makes a "Places guide" page (what's expected here and why) and a gratitude piece for a helper or classmate. It ends with a gallery walk where each student presents one piece. Whether pieces are given to school staff is Grant's call.
- **L1:** photo/icon sort "Where am I? What do I do?" (🔊 loud / 🤫 quiet; 🏃 move / 🪑 sit), a "thank-you" sentence frame with a picture, and choosing a helper from photo cards.
- **L2:** a compare chart for 3 settings (expected vs. unexpected), a written "strength I see in ___" card for a peer, and a short gratitude note.
- **Crosswalk:** Transitions Unit 4 (soft skills) and Unit 6 (public etiquette, from 5/10-5/11). The spring break split (4/5-4/9) falls mid-unit, so session 5 starts with a recap.
- `[ORI module: TBD, paused]` · `[Everyday Speech: TBD, paused]`

Block 10: Relationship Skills: "Team Up & Work It Out" 🤝🧩 (ADOPTED, WORKING TITLE, TO BE REVISITED)

- **Focus:** Work as a team, solve conflicts fairly, handle peer pressure ("No, thanks"), and ask for or offer help. The fall unit was about friendship basics and communication.
- **CASEL skills:** teamwork and collaborative problem-solving; resolving conflicts constructively; resisting negative social pressure; seeking or offering help.
- **Project, "Team Build Challenge + Class Mural" 🧱 (multi-week, presented):** small teams plan and build one shared art piece (a mural section or a group sculpture), each member in a job role. Teams present: "What we made, how we shared jobs, one problem we fixed together."
- **L1:** job-role picture cards (🖌️ painter, ✂️ cutter, 🗣️ presenter), a "Fair fix" picture choice (take turns, share, ask an adult), and a "No, thanks" practice with a visual script. Second-years can act as team captains.
- **L2:** a team plan sheet, a conflict-resolution script (I feel ___ when ___; can we ___?), peer-pressure role-plays, and a written team reflection.
- **Crosswalk:** Transitions Unit 5 (Financial Literacy) runs at the same time. This unit avoids cooking-lab tie-ins because Grant handles Fridays.
- `[ORI module: TBD, paused]` · `[Everyday Speech: TBD, paused]`

Block 11: "My SEL Showcase": portfolio and showcase 🏆 (ADOPTED, WORKING TITLE, TO BE REVISITED)

- **Focus:** Look back on all five CASEL areas, pick best work, and present growth.
- **Project, "My SEL Portfolio Showcase" (multi-week, presented):** students pick 1 artifact per CASEL area (Identity Map, Calm-Down Toolkit, Choice Path Game, Growth Story, Game Plan, gallery piece, team build) and file them in the Showcase Binder. It ends with presentations to the class or invited guests, which are Grant's call.

- **L1:** choose from photo thumbnails of their own work, an emoji "I'm proud of" card, and a 1-2 sentence spoken or AAC presentation.
- **L2:** a one-page reflection per area ("I learned ___; I can now ___"), plus a 3-minute presentation. Second-years can preview what Cycle B looks like next year.
- `[ORI module: TBD, paused]` · `[Everyday Speech: TBD, paused]`

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3. Cycle B (2027-28): one-line outline per CASEL area (PROPOSED, deeper level and new lessons)

- **Self-Awareness:** "Knowing and Explaining Me": disability awareness and how to explain my needs, identity across settings, and values-based purpose (links to student-led IEP prep in Transitions Year B).
- **Self-Management:** "Managing Real-Life Stress": stress at work and during transitions, self-monitoring without prompts, and long-term goals with a self-made tracker.
- **Social Awareness:** "Seeing Other Perspectives": perspective-taking across cultures and backgrounds, workplace and community norms, and empathy in action (a class service project).
- **Relationship Skills:** "Healthy Relationships & Boundaries": healthy vs. unhealthy relationships, setting and respecting boundaries, workplace communication, and leadership in groups.
- **Responsible Decision-Making:** "Big Decisions": digital and online safety, money choices, judging information and sources, and how choices affect family and community.
- **Year-end (Cycle B):** a showcase again, with second-year students presenting a 2-year growth portfolio.

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4. Not affected

- **Transitions Unit 2 build-ahead is unaffected.** It is Transitions, not SEL: L1 10/30-12/18 and L2 11/2-12/17, Fridays Grant-handled. Its files in `plans/ahead/unit2/` and `curriculum/unit-2-independent-living.md` need no change.
- The fall SEL blocks 1-5, all block dates, Fridays (SEL meets on its color's Fridays; Transitions Fridays stay "cooking lab / outing (Grant handles)"), and finals ("Grant undecided") are unchanged.

5. Needs Grant's decision (1 approved 10/19/26; 2-8 still OPEN)

1. ✅ **APPROVED 10/19/26: the Cycle A/B model and the spring topics.** (Done 10/19: the calendar and summary labels were updated.) Original item: **Approve, or change, the spring topics** for blocks 6-10 above. After approval, the block 7-10 labels in `curriculum-calendar.md` and the summary get replaced (they still say "round 2").
2. **Fall Block 4 and 5 content:** confirm the working focus (Social Awareness = reading feelings and empathy; Relationship Skills = friendship basics and communication). Spring is designed not to overlap with it.
3. **Responsible Decision-Making gets only one Cycle A unit** (Block 6) because blocks 7-10 hold the other four second units. Options: (a) keep it at one unit and go deeper in Cycle B, (b) add an RDM capstone inside Block 11, or (c) swap one spring block for a second RDM unit.
4. **Last year's content for second-year students:** what did they do in SEL in 2025-26? If any of it matches a Cycle B idea above, the outline should change.
5. **Weekly Reset Comic in spring:** keep it as the small once-a-week activity, swap in a different weekly art routine, or drop it after the toolkit unit.
6. **Showcase audience and gratitude pieces:** class only, or invited guests or school staff (Blocks 9 and 11)?

7. **Unit and project titles:** keep these working titles, or rename them in Grant's own words.
8. (Paused, not blocking: ORI module and Everyday Speech titles stay placeholders until Grant brings them back.)