



# CROSS-CURRICULAR SOCIAL AND EMOTIONAL LEARNING OVERVIEW

Fine Arts, Health Education,  
and Physical Education

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## **SOCIAL AND EMOTIONAL LEARNING OVERVIEW**

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL interventions that address the Collaborative for Academic, Social, and Emotional Learning's (CASEL) 's five core competencies increased students' academic performance by eleven percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school. Studies also show decreases in dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.

SEL is a part of health education. It plays a critical role in health literacy and educating the whole child. Health education emphasizes skill development. The skills are developed through the exploration of six core concept areas. Health education programs are trauma sensitive and inclusive of all health issues affecting the youth they serve.

Fine Arts and Art Integration educational programs develop SEL competence. With intention and support, educators can target and improve SEL competence through the action, reflection, and contribution experiences of arts learning. In creative classrooms (fine arts and arts integrated classrooms), students and teachers build SEL competence through the four artistic processes (creating, presenting/performing/producing, responding, and connecting) in dance, media arts, music, theatre, and visual art teaching and learning.

SEL in Physical Education provides opportunities for the foundational practice of the SE core competency standards. The knowledge, skills, and confidence learned in a physical education classroom not only allow students to enjoy a lifetime of physical activity, but also allow students to learn and refine social and emotional skills.

This document serves as a resource to help local school systems, schools, and educators expand and support SEL opportunities.

This document briefly identifies some of the alignments made between CASEL's SEL competencies and related skills with the Maryland Fine Arts, Health, and Physical Education standards. This document serves as a resource to help schools and local school systems develop specific guidance that incorporates their own policies, standards, or guidance for SEL. This document is not intended to be exhaustive, and additional alignments may be made with other standards and outcomes.

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## FINE ARTS, HEALTH EDUCATION AND PHYSICAL EDUCATION SEL CROSSWALK

### Core Competency: Self-Awareness

Related Skills	Fine Arts Anchor Standards PK-12	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Identifying Emotions	Standard 8: Interpret intent and meaning in artistic work.	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health including mental and emotional health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Accurate Self-Perception	Standard 10: Synthesize and relate knowledge and personal experiences to make art.	Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Recognizing Strengths	Standard 4: Select, analyze, and interpret artistic work for presentation.	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health including mental and emotional health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Self-confidence	Standard 6: Convey meaning through the presentation of artistic work.	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health including mental and emotional health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Self-efficacy	Standard 9: Apply criteria to evaluate artistic work.	Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

## Core Competency: Self-Management

Related Skills	Fine Arts Anchor Standards PK-12	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Impulse Control	Standard 3: Refine and complete artistic work.	Standard 7 Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Stress Management	Standard 1: Generate and conceptualize artistic ideas and work.	Standard 1f: Students will comprehend concepts related to health promotion and disease prevention to enhance health including disease prevention and control.	Standard 3: Students shall demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Self-Discipline	Standard 5: Develop and refine artistic techniques and work for presentation.	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health including mental and emotional health.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Self-Motivation	Standard 4: Select, analyze and interpret artistic work for presentation.	Standard 1b: Students will comprehend concepts related to health promotion and disease prevention to enhance health including substance abuse prevention.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Goal Setting	Standard 9: Apply criteria to evaluate artistic work.	Standard 6 Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.	Standard 3: Students shall demonstrate the knowledge and skills to achieve and maintain health-enhancing level of physical activity and fitness.
Organizational Skills	Standard 2: Organize and develop artistic ideas and work.	Standard 7 Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Standard 2: Students shall apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

## Core Copetency: Social Awareness

Related Skills	Fine Arts Anchor Standards PK-12	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Perspective-taking	Standard 8: Interpret intent and meaning in artistic work.	Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Empathy	Standard 6: Convey meaning through the presentation of artistic work.	Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Appreciating diversity	Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Standard 1c: Students will comprehend concepts related to health promotion and disease prevention to enhance health including family life and human sexuality.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Respect for others	Standard 9: Apply criteria to evaluate artistic work.	Standard 1d: Students will comprehend concepts related to health promotion and disease prevention to enhance health including safety and violence prevention.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.

## Core Competency: Relationship Skills

Related Skills	Fine Arts Anchor Standards PK-12	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Communication	Standard 6: Convey meaning through the presentation of artistic work.	Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Social Engagement	Standard 4: Select, analyze and interpret artistic work for presentation.	Standard 1a: Students will comprehend concepts related to health promotion and disease prevention to enhance health including mental and emotional health.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Relationship-building	Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Standard 1c: Students will comprehend concepts related to health promotion and disease prevention to enhance health including family life and human sexuality.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Teamwork	Standard 5: Develop and refine artistic techniques and work for presentation.	Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.

## Core Competency: Responsible-Decision Making

Related Skills	Fine Arts Anchor Standards PK-12	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Identifying problems	Standard 1: Generate and conceptualize artistic ideas and work.	Standard 1b: Students will comprehend concepts related to health promotion and disease prevention to enhance health including substance abuse prevention.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Analyzing situations	Standard 2: Organize and develop artistic ideas and work.	Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Standard 2: Students shall apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Solving problems	Standard 3: Refine and complete artistic work.	Standard 5 Decision-Making: Students will demonstrate the ability to use decision-making skills to enhance health.	Standard 2: Students shall apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Evaluating	Standard 9: Apply criteria to evaluate artistic work.	Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.	Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
Reflecting	Standard 3: Refine and complete artistic work.	Standard 7 Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.
Ethical responsibility	Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.



## Fine Arts

### Pre-Kindergarten-12th Grade

**Arts learning builds SEL competence. Arts-learning develops SEL competencies. With intention and support, educators can target and improve SEL competence for entire school communities.**

Arts-learning develops SEL competencies. With intention and support, educators can target and improve SEL competence for entire school communities. Integrating SEL into arts education programming and integrating the arts into non-arts subjects are researched strategies to impact positive student outcomes, improve school climate, and promote student achievement.

In creative classrooms students and teachers build SEL competence through the processes of creating, presenting/performing/producing, responding and connecting.



# DANCE

## Overview

**Dance is an art form that uses movement to communicate meaning about the human experience.**

Education in the art of dance develops the knowledge and skills required to create, perform, and understand movement as a means of artistic communication. A comprehensive dance education includes improvisation, technique, choreography, performance, observation, and analysis.



# DANCE

## Arts Experiences in Dance

### Action

- Personal and collaborative group goal setting
- Identifying personal success criteria
- Perform choreography, complete or incomplete, for feedback

### Reflection

- Self-assessment in aesthetic and expressive decision-making
- Time management and decision-making skills

### Contribution

- Sharing student voice to convey personal feelings and experiences with the community
- Demonstrate acceptance and respect for others' ideas and feelings

### Elementary Dance Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
<b>Self-Awareness</b>	Express individual ideas and feelings through the creative process.	Foster an environment that allows students to recognize their strengths and build self-confidence.
<b>Self-Management</b>	Set goals and demonstrate self-motivation and self-discipline as they work towards project completion.	Guide students through goal setting and provide opportunities for checkpoints and formative assessment.
<b>Responsible Decision-Making</b>	Make choices that are respectful and safe for others.	Monitor and guide students to make decisions that foster well-being for all.
<b>Relationship Skills</b>	Share ideas with others; students learn acceptance, respect, teamwork and cooperation.	Create a brave space for self-expression, as well as develop a sense of community within the classroom.
<b>Social Awareness</b>	Develop and demonstrate empathy for others during the compositional process.	Develop a classroom culture of respect and value for students' diverse backgrounds.

For elementary and secondary examples for Dance, please download **Social-Emotional Learning through the Arts** by the network of Maryland Fine Arts Supervisors at [MSDE Fine Arts Office - Statewide Arts Resources](#).



# MEDIA ARTS

## Overview

**Media Arts is a technology-driven art form that satisfies the human need to tell stories and explore ideas through communications, technologies, and digital formats.**

Media Arts allows students to focus their use of technology to express themselves, make artistic decisions, and work with others to create a shared vision.

Anchor Standards 1, 2, 3, and 4 also help students develop these competencies, while students envision their projects, organize their ideas, prototype and test their productions, and analyze and interpret their work and the work of their peers. The other Anchor Standards come into the project when students reflect on their learning, evaluate their products, and develop plans for revision. When they analyze the work of others, they learn to apply the criteria they've used in their own productions and respond appropriately when asked to evaluate the work of others, including their peers.



## MEDIA ARTS

### Arts Experiences in Media Arts

#### Action

- Instead of artistic/media challenges being given to students, students propose personal directions in media creation, develop the plan, gather and execute the actions, then return for critique. The brainstorming through this process is deeper as it requires students to think past the "show my result" thought process and into the idea generation prior to even knowing how to reach the end result.

#### Reflection

- Positive and formative discussions of work and project creation lead to personal reflections and expression of experience/empathy; also allows for teaching of peers.

#### Contribution

- Creating expressive content for an existing need; develops understanding of "global picture" and the importance of the sum of all the parts; builds self-esteem, time management, and expression skills; examples - building media for the school or community.

#### Media Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
<b>Self-Awareness</b>	Work in a collaborative group on a project. Acknowledge the feelings to not "shut down" and express your thoughts.	Design projects that allow students to focus on their own emotions and provide prompts for individual reflections in student journals or sketchbooks, vlogs.
<b>Self-Management</b>	Work through conflict during collaboration and frustration in learning new tools.	Break down a larger project into parts with separate deadlines. Monitor group work to groups that may be "stuck." Help them stay organized with Google Drive folders, etc. Have a variety of checklists, rubrics, schedules as tools students can choose that best support their individual and group work.
<b>Responsible Decision-Making</b>	Use appropriate tool selection for a given project, developing possible solutions to production issues, using media appropriately (especially copyright materials), and listening to peer and teacher feedback and deciding how to implement that feedback in their projects. Production choices should create the best possible product.	Give opportunities to work through common production issues (too little/too much light, wind/capturing sound), allow students to reflect on their projects and receive constructive feedback, and give feedback during a production for students to make adjustments.
<b>Relationship Skills</b>	Understand the importance and responsibility as part of a production team, keeping in communication to make sure production guidelines are met, and problem solving to work through a conflict.	Take time at the beginning of the year to cover elements of productive teams. During group projects, make sure each member of the group has a production role. Coach teams when there is conflict, and scaffold collaborative experiences with feedback and reflection.
<b>Social Awareness</b>	Use an inclusive lens in their project group and are culturally-competent when developing scripts and casting projects.	Develop a documentary project. Allow time for students to learn about each other before starting group projects.

For elementary and secondary examples for Media Arts, please download **Social-Emotional Learning through the Arts** by the network of Maryland Fine Arts Supervisors at [MSDE Fine Arts Office - Statewide Arts Resources](#).



# MUSIC

## Overview

**Music is an aural art form that satisfies the human need to respond to life experiences through singing, listening and/or playing an instrument.**

Music education can also support the social emotional competencies. Learning to play/sing and preparing for performance requires discipline and self-management. Creating and sharing lyrics and original music convey emotions and develop self-awareness. Learning to critique music and articulate emotional responses require responsible decision-making.

Teachers are able to promote communication and collaboration, provide opportunities to build relationships and practice interpersonal skills, and held students to become educated consumers of music. A student who has developed their technical skills in music and a firm foundation in the social emotional competencies is well prepared for future life experiences in a global society.

## MUSIC

Through performing, responding and connecting music students develop skills requiring self-discipline, enabling creativity, reflection and collaboration, and provide safe environments for relationship building. Music also strongly supports [Music, Anchor Standard 11](#). Therefore, students can create understandings through musical performances that support improved educational performance, learning and development.

### Arts Experiences in Music

#### Action

- Students perform in ensembles requiring creativity and collaboration. Students create and share their original music which conveys emotions and develops self-awareness.
- Students prepare for performances through rehearsal and practice requiring self-awareness and self-management.
- Students discuss feelings of nervousness and anxiety, developing strategies for understanding and managing performance anxieties.
- Students research the music from various cultures, genres, composers, as well as its social and historical context.

#### Reflection

- Students reflect on feelings of excitement and nervousness, how it manifests and impacts performance ability.
- Students receive and reflect on feedback from teachers and peers.

#### Contribution

- Students develop a sense of self within the context of their school, family, and community.
- Students perform individually and within groups contributing to the success of performance.
- Students develop a world view using music as a vehicle for social action and change.

### Music Students Demonstrates SEL Competencies When:

SEL Competency	Students	Teachers
<b>Self-Awareness</b>	Understand the role of an individual in an ensemble and recognize the self-discipline and responsibility it takes to be a member of the ensemble and perform repertoire.	Provide a brave space for students to freely share stories through class discussions and their artistic products.
<b>Self-Management</b>	Cultivate purposeful and focused goals for improved skills and coping with performance anxiety.	Provide strategies to help manage emotions when performing in front of an audience.
<b>Responsible Decision-Making</b>	Utilize problem-solving skills when practicing difficult passages and refining performances.	Assist students with refining presentation while establishing social norms.
<b>Relationship Skills</b>	Draw similarities of life experiences represented by artistic works exploring Big Ideas.	Encourage students to share cultural experiences that impact identity.
<b>Social Awareness</b>	Develop listening skills, the ability to provide constructive feedback as well as receive feedback from others.	Model language that is supportive and non-biased.

For general, instrumental and vocal examples for Music, please download **Social-Emotional Learning through the Arts** by the network of Maryland Fine Arts Supervisors at [MSDE Fine Arts Office - Statewide Arts Resources](#).



# THEATRE

## Overview

**Theatre is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.**

Theatre is an inherently self-reflective and collaborative art form that requires the artists to present the experience of a real or imagined event. Because of its collaborative nature and the emotional understanding needed to portray real or imagined characters, theatrical skills are closely tied to SEL competencies.



# THEATRE

Through **creating, responding, and connecting**, theatre students are constantly challenged to collaborate as an ensemble, analyze character traits and actions, and develop positive working relationships both on and off the stage ([Theatre, Anchor Standard 2](#)).

## Arts Experiences in Theatre

### Action

- Students engage in theatre games and warm ups that build concentration, collaboration, and critical thinking skills.
- Students analyze characters, social, and historical contexts to accurately portray a narrative.
- Ensembles collaborate to successfully create devised or scripted drama/theatrical experiences.

### Reflection

- Students reflect on successes and challenges in theatre games and warm ups to build strategies that enhance concentration, collaboration, and critical thinking skills.
- Teacher leads a conversation about the skills needed to work as a successful ensemble.

### Contribution

- Students share reflections (verbally or in writing) on strategies they use to collaborate when creating a theatrical experience.
- Students present drama/theatrical performances that accurately reflect character in a cultural, social, or historical context.

### Theatre Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
<b>Self-Awareness</b>	Think creatively to implement ideas on how to define a character with voice and body.	Engage students in inquiry about their personal experiences that will inform choices in creating a character.
<b>Self-Management</b>	Remain focused and demonstrate flexibility during a guided or scripted drama/theatrical experience.	Engage students in theatrical games and warm-ups designed to strengthen concentration and improvisation skills.
<b>Responsible Decision-Making</b>	Demonstrate an understanding of the importance of their contribution to the success of the group in a theatrical performance.	Guide students to understand that their individual decisions affect the success of the entire ensemble.
<b>Relationship Skills</b>	Collaborate with others and work effectively in a diverse team to develop a guided or scripted drama/theatrical experience.	Foster a sense of community within the creative ensemble.
<b>Social Awareness</b>	Observe closely and react appropriately to the actions of scene partners and members of the ensemble.	Model and encourage students to effectively observe social cues to demonstrate appropriate reactions.

For elementary and secondary examples for Theatre, please download **Social-Emotional Learning through the Arts** by the network of Maryland Fine Arts Supervisors [MSDE Fine Arts Office - Statewide Arts Resources](#).



# VISUAL ART

## Overview

**Visual Art is a spatial art form that satisfies the human need to respond, to life experiences through images, structures, and tactile works.**

Through creating, responding, connecting and presenting, art connects us to our past, helps us to express and interpret the feelings and ideas of the present, and leads the way to an imagined future. By exploring and developing skill in the use of different medium, students will develop confidence in their ability to conceive, respond and develop new artistic ideas and work that express their authentic voice.

## VISUAL ART

Through the study and making of Visual Art, students learn to construct, create, decode, describe, and communicate. Art Education helps students develop the attitudes, characteristics and intellectual skills required to participate in today’s society ([Visual Art, Anchor Standard 8](#)).

### Arts Experiences in Visual Arts

#### Action

- Visual Journal Responses.
- Exploring different mediums and concepts.
- Document their surroundings through observation and experimentation.
- Create artworks that convey personal ideas.

#### Reflection

- Respond Aesthetically.
- Analyze and develop an awareness of visual qualities in artworks and the environment.
- Through peer conversation and critique students will develop a deeper understanding of how the arts convey meaning.

#### Contribution

- Present artistic work: through the practice of analyzing and discussing the qualities, context, and purpose of artwork, students develop the ability to interpret and curate artistic work for presentation.
- Participate in art criticism utilizing questioning, active listening and empathetic response with peers.

### Visual Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
<b>Self-Awareness</b>	Relate artistic ideas and artwork with personal meaning and external content. Synthesize knowledge and personal experiences to make art.	Instruct on a range of studio mentors and methods that connect practice and intention.
<b>Self-Management</b>	Communicate artistic intentions through visual, verbal, and written presentation of work.	Model and facilitate studio habits and brainstorming practices.
<b>Responsible Decision-Making</b>	Select materials and techniques that reflect artistic intentions.	Model and provide a range of materials and techniques studio practices.
<b>Relationship Skills</b>	Respond to and provide productive feedback to others on artistic intentions and effectiveness of visual communication.	Model and facilitate productive criticism conversations and feedback.
<b>Social Awareness</b>	Gain an appreciation for the role that art plays in our lives and the contributions that artists and artisans have made to cultural heritage and demonstrating an understanding of others.	Instruct on a range of historical, contemporary and cultural studio mentors and methods.

For elementary and secondary examples for Visual Art, please download **Social-Emotional Learning through the Arts** by the network of Maryland Fine Arts Supervisors at [MSDE Fine Arts Office - Statewide Arts Resources](#).



# Health Education

## Pre-Kindergarten-12th grade

**Comprehensive Health Education focuses on a student's development of protective life skills that promote health and well-being. By participating in a variety of learning experiences, students are able to develop adaptive and positive behaviors that will equip them to meet the demands and challenges of everyday life.**

The Core Concepts of Maryland Comprehensive Health Education Standard 1 are Mental and Emotional Health, Substance Abuse Prevention, Family Life and Human Sexuality, Safety and Violence Prevention, Healthy Eating, and Disease Prevention and Control.

The Skills of Maryland Comprehensive Health Education Standards 2-8 are (2) Analyze Influences, (3) Access Valid and Reliable Information, (4) Interpersonal Communication, (5) Decision Making, (6) Goal-Setting, (7) Self-Management, and (8) Advocacy.

## HEALTH EDUCATION

Social-emotional learning (SEL) is integral to health education. It plays a critical role in health literacy and educating the whole child. Health education emphasizes skill development. The skills are developed through the exploration of core concepts. Health education programs are trauma-sensitive and inclusive of all health issues affecting the youth they serve. For detailed grade-level indicators refer to the [Maryland Framework for Comprehensive Health Education](#).

### Examples of Health Education Skills that Align with SEL

#### Elementary School

- Demonstrating healthy ways to express needs, wants, and feelings
- Identifying responsible personal health behaviors
- Identifying resources, including trusted adults, to assist in achieving a personal health goal

#### Middle School

- Applying effective verbal and nonverbal communication skills to enhance health
- Demonstrating how to ask for assistance to enhance the health of self and others
- Demonstrating how to influence and support others to make positive health choices

#### High School

- Using refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks
- Implementing strategies and monitoring progress in achieving a personal health goal
- Analyzing the role of individual responsibility in enhancing health
- Developing a health goal that addresses strengths, needs, and risks

### Student SEL Competencies are Developed in Health Education When:

SEL Competency	Students	Teachers
<b>Self-Awareness</b>	Identify and make connections with their own emotions; recognize the impact environment, personal choices, and self-reflection have on health behaviors and outcomes.	Build personal competence, social competence, and self-efficacy through skill development.
<b>Self-Management</b>	Practice stress-relieving and health-enhancing behaviors including deep breathing, mindfulness, journaling, reflection, etc.	Develop performance-based assessments that are relevant and meaningful to students.
<b>Responsible Decision-Making</b>	Analyze the role of bystander intervention in avoiding conflict and acting responsibly to help themselves and others.	Reinforce protective factors and increase accurate perceptions of personal risk.
<b>Relationship Skills</b>	Use effective interpersonal communication techniques such as I-messages, active listening, refusal skills, and negotiating.	Establish an environment that facilitates mutual respect among all students and the teacher.
<b>Social Awareness</b>	Students advocate for resisting bias, stereotypes, and misconceptions related to the core concepts (mental health, substance use and abuse, etc.).	Use Maryland data to reinforce positive behaviors and accurate perceptions of social norms, emphasizing that most youth engage in health-enhancing behaviors.

#### Additional Resources:

[Taylor & Francis Online – Social-Emotional Learning, Health Education Best Practices](#)



# Physical Education

## Pre-Kindergarten-12th grade

**The goal of physical education is to develop individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and benefits of involvement in various types of physical activity;
- Participates regularly in physical activity;
- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle.

## PHYSICAL EDUCATION

The knowledge, skills, and confidence learned in a physical education classroom not only allow students to enjoy a lifetime of physical activity but also allow students to learn and refine social and emotional skills. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), these social and emotional skills allow students to “integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges” (CASEL, 2019). For more information on what students should know and be able to do by grade level, please review the [Maryland Physical Education Framework: Pre-Kindergarten through 12<sup>th</sup> Grade](#).

### Examples of Physical Education Skills that Align with SEL

#### Elementary School

- Beginning to learn how to make decisions for the benefit of personal fitness and health
- Working well independently, cooperatively, and safely
- Identifying activities that bring confidence and challenge

#### Middle School

- Positive communication with peers in small and large-group activities.
- Learning how to develop and implement a plan for personal fitness and health
- Beginning to make decisions about implementing FITT independently
- Identifying the importance of positive social interaction in physical activities

#### High School

- Analyzing personalized physical activity plans and designing appropriate goals
- Assuming leadership roles in group settings while positively communicating with all classmates
- Identifying and evaluating the opportunity for positive social interaction
- Examining moral and ethical conduct
- Applying stress-management strategies

### Student SEL Competencies are Developed in Physical Education When:

SEL Competency	Students	Teachers
<b>Self-Awareness</b>	Explore physical activities for lifelong fitness and personal enjoyment.	Help students self-select physical activities for enjoyment and self-expression.
<b>Self-Management</b>	Manage emotions and actions while participating in individual and group activities.	Provide students with self-assessment opportunities.
<b>Responsible Decision-Making</b>	Utilize feedback to improve skills and performance.	Provide skill-specific feedback and give direction to help students analyze and solve problems.
<b>Relationship Skills</b>	Participate in activities that provide opportunities to practice teamwork and communication skills.	Fosters a positive classroom environment that encourages <i>all</i> students to treat each other with dignity and respect.
<b>Social Awareness</b>	Reflect on their role in supporting others to become physically literate.	Teach concepts that help students develop empathy, sportsmanship, and ethics in large and small-group activities.

#### Additional Resources:

[SHAPE America – What Health and Physical Educators Should Know](#)

[SHAPE America – Crosswalk for SHAPE & CASEL SEL Core Competencies](#)

## PHOTO CREDITS TABLE

SECTION	CREDIT
<b>Cover Page</b>	See chart below
<b>Fine Arts</b>	From Best of Maryland Arts Education Festival by Robyn Harold
<b>Dance, Overview</b>	From Best of Maryland Arts Education Festival by Robyn Harold
<b>Media Arts, Overview</b>	Kids in computer class with teacher by Ridofranz from Getty Images Pro
<b>Music, Overview</b>	From Best of Maryland Arts Education Festival by Robyn Harold
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<b>Health Education</b>	School girl writing in class, by Ridofranz from Getty Images Pro
<b>Physical Education</b>	Sports teacher and kids using digital tablet in basketball court by Wavebreakmedia, Getty Images

### RESOURCES

#### Social and Emotional Learning

[CASEL Core-Competencies](#)

#### Health

[Taylor & Francis Online – Social-Emotional Learning, Health Education Best Practices](#)

[MSDE – Comprehensive Health Education Framework](#)

#### Fine Arts

[Social Emotional Learning through the Arts: Demonstrating the Alignment of the Maryland State Fine Arts Standards, Professional Learning Priorities, and Arts Experiences by the Network of Maryland Fine Arts Supervisors](#)

[Maryland State Fine Arts Standards for Dance, Media Arts, Music, Theatre, and Visual Arts](#)

#### Physical Education

[SHAPE America – Social and Emotional: What Health and Physical Educators Should Know](#)

[SHAPE America – Social and Emotional Learning Crosswalk](#)

[MSDE - Physical Education Framework Pre-Kindergarten through 12<sup>th</sup> Grade \(2020\)](#)

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