



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

S.E.L.F. (Grade 5)

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

5th 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 minimal 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 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, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships. (C.4)
8. Learners will be able to effectively communicate, listen well, and cooperate with others to build healthy relationships. (C.5)
9. Learners will be able to independently adapt behavior based upon peer feedback and environmental cues. (C.6)
10. 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)
11. Learners will be able to identify and respect social norms for behavior and safe interactions across different settings. (C.10)
12. Learners will be able to identify when and how to offer help to others. (C.12)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Empathy/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? • How does empathy help in relationships? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can define <i>empathy</i>, <i>respect</i>, and <i>prejudice</i> • I can demonstrate listening-with-attention skills • I can identify passive, aggressive, and assertive responses • I can demonstrate assertive responses with my partners • I can predict how others might feel as a result of their or another's actions • I can state the cause and effects of a given action • I can demonstrate the ability to take someone else's perspective • I can identify similarities and differences between two people • I can distinguish between respectful and disrespectful ways to disagree • I can communicate my own perspectives • I can demonstrate skills for disagreeing respectfully • I can demonstrate knowledge of how to respond with compassion
<p>Unit Title: Emotional Management</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is it important to recognize other people's emotions? • 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 describe what happens in my brain and bodies when I experience strong emotions • I can identify a personal signal • I can identify and name strong feelings • I can identify situations in which I might need to calm down • I can identify and demonstrate other Calming-Down Strategies (deep, centered breathing, using positive self-talk, counting, taking a break) • I can identify social situations that can cause anxiety or frustration and apply the calm down techniques • I can identify consequences of revenge and generate alternatives for seeking revenge • I can identify strategies for handling put-downs • I can demonstrate assertive responses and skills to handle put-downs • I can identify and demonstrate emotion-management strategies • I can identify and use positive self-talk statements to avoid making assumptions
<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 recall the Problem-Solving Steps • I can state a problem without blaming anyone • I can generate safe and respectful solutions to a problem and identify consequences of potential solutions • I can select an appropriate solution to a problem • I can explain the purpose of making a plan

	<ul style="list-style-type: none">● I can create a three-step plan to carry out a solution to a problem● I can demonstrate using the assertiveness skills when seeking help● I can identify why some gossip is harmful and can generate ideas for refusing or avoiding harmful gossip using the Problem-Solving Steps● I can demonstrate using assertiveness skills to resist peer pressure and use problem-solving steps to figure out ways to resist peer pressure● I can identify Second Step skills and concepts being used in scenarios students might encounter at school● I can include Second Step skills in a written script about solving a problem
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