S.E.L.F. (Grade 1)

Course Description:

The curriculum for this course is developed from the Wisconsin Department of Public Instruction for Social/Emotional skills. Social-emotional learning is a key ingredient for school and life success. S.E.L.F class, or Social-Emotional Learning Foundations promotes the development of social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations and academic instruction. The information in this course overview outlines what students should understand and be able to do by the end of the year.

Mastery Standards:

The following are the social/emotional competencies derived from the Wisconsin Department of Public Instruction:

A. Emotional Development

B. Self- Concept

C. Social Competence

1st grade Mastery Standards

1. Learners will be able to recognize and label a variety of their own basic emotions. (A.1)

2. Learners will be able to use verbal and nonverbal language to demonstrate and manage a variety of strong emotions. (A.2, A.3)

3. Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to ignore distractions. (A.4)

4. Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with basic comfort and empathy through words and gestures. (A.5)

5. Learners will be able to identify and describe skills and activities in which they need help with. (B.1)

6. Learners will be able to identify commonalities they share with peers. (C.2)

7. Learners will be able to describe in simple terms how words and body language are used to communicate with others. (C.5)

8. Learners will be able to demonstrate listening skills and take turns in conversations. (C.7)

9. Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options. (C.9)

10. Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations. (C.10)

11. Learners will be able to identify how to get help from a trusted adult in a variety of situations. (C.12)

Unit	Description of Unit and Learning Targets
Unit Title: Skills for Learning Essential Questions: ● Why is it important to listen? ● How can you help yourself learn?	Students will……. Learning Targets: ● I can name and demonstrate the Listening Rules ● I can apply attention, memory, and inhibitory control skills in a brain-building game ● I can state typical classroom verbal cues that request student attention ● I can demonstrate attention skills, listening, and following directions within the context of a game ● I can demonstrate self-talk strategies for remembering directions ● I can distinguish an assertive request from a passive or aggressive one ● I can identify assertive posture and tone of voice ● I can demonstrate assertive communication skills in response to scenarios
Unit Title: Empathy Essential Questions: ● How does empathy help in relationships? ● Why is it important to recognize other people's emotions?	Students will... Learning Targets: ● I can name feelings when presented with physical, environmental, and situational clues ● I can compare physical and emotional similarities and differences between two children ● I can demonstrate that people can have different feelings about the same situation ● I can demonstrate welcoming and inviting behaviors ● I know what the word *accident* means ● I know what to say when they do something by accident ● I can predict how others might feel as a result of their own or other's actions ● I can recall listening, saying kind words, and helping are three ways to show caring ● I can demonstrate caring and helping in response to scenarios
Unit Title: Emotion Management Essential Questions: ● Why is it important to recognize your own emotions? ● How can calming down help you in school and out of school?	Students will... Learning Targets: ● I can identify physical clues in my body that help me identify my feelings ● I can identify grown-ups to talk to about my feelings ● I can recognize situations and physical body cues that signal my feelings ● I can demonstrate two Calming-Down Steps to manage strong feelings ● I can explain physical and situational clues to feeling angry ● I can demonstrate the proper belly breathing technique ● I can use a three-step process to calm down: Say "Stop", name my feeling, and do belly breathing ● I can recognize situations that require the use of calming down strategies and skills

	● I can demonstrate and use the Ways to Calm Down--belly breathing, counting and using positive self-talk ● I can identify grown-ups to talk to when I feel worried
Unit Title: Problem-Solving Essential Questions: ● What is the benefit of using the problem solving steps? ● Why is it important to look at the positive and negative consequences of your actions?	Students will... Learning Targets: ● I can use words to describe problems when presented in scenarios ● I can generate multiple solutions to problems presented in scenarios ● I can predict consequences using an if-then model ● I can select a reasonable solution to a problem ● I can define and differentiate sharing, trading, and taking turns ● I can identify and state the problem in a given situation ● I can generate possible solutions to a problem situation ● I can demonstrate the Fair Ways to Play ● I can apply the Problem-Solving Steps ● I can demonstrate how to invite someone to play in response to scenarios ● I can demonstrate assertive responses to name-calling ● I can identify adults to tell if name-calling doesn't stop ● I can recall skills on all the posters ● I can demonstrate the Listening Rules ● I can demonstrate the Calming-Down Steps ● I can name one concept or skills I learned in the Second Step Lessons