



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## S.E.L.F. (Grade 2)

### **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

#### 2nd 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 a variety of increasingly complex emotions and, with adult guidance, a variety of strategies to manage them. (A.2, A.3)
3. Learners will begin to be able to, with adult guidance, focus their attention. (A.4)
4. Learners will be able to, with adult guidance, identify or predict how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. (A.5)
5. Learners will be able to identify and describe skills and activities they do well. (B.1)
6. Learners will be able to present their own point of view. (C.1)
7. Learners will be able to identify similarities and differences between themselves and others (C.2, C.3)
8. Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others. (C.5)
9. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. (C.7)
10. Learners will, with adult guidance, be able to understand the perspective of others in a conflict situation. (C.8)
11. Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative consequences. (C.9)
12. Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations. (C.10)
13. 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
<p><b>Unit Title: Skills for Learning</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● Why is it important to listen?</li> <li>● How can you help yourself learn?</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I can identify respectful behavior in myself and others</li> <li>● I can determine respectful responses to scenarios</li> <li>● I can identify examples of focusing attention and listening</li> <li>● I can apply focusing-attention and listening skills in the context of a game and in response to scenarios</li> <li>● I can identify classroom distractions</li> </ul>

	<ul style="list-style-type: none"> <li>• I can demonstrate using self-talk in response to scenarios</li> <li>• I can demonstrate assertive communication skills in response to scenarios</li> <li>• I can determine which adult to ask assertively to help in response to scenarios</li> </ul>
<p><b>Unit Title: Empathy</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does empathy help in relationships?</li> <li>• Why is it important to recognize other people's emotions?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can name a variety of feelings</li> <li>• I can distinguish between comfortable and uncomfortable feelings</li> <li>• I can use physical, verbal, and situational clues to determine what others are feeling</li> <li>• I can label my own feelings as the same as or different from others' feelings and preferences</li> <li>• I can identify physical and situational clues that indicate the feeling of confidence</li> <li>• I can detect when my own or others' feelings change</li> <li>• I can identify ways to show compassion for others in response to scenarios</li> <li>• I can predict others' feelings in response to scenarios</li> <li>• I can offer possible reasons for others' actions and feelings in response to scenarios</li> </ul>
<p><b>Unit Title: Emotion Management</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• Why is it important to recognize your own emotions?</li> <li>• How can calming down help you in school and out of school?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can identify physical clues that can help me name my own feelings</li> <li>• I can identify and demonstrate first two Calming-Down Steps in response to scenarios</li> <li>• I can demonstrate the correct belly-breathing technique, and utilize it to calm down in response to scenarios</li> <li>• I can generate and use positive self-talk to calm down in response to scenarios</li> <li>• I can use counting to calm down in response to scenarios</li> <li>• I can use assertive communication skills to get what I want or need in response to scenarios</li> <li>• I can identify situations that require the use of the Calming-Down Steps</li> <li>• I can demonstrate using the Calming-Down Steps in response to scenarios</li> <li>• I can use positive self-talk to stay focused and on task in response to scenarios</li> </ul>
<p><b>Unit Title: Problem-Solving</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What is the benefit of using the problem solving steps?</li> <li>• Why is it important to look at the positive and negative consequences of your actions?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can recall the Problem-Solving Steps</li> <li>• I can identify and say a problem in response to scenarios</li> <li>• I can generate several solutions for a given problem in response to scenarios</li> </ul>

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|  | <ul style="list-style-type: none"><li>● I can determine if solutions are safe and respectful</li><li>● I can apply the Problem-Solving Steps to scenarios about conflicts with friends</li><li>● I can demonstrate accepting responsibility for my actions by admitting, apologizing, and offering to make amends in response to scenarios</li><li>● I can apply the Problem-Solving Steps to scenarios that involve playground problems such as students being left out intentionally or conflicts that arise during games</li><li>● I can identify Second Step skills in a story and relate personal examples</li></ul> |
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