



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

S.E.L.F. (Kindergarten)

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

Kindergarten Mastery Standards:

1. Learners will be able to use verbal and nonverbal language to demonstrate their emotions and how they may be the same or different from others. (A.1, A.2)
2. Learners will be able to, with adult guidance and engaging activities, focus their attention for longer periods of time (A.4)
3. Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy through words and gestures. (A.5, A.6)
4. Learners will be able to exhibit confidence in their abilities and share independent thoughts. (B.1, B.2)
5. Learners will be able to engage in meaningful learning of a new skill through attempting, repeating, and experimenting with a variety of experiences and activities when in a safe and secure environment (B.5, C.12)
6. Learners will be able to demonstrate awareness of self as a unique individual and begin to notice that other children and families do things differently. (C.1, C.3)
7. Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation. (C.5)
8. Learners will be able to engage in rewarding social interactions and cooperative play with peers and adapt behavior based on adult directives. (C.4, C.6, C.7)
9. Learners will be able to, with adult guidance, identify and communicate needs in conflict situations. (C.8)
10. Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations. (C.9)
11. Learners will be able to follow simple group rules. (C.10)
12. Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. (C.11)

Unit	Description of Unit and Learning Targets
<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 name and demonstrate the Listening Rules on my own and in a group ● I can demonstrate attention skills in the context of a game

	<ul style="list-style-type: none"> • I can demonstrate listening and following directions within the context of a game • I can demonstrate self-talk for remembering directions in the context of a drawing game • I can demonstrate being assertive in response to scenarios
<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 <i>happy, interested, afraid/scared, sad, and angry</i> when presented with physical and situational clues • I can identify that happy and interested are comfortable feelings and sad, angry and afraid/scared are uncomfortable feelings • I can identify a variety of feelings displayed in response to scenarios • I can compare physical and emotional similarities and differences between two students depicted in a story • I can identify same and different feelings in response to scenarios • I can identify what to say when they do something by accident • I can demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios • I can identify that listening and helping are ways to show you care • I can demonstrate caring and helping behaviors in response to scenarios
<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 for feeling worried, anger, and disappointment • I can identify a grown-up to talk to when I feel worried • I can identify "Stop" and "Name your Feeling" as ways to begin to calm down • I can demonstrate saying "Stop" and naming feelings in response to scenarios • I can demonstrate belly breathing • I can identify and demonstrate the Calming-Down Steps • I can identify and apply the Calming-Down Steps while waiting in a game situation • I can demonstrate calming-down skills when they feel disappointed • I can demonstrate calming down in response to scenarios • I can demonstrate telling the other person I feel hurt and asking what happened • I can demonstrate apologizing and saying it was an accident
<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 	<p>Students will...</p> <p><u>Learning Targets:</u></p>

<p>problem solving steps?</p> <ul style="list-style-type: none">• Why is it important to look at the positive and negative consequences of your actions?	<ul style="list-style-type: none">• I can use my words to describe and identify problems presented in scenarios• I can generate multiple solutions to problems presented in scenarios• I can demonstrate inviting someone to play in response to scenarios• I can name <i>sharing, caring, and taking turns</i> as fair solutions when two students want to play with the same thing• I can demonstrate the Problem-Solving Steps with a problem in the lesson• I can demonstrate assertive communication in response to scenarios• I can demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings• I can identify an adult to tell if I cannot stop the name-calling• I can recall and demonstrate Listening Rules, How to Calm-Down, and Fair Ways to Play
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