



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

S.E.L.F. (Grade 3)

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

3rd 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 a variety of strategies to manage them. (A.2, A3)
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 compassion in a variety of situations. (A.5, A.6)
5. Learners will be able to identify and describe skills and activities they do well and those for which they need help. (B.1)
6. Learners will be able to identify simple goals for personal and academic success. (B.4)
7. Learners will be able to present their own point of view. (C.1)
8. Learners will be able to identify and respect similarities and differences they share with peers. (C.2, C.3)
9. Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others. (C.5)
10. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues. (C.6)
11. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. (C.7)
12. Learners will be able to understand the perspective of others in a conflict situation. (C.8)
13. 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)
14. Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations. (C.10)
15. 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 |
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| <p>Unit Title: Skills for Learning</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is it important to listen? • How can you help yourself learn? | <p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can apply focusing-attention and listening skills in response to scenarios |

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| | <ul style="list-style-type: none"> • I can demonstrate using self-talk and assertive communication skills in response to scenarios such as classroom distractions • I can evaluate three-step plans for different scenarios and create a simple, three-step plan that meets the Good Plan Checklist criteria |
| <p>Unit Title: Empathy</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does empathy help in relationships? • Why is it important to recognize other people's emotions? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can name a variety of feelings and distinguish between comfortable and uncomfortable feelings • I can use physical, verbal, and situational clues to determine/identify what others are feeling • I can label my own feelings as the same as or different from others' feelings • I can determine whether others' feelings have changed, in response to scenarios • I can identify two conflicting feelings a person could have in response to scenarios • I can explain possible reasons for someone's conflicting feelings in response to scenarios • I can name similarities and differences between people • I can predict how others will feel when teased for being different • I can demonstrate focusing-attention and listening skills in response to scenarios • I can identify ways to show compassion for others in response to scenarios • I can express appreciation for another person's concern in response to scenarios • I can demonstrate focusing-attention and listening skills in the context of a game • I can initiate, continue, and end a conversation in friendly way in the context of a game |
| <p>Unit Title: Emotion Management</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is it important to recognize your own emotions? • How can calming down help you in school and out of school? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can identify physical clues that can help me label my own feelings • I can identify and demonstrate using the first two Calming-Down Steps in response to scenarios • I can demonstrate and use belly breathing, counting and generate positive self-talk to calm down in response to scenarios • I can demonstrate steps for handling accusations in response to scenarios • I can make a simple three-step plan to achieve a goal in response to scenarios • I can use assertive communication skills to get what I want or need in response to scenarios • I can identify situations that require using strategies for calming down |

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| | <ul style="list-style-type: none"> • I can generate alternative explanations in response to scenarios |
| <p>Unit Title: Problem-Solving</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • 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? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can identify and state a problem in response to scenarios • I can identify blaming language in response to scenarios • I can recall the Problem-Solving Steps • I can propose several solutions for a given problem in response to scenarios • I can determine if solutions are safe and respectful • I can explore positive and negative consequences of solutions • I can apply the Calming-Down Steps to an emotional situation in response to scenario • I can use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario • Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios • I can demonstrate assertive communication skills in response to scenarios • I can apply the Problem-Solving steps to the problem of being negatively pressured by peers, in response to scenarios • I can identify/recall Second Step skills learned and relate personal examples |