



Q Wunder's Social Emotional Curriculum and its support of English Learners

The educational curriculum component for Q Wunder has been designed to meet the social emotional needs of all learners. English learners are supported through the use of language rich activities, similar to those used in Project GLAD® (Guided Language Acquisition Design). All Q Wunder lessons include opportunities for focus and motivation, comprehensible input, reading and writing, and guided oral practice.

Each lesson begins with an Engage the Learner section where students activate prior knowledge and experiences based around the focused Social Emotional Learning (SEL) Competency for that lesson. By building on students' own experiences and background knowledge, they attain a firm foundation from which new and more complex learning can take place. The Engage the Learner sections provide opportunities for students to describe what they see and notice, preparing them to engage in the lesson. It also allows students to connect previously learned vocabulary to new learning, promoting exposure to academic language in various contexts; specifically linking academic literacy and social emotional literacy.

Each lesson focuses on a social emotional skill and is tethered to a thought process. These thought processes include: sequencing, cause and effect, brainstorming, compare and contrast, and categorizing, and are referenced and highlighted with the use of organizational charts. The organizational charts also help students to visually understand the representation of the cross-content academic language in a variety of ways. Images supporting the context of the targeted SEL Competency is used in these charts to build on prior knowledge and experiences. Each chart is tailored to the learning objective of the lesson to guarantee that students are provided the necessary scaffolds for the vocabulary. Comprehension for the content is then optimized as each chart is designed to support that specific need. These charts are used as resources throughout the lessons and also support the Reflect and Close activities where students are guided to connect and reflect on their learning.

In addition to connecting the SEL Competency to a specific thought processes, cooperative learning is a key pedagogical principle in the curriculum. Each lesson is structured such that the ratio of student to teacher talk is optimized. Throughout each lesson, there are multiple opportunities for students to engage in discourse with each other, and with their teacher. Students are frequently asked to participate in think-pair-share opportunities, group work, and chants, where they are encouraged to use the academic language in context. Academic language is explicitly addressed during the lessons to reveal and refine comprehension.

The use of the curriculum helps to cultivate a culture of a growth mindset, lowering the affective filter for students to comfortably participate not only in their Q Wunder lessons, but also in other content area lessons as well. This growth mindset culture is supported through the use of open-ended responses where the teacher encourages students to share life experiences, respond positively to student input, and promote students' positive input towards each other.

Each lesson ends with opportunities for metacognition, self-reflection and self-actualization as students make connections to their own lives and experiences. A Reflect and Close activity provides students with an opportunity to connect previous learning to new learning in oral and written forms. This component of the lessons also contain specific tools (e.g. sentence frames), for oral and written responses, modeling the type of language necessary to achieve the learning objectives during the lesson.