
BIG HOLLOW SCHOOL DISTRICT



CURRICULUM MAP SEL

GRADE 3

2025-2026

Second Step Curriculum

In third grade, the Second Step curriculum expands students' social-emotional learning to include more complex skills like goal-setting, planning, and managing strong emotions. Students continue to practice empathy and perspective-taking while learning strategies to handle peer pressure and conflicts more independently. Lessons introduce problem-solving steps and encourage students to identify solutions that are fair and respectful to everyone involved. The curriculum also emphasizes teamwork and cooperation through group activities and discussions, helping students build confidence in applying social-emotional skills both in school and in the broader community.

Grade 3 Scope & Sequence

Week	Standards	Essential Question	Vocabulary
Week 1: Being Respectful Learners Students will understand... <ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner. Focusing your attention and listening show respect. Students will be able to... <ul style="list-style-type: none"> Apply focusing-attention and listening skills in response to scenarios 	2C.1a Use listening skills 2C.1b Demonstrate positive social skills 3A.1b Identify social behavior expectations	Unit 1: Skills for Learning <ul style="list-style-type: none"> How can I focus my attention and stay on task to learn better? How can I use self-talk and ask for help in respectful ways? 	<ul style="list-style-type: none"> skills focusing attention listening respect respectful
Week 2: Using Self-Talk Students will understand... <ul style="list-style-type: none"> Self-talk means talking to yourself in a quiet voice or in your head. Self-talk can help you focus, stay on task, and handle distractions. Students will be able to... <ul style="list-style-type: none"> Identify classroom distractions. Demonstrate the use of self-talk in response to scenarios. 	1A.1c Apply calming/focusing strategies 1C.1b Demonstrate staying on task	Unit 1: Skills for Learning <ul style="list-style-type: none"> How can I focus my attention and stay on task to learn better? How can I use self-talk and ask for help in respectful ways? 	<ul style="list-style-type: none"> distractions ignore focused on task self-talk memorize

<p>Week 3: Being Assertive</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Being assertive means asking for what you want or need in a calm and firm voice. • Being assertive is a respectful way to get what you want or need. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate assertive communication skills in response to scenarios. 	<p>2C.1c Use respectful communication</p> <p>3A.1a Identify consequences of behavior</p>	<p>Unit 1: Skills for Learning</p> <ul style="list-style-type: none"> • How can I focus my attention and stay on task to learn better? • How can I use self-talk and ask for help in respectful ways? 	<ul style="list-style-type: none"> • respectful • passive • aggressive • assertive • calm • firm
<p>Week 4: Planning to Learn</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Making a plan can help you be a better learner. • A plan is good if the order makes sense, it's simple, and you can do it. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria. • Create a simple, three-step plan that meets the Good Plan Checklist criteria. 	<p>1C.1c Try strategies to complete tasks</p> <p>1C.1b Stay on task</p>	<p>Unit 1: Skills for Learning</p> <ul style="list-style-type: none"> • How can I focus my attention and stay on task to learn better? • How can I use self-talk and ask for help in respectful ways? 	<ul style="list-style-type: none"> • plan

<p>Week 5: Identifying Others' Feelings</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling. People can have different feelings about the same situation. All feelings are natural. <p>Students will be able to...</p> <ul style="list-style-type: none"> Name a variety of feelings. Determine others' feelings using physical, verbal, and situational clues. Label their own feelings as the same as or different from others' feelings. 	<p>2A.1a Identify others' feelings</p> <p>2A.1b Describe feelings in situations</p>	<p>Unit 2: Empathy</p> <ul style="list-style-type: none"> How can I notice and understand other people's feelings? How can respecting others' differences help me get along with them? 	<ul style="list-style-type: none"> same different clue situation amused empathy
<p>Week 6: Understanding Perspectives</p> <p>Students will understand...</p> <ul style="list-style-type: none"> People can have different feelings about the same situation, and their feelings can change. Empathy is feeling or understanding what someone else is feeling. Thinking about others' perspectives helps you have 	<p>2A.1b Describe others' feelings in situations</p> <p>2B.1b Demonstrate acceptance of differences</p>	<p>Unit 2: Empathy</p> <ul style="list-style-type: none"> How can I notice and understand other people's feelings? How can respecting others' differences help me get along with them? 	<ul style="list-style-type: none"> perspective empathy prediction change on purpose jumped to conclusions by accident

<p>empathy for them.</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> Identify others' feelings using physical, verbal, and situational clues. Determine whether others' feelings have changed, in response to scenarios. 			
<ul style="list-style-type: none"> Week 7: Conflicting Feelings <p>Students will understand...</p> <ul style="list-style-type: none"> You can have conflicting feelings about a situation. Having empathy helps you notice when others' feelings are the same as or different from yours. <p>Students will be able to...</p> <ul style="list-style-type: none"> Identify two conflicting feelings a person could have in response to scenarios. Explain possible reasons for someone's conflicting feelings in response to scenarios. 	<p>1A.1a Recognize and label emotions</p> <p>2A.1b Explain feelings in context</p>	<p>Unit 2: Empathy</p> <ul style="list-style-type: none"> How can I notice and understand other people's feelings? How can respecting others' differences help me get along with them? 	<ul style="list-style-type: none"> curious nervous conflicting
<p>Week 8: Accepting Differences</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Having empathy helps you understand and accept how others are the same as or 	<p>2B.1a Identify similarities/differences</p> <p>2B.1b Accept differences</p>	<p>Unit 2: Empathy</p> <ul style="list-style-type: none"> How can I notice and understand other 	<ul style="list-style-type: none"> similar different accept appreciate individual

<p>different from you.</p> <ul style="list-style-type: none"> Accepting and appreciating others' differences is respectful. <p>Students will be able to...</p> <ul style="list-style-type: none"> Name similarities and differences between people. Predict how others will feel when teased for being different. 		<p>people's feelings?</p> <ul style="list-style-type: none"> How can respecting others' differences help me get along with them? 	
<p>Week 9: Showing Compassion</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Focusing attention on and listening to others can help you have empathy and show compassion. You can say kind words or do helpful things to show your compassion. <p>Students will be able to...</p> <ul style="list-style-type: none"> Demonstrate focusing-attention and listening skills in response to scenarios. Identify ways to show compassion for others in response to scenarios. Express appreciation for another person's concern in response to scenarios. 	<p>2D.1a Identify ways to help</p> <p>2D.1b Demonstrate caring behaviors</p> <p>2A.1a Recognize others' emotions</p>	<p>Unit 2: Empathy</p> <ul style="list-style-type: none"> How can I notice and understand other people's feelings? How can respecting others' differences help me get along with them? 	<ul style="list-style-type: none"> concern cares notices compassion appreciates

<p>Week 10: Making Friends</p> <p>Students will understand...</p> <ul style="list-style-type: none"> ● Focusing attention and listening to others help you make conversation. ● Making conversation helps you make friends and get along better with others. <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Demonstrate focusing-attention and listening skills in the context of a game. ● Initiate, continue, and end a conversation in a friendly way in the context of a game. 	<p>2C.1b Use positive social skills</p> <p>2C.1c Communicate respectfully</p>	<p>Unit 2: Empathy</p> <ul style="list-style-type: none"> ● How can I notice and understand other people's feelings? ● How can respecting others' differences help me get along with them? 	<ul style="list-style-type: none"> ● conversation ● friendly ● friendliness ● connection
<p>Week 11: Introducing Emotion Management</p> <p>Students will understand...</p> <ul style="list-style-type: none"> ● When you feel strong feelings, it's hard to think clearly. ● Focusing attention on your body gives you clues about how you're feeling. ● Thinking about your feelings helps the thinking part of your brain get back in control. <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Identify physical clues that can help them label their own 	<p>1A.1a Recognize emotions</p> <p>1A.1c Use calming strategies</p>	<p>Unit 3: Emotion Management</p> <ul style="list-style-type: none"> ● What can I do to manage my strong feelings in different situations? ● How can I use self-talk and calming strategies to stay in control? 	<ul style="list-style-type: none"> ● nervous ● anxious ● manage ● handle ● recognize

feelings.			
<p>Week 12: Managing Test Anxiety</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Using a stop signal and naming your feeling are the first two Calming-Down Steps. <p>Students will be able to...</p> <ul style="list-style-type: none"> Identify the first two Calming-Down Steps. Demonstrate using the first two Calming-Down Steps in response to scenarios. 	<p>1A.1c Use calming strategies</p> <p>1C.1b Stay on task</p>	<p>Unit 3: Emotion Management</p> <ul style="list-style-type: none"> What can I do to manage my strong feelings in different situations? How can I use self-talk and calming strategies to stay in control? 	<ul style="list-style-type: none"> manage
<p>Week 13: Handling Accusations</p> <p>Students will understand...</p> <ul style="list-style-type: none"> You can use belly breathing to calm down. Calming down helps you handle accusations calmly and thoughtfully. It's important to take responsibility when you've made a mistake. <p>Students will be able to...</p> <ul style="list-style-type: none"> Demonstrate correct belly-breathing technique. Use belly breathing to calm down in response to scenarios. 	<p>1A.1c Calm down before responding</p> <p>3A.1a Identify consequences of actions</p>	<p>Unit 3: Emotion Management</p> <ul style="list-style-type: none"> What can I do to manage my strong feelings in different situations? How can I use self-talk and calming strategies to stay in control? 	<ul style="list-style-type: none"> belly breathing accusing accusation racing (heart)

<ul style="list-style-type: none"> • Demonstrate steps for handling accusations in response to scenarios. 			
<p>Week 14: Managing Disappointment</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Negative self-talk can make strong feelings even stronger. • You can calm down by using positive self-talk. • Setting a new goal and making a plan to achieve it are positive ways to handle disappointment. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Generate positive self-talk they can use to calm down in response to scenarios. • Make a simple three-step plan to achieve a goal in response to scenarios. 	<p>1A.1b Identify causes of emotions</p> <p>1A.1c Use calming strategies</p>	<p>Unit 3: Emotion Management</p> <ul style="list-style-type: none"> • What can I do to manage my strong feelings in different situations? • How can I use self-talk and calming strategies to stay in control? 	<ul style="list-style-type: none"> • goal • disappointing • disappointed • positive • negative • perseverance
<p>Week 15: Managing Anger</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay. • It's important to calm down angry feelings so you don't do something hurtful. • Being assertive is a respectful 	<p>1A.1a Identify anger cues</p> <p>1A.1c Apply calming strategies</p> <p>2C.1c Use assertive communication</p>	<p>Unit 3: Emotion Management</p> <ul style="list-style-type: none"> • What can I do to manage my strong feelings in different situations? • How can I use self-talk and calming 	<ul style="list-style-type: none"> • hurtful

