

Milford Public Schools SEL Curriculum Framework

Department: Elementary Education

Grade: Grade 2 & Grade 3

Course Number and Name: Grade 2 & Grade 3 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 the 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 "PK-3 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:

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

Unit 2:

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

Unit 3:

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 and respecting the similarities and differences of others allows individuals to develop empathy and an appreciation for the rights of others.

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

Unit 2:

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

Unit 3:

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

Essential Question(s):

Unit 1:

- Should we respect a person's right to believe when it differs from our belief system?
- What role does empathy play in respectful interactions?
- Is empathy essential to a civil society?

Unit 2:

- Is empathy essential to a civil society?
- Are social and cultural norms universal?

Unit 3:

- Do I have effective strategies for managing and resolving social conflicts?
- How can I be a good citizen in school, my community and at home?

Content and Skills

Learning Objectives:

Unit 1

- Define and identify emotions (i.e. happy, mad, sad and content) in self and others.
- Identify possible causes of identified emotions.
- Recognize emotions may be expressed in different ways (verbally, non-verbally).
- Recognize appropriate responses to the emotions of others (developing empathy).
- Identify the perspectives of others (i.e. people will have good thoughts/uncomfortable thoughts in response to the words and/or actions of others).
- Recognize that others may experience situations differently from oneself.

Unit 2

- Recognize and respect diversity among each other.
- Learn how to advocate for self and others.
- Understand that diversity among each other positively impacts our learning community.

Unit 3

- Identify and demonstrate good manners.

- Model positive peer interactions (i.e., turn-taking, sharing).
- Practice sharing encouraging comments.
- Identify ways to work and play well with others (i.e., follow directions, listen, share, take turns).
- Demonstrate appropriate social and classroom behavior.
- Learn and practice basic conversation skills (i.e., active/whole body listening, greetings, asking/responding to questions).
- Learn the definition of and identify social conflicts in stories/real life scenarios.
- Learn and practice strategies for managing social conflict.

Skills/Content:

Grade 2 - Unit 1

- Students will be able to identify emotions (i.e. happy, mad, sad and content) in self and others through “feeling faces” in photographs, stories and scenarios.
- Students will be able to identify possible causes for each emotion (mood meter-resource).
- Students will be able to show ways each emotion may be expressed (Ex. scrunched face if you are angry, frown if you’re sad, etc.)
- Students will be able to recognize appropriate responses to the emotions of others (Ex. If someone is sad you can ask them if they are okay)
- Students will be able to identify perspectives of others (Ex. Johnny won a game and Sally lost...how do these individuals feel?)

Grade 2 - Unit 2

- Students will share (verbally, project based, etc.) one special family tradition with their classmates.
- Students will practice ways (i.e. role playing) to advocate for themselves and others.
- Students will develop background knowledge in diversity and cultural understanding (i.e. class discussion, literature, projects).

Grade 2 - Unit 3

- Students will demonstrate good manners throughout daily interactions with others (i.e. greeting the teacher, saying please and thank you, etc.).
- Students will be able to demonstrate positive peer interactions by taking-turns and sharing.
- Students will participate in morning circle and other academic times of the day to support communication and social skills (sharing, encouraging comments).
- Students will identify ways to work and play well with others during structured (mini-lessons and classroom activities) and unstructured time (lunchroom and recess).
- Students will be able to identify and provide solutions to social conflict in stories/real life scenarios.

Grade 3 - Unit 1

- Students will be able to identify emotions (i.e. happy, mad, sad and content) in self and others through “feeling faces” in photographs, stories and scenarios.
- Students will be able to identify possible causes for each emotion (happy, mad, sad and content).
- Students will be able to show ways each emotion may be expressed (Ex. scrunched face if you are angry, frown if you’re sad, etc.)
- Students will be able to recognize appropriate responses to the emotions of others (Ex. If someone is sad you can ask them if they are okay)
- Students will be able to identify perspectives of others (Ex. Johnny won a game and Sally lost...how do these individuals feel?)

Grade 3 - Unit 2

- Students will share (verbally, project based, etc.) one special family tradition with their classmates.
- Students will practice ways (i.e. role playing) to advocate for themselves and others.

- Students will develop background knowledge in diversity and cultural understanding (i.e. class discussion, literature, projects).

Grade 3 - Unit 3

- Students will demonstrate good manners (i.e. greeting the teacher, saying please and thank you, etc.)
- Students will be able to demonstrate positive peer interactions by taking-turns, sharing and working collaboratively with others.
- Students will participate in morning circle and other academic times of the day to support communication and social skills (sharing encouraging comments).
- Students will identify ways to work and play well with others during structured (mini-lessons and classroom activities) and unstructured time (lunchroom and recess).
- Students will be able to identify and provide solutions to social conflict in stories/real life scenarios.

EVIDENCE OF LEARNING

Tasks & Activities:

See “SEL Resource Binder” for tasks & activities.

Additional Assessment(s):

Observations 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:

Conflict, diversity, opinions, practices, norms, empathy, perception, perspective, values, stereotypes, prejudice, cultural differences, critical thinking skills, tolerance, respect, global perspective, citizenship, discretion, social cues, civilized, bully, bystander and ally

Model Lesson/Learning Activities:

See “SEL Resource Binder” for tasks & activities.

Anchor Texts/Resources:

Anchor Tools:

Morning Meeting
Restorative Questions
“I” Statements/Messages

Anchor Texts:

See [“Grade 2 SEL Mentor Text List”](#)
See [“Grade 3 SEL Mentor Text List”](#)

