

Milford Public Schools SEL Curriculum Framework

Department: Elementary Education

Grade: Grade 4 & Grade 5

Course Number and Name: Grade 4 & Grade 5 Competency Two: Social Awareness & Relationship Skills

Competency 2: Social Awareness & Relationship Skills; **Approximate Duration:** 4 weeks

SOCIAL AWARENESS & RELATIONSHIP SKILLS

Overview

Students interact in a social manner with others across a variety of environments (home, school, community) on a daily basis. It's important for students to have a sense of awareness of the impact of one's words/actions on the feelings/thoughts of others. In order to have positive social interactions with others, students will gain an understanding of the needs of others and be able to work with others in a cooperative manner.

Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution. In addition, establishing positive peer, family, and work relationships require skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Within each competency, there are 3 units.

Competency 2:

Unit 1: Identify and Understand how others Think and Feel

Unit 2: Cultural Awareness

Unit 3: Building & Maintaining Positive Relationships

Notes to Teacher

Classroom SEL Anchor Tools

The SEL Anchor Tools are meant to assist you in teaching social and emotional skills. You will notice in the "Grade 4 / 5 SEL Pacing Guide" that each unit refers to one or more anchor tools as a resource for that unit. Some anchor tools exist in several different units. You will also notice that an anchor tool can be something visual such as the Mood Meter, but can also be an approach, such as Restorative Practice and Morning Meeting. All are equally important and are meant to build off one another. All of the visual SEL Anchor Tools that are referenced in the pacing guide have been enlarged and laminated for you to post in your room.

Classroom SEL Anchor Texts

Each grade level has anchor texts that can be used when introducing some of the anchor tools. These books are meant to serve as a resource to you and your students when introducing and/or revisiting a specific anchor tool, such as the Mood Meter or Problem Solving Wheel.

Master Resource Binder

The master resource binder has copies and tips for implementation for all of the anchor tools as well as additional teaching resources that you may want to include when incorporating SEL into your daily lessons.

LEARNING GOALS

Standards and Practices

Unit 1: Identify and Understand How Others Think and Feel

B.1: Recognize and respond appropriately to the feelings and perspectives of others to strengthen social relations.

B.3: Demonstrate communication and social skills to interact effectively to develop and maintain positive relationships.

C.1: Identify civic, safety, and societal factors in decision-making to demonstrate ethical standards.

Unit 2: Cultural Awareness

B.2: Demonstrate an awareness of cultural issues and a respect for human dignity, similarities, and differences.

B.4: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Unit 3: Building & Maintaining Positive Relationships

B.3: Demonstrate communication and social skills to interact effectively to develop and maintain positive relationships.

B.4: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Enduring Understanding(s):

Unit 1:

Understanding the perceptions of others is essential to the development of social awareness.

Understanding the emotions in self and others to demonstrate respectful responses to develop and maintain healthy relationships.

Unit 2:

Understanding social and cultural norms is essential to developing social awareness.

Demonstrating an awareness of your role within social and cultural constructs is essential to effectively work with others.

Unit 3:

Demonstrating effective communication and social skills helps to develop and maintain positive relationships.

Essential Question(s):

Unit 1:

- What role does empathy play in respectful interactions?
- How will prosocial communication skills allow me to work effectively in groups?
- How does behavior differ across social settings?

Unit 2:

- Are social and cultural norms universal?
- Do I have effective strategies for managing and resolving social conflict?
- How do our differences and perspectives affect interpersonal relationships?

Unit 3:

- How will prosocial communication skills allow me to work effectively in groups?
- How do our differences and perspectives affect interpersonal relationships?

Content and Skills

Learning Objectives:

Unit 1

- Recognizing and acknowledging emotions in self and others.
- Identifying the cause of positive and negative emotions (verbal, physical and situational cues) and the impact on self and others.
- Describe the differences in perspectives of others.
- Understanding the value of empathy/sympathy in healthy relationships.
- Learn prosocial communication skills (initiate a conversation, join in a conversation, add a comment/connection to conversation, appropriate body language, active listening).
- Understand and demonstrate the ways to work effectively in groups.
- Recognize the needs of others and understand how those may differ from one's own needs/desires.
- Understand the impact of one's verbal/nonverbal communication (attitude, emotions, mindset, body language, tone of voice on others).

Unit 2

- Demonstrate how to work effectively with those who are different from oneself.
- Explain how individual, social, and cultural differences may increase vulnerability and identify ways to address it.
- Define/discuss human dignity, acts of kindness, and inclusion.
- Identify ways to address social conflict.
- Understand the difference between mean spirited behavior and bullying.
- Identify various issues that affect the global population
- Describe and apply ways to be proactive and prevent conflict.

Unit 3

- Describe approaches for making and keeping friends.
- Understand the feelings and perspectives of others in response to various social situations.
- Demonstrate prosocial communication skills (initiate a conversation, join in a conversation, add a comment/connection to conversation, appropriate body language, active listening).
- Understand and demonstrate the ways to work effectively in groups within the classroom community.
- Describe and apply ways to be proactive and prevent conflict.
- Describe and utilize conflict resolution strategies across home, school, and classroom environments to foster healthy relationships.
- Practice and evaluate good manners.
- Describe different approaches to deal with conflict (i.e., avoidance, compliance, negotiation).

EVIDENCE OF LEARNING

Tasks & Activities:

See "SEL Resource Binder" for tasks & activities.

Additional Assessment(s):

Observation and Anecdotal Notes

The following Milford Public School's Academic Expectations are addressed within this competency:

- Collaboration: Work independently and collaboratively to solve problems and accomplish goals.
- Critical Thinking: Use reasoning to problem solve, utilizing appropriate tools to access, evaluate and apply information.
- Communication: Communicate information using a variety of tools in multiple contexts for a range of purposes.
- Creativity: Innovate and adapt in thinking, working and learning.

PLANNING FOR LEARNING

Academic Vocabulary:

Social conflict, mean behavior, bullying, diversity, social norms, empathy, sympathy, perspective, stereotypes, prejudice, cultural differences, vulnerability, tolerance, inclusion, respect, honesty, fairness, compassion, global perspective, citizenship, conflict resolution, verbal/non-verbal communication skills, social cues

Model Lesson/Learning Activities:

See "SEL Resource Binder" for tasks & activities.

Anchor Tools/Resources:

Anchor Tools:

Restorative Questions

"I" Statements/Messages

Meta-Moment

Things I Can Control

Friendship Rubric

Kid President: 20 Things We Should Say More Often <https://youtu.be/m5yCOSHeYn4>

Brain Pop: Conflict Resolution/worksheet

<https://www.brainpop.com/health/personalhealth/conflictresolution/>

Informative definitions <https://www.youtube.com/watch?v=w00ZWWhhXGwQ>

Mentor Texts:

A Bug and a Wish by Karen Scheuer

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