



# SCHOOL DISTRICT OF MONROE

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

## S.E.L.F. (Grade 4)

### **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

#### 4th Grade Mastery Standards

1. Learners will be able to recognize and label a variety of complex emotions in self and others. (A.1)
2. Learners will be able to, with adult guidance, express and manage emotions (e.g., stress, impulses, motivation) in a respectful way to self and others. (A.2, A.3)
3. Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work. (A.4)
4. Learners will be able to use empathy by taking another's perspective to predict how their own behavior affects others' emotions. (A.5, A.6)
5. Learners will be able to reflect on similarities and differences between themselves and others. (B.2)
6. Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across social groups and build relationships between them. (C.1, C.2)
7. Learners will be able to effectively communicate, listen well, and cooperate with others to build healthy relationships. (C.5)
8. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. (C.6)
9. Learners will be able to make choices about personal behavior and social interaction in order to explore the consequences of various solutions with consideration of well-being for oneself and others. (C.9)
10. Learners will be able to identify and respect social norms for behavior and safe interactions across different settings. (C.10)
11. Learners will be able to identify when and how to offer help to others. (C.12)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Empathy/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> <li>• How does empathy help in relationships?</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can define <i>empathy</i> and <i>respect</i></li> <li>• I can demonstrate listening-with-attention skills</li> <li>• I can identify passive, aggressive, and assertive responses</li> <li>• I can demonstrate assertive responses with their partners</li> <li>• I can identify clues that can help me recognize other people's feelings</li> <li>• I can identify similarities and differences between how two people feel</li> <li>• I can identify and give possible reasons for multiple feelings in a given scenario</li> <li>• I can identify differing perspectives in given scenarios</li> <li>• I can generate prosocial responses to scenarios in which different perspectives could cause a conflict</li> <li>• I can identify components of a successful conversation</li> <li>• I can demonstrate giving and receiving a compliment</li> <li>• I can identify and demonstrate skills for joining a group</li> <li>• I can demonstrate expressing concern or showing compassion for someone</li> </ul>
<p><b>Unit Title: Emotional Management</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• Why is it important to recognize other people's emotions?</li> <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 describe what triggers my own strong emotions</li> <li>• I can describe what happens in my brain and body when I experience strong emotions</li> <li>• I can demonstrate the ability to interrupt escalating emotions by using a personal "signal"</li> <li>• I can identify and name strong feelings as they occur</li> <li>• I can identify situations in which I might need to calm down</li> <li>• I can identify and demonstrate the Calming-Down strategies (deep breathing/belly breathing, counting, and positive self-talk)</li> <li>• I can identify situations that cause anxiety</li> <li>• I can apply what I've learned about calming down to anxiety-provoking scenarios, including academic challenges</li> <li>• I can identify and demonstrate emotion-management strategies</li> <li>• I can identify and demonstrate positive self-talk statements</li> <li>• I can identify strategies for handling put-downs</li> <li>• I can demonstrate assertiveness skills and responses to situations such as put-downs</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> </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 state a problem without blaming anyone</li> </ul>

<ul style="list-style-type: none"><li>• Why is it important to look at the positive and negative consequences of your actions?</li></ul>	<ul style="list-style-type: none"><li>• I can generate safe and respectful solutions to a problem</li><li>• I can identify consequences of potential solutions and select an appropriate solution to a problem</li><li>• I can explain the purpose of making a plan</li><li>• I can create a three-step plan to carry out a solution to a problem</li><li>• I can identify and demonstrate using Problem-Solving Steps to handle playground conflicts</li><li>• I can demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged</li><li>• I can demonstrate acknowledging mistakes</li><li>• I can demonstrate making an apology and offering to make amends</li><li>• I can demonstrate using assertiveness skills and the problem solving steps to resist peer pressure</li><li>• I can identify Second Step skills and concepts being used in scenarios students might encounter at school</li><li>• I can include Second Step skills in a written script about solving a problem</li></ul>
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