



MVSD SEL Grades 3-4 Competencies



SOCIAL AND EMOTIONAL COMPETENCIES FOR TRANSITIONS, HEALING, AND THRIVING

SELF-AWARENESS

- Process how I'm feeling and why
- Understand how identity shapes the way I view people and events and the way I am seen by others
- Examine how my emotions, biases, and identities impact the things I do, say, and write

SELF-MANAGEMENT

- Work toward goals and stay motivated
- Practice meaningful self-care and manage stress and anxiety
- Cope with grief, loss and anxiety
- Work through complex emotions triggered by current events
- Recognize and counteract my biases

SOCIAL AWARENESS

- Understand other perspectives
- Practice empathy
- Be aware of institutional inequities and racism and their impact on self and others
- Predict/understand how things I do impact others and contribute to equity/inequity

RELATIONSHIP SKILLS

- Communicate my experience to others, listen to understand the experience of others
- Build meaningful connections with others, including those who are different from me
- Support one another during grief, struggle, healing and coping

RESPONSIBLE DECISION-MAKING

- Stay on track with learning and work
- Make choices to take care of myself and others
- Analyze impact of decisions on others and my community
- Engage in collective action to support social justice

At MVSD we acquire, practice, and apply academic and social-emotional skills to develop ourselves and each other as engaged, responsible citizens

I. Learning goal: Self-Awareness

Subgoal 1a. Demonstrate an awareness of your emotions.

Definition: Identify emotions

| Grade Band | Benchmarks Skills | Strategies |
|-------------------|---|--|
| Grades 1-2 | <ul style="list-style-type: none"> • I can identify and express a range of common emotions. • I can understand that certain events can impact my emotions. • I can be aware of how my body feels when I have different emotions. | <ul style="list-style-type: none"> • Have students identify from pictures (feeling cards) how they are feeling or draw a picture. Extend it by asking them to suggest a situation where you might have that feeling. • Have students play charades by putting feeling words down on slips of paper to act out. • Use literature and ask students to identify how the character(s) feel and how they were affected by those emotions. • Create a check in board where students place their name or picture next to a feeling picture or word. |
| Grades 3-4 | <ul style="list-style-type: none"> • I can identify my emotions based on my body signals and situations. • I can understand that my emotions are natural and can change. • I can understand that I can have more than one emotion at the same time. • I can describe how my emotions impact my thoughts and behavior. | <ul style="list-style-type: none"> • Create “Feeling-Thought-Behavior Chains” (either draw out a flowchart or create paper chains) showing how feelings lead to thoughts, thoughts lead to behavior, and behavior leads to feelings. • Have students draw pictures of themselves, labeling the body signals that they experience for different emotions (Examples- Hot face when angry, upset stomach when nervous, etc.). • Provide students with a scenario, then have them name 2 potential emotions that would go along with that (could be played as a game, done in partners, acted out, etc.). |

Subgoal 1b. Demonstrate an awareness of personal qualities and interests including strengths and challenges.

Definitions: Self-perception; Recognizing strengths

| Grade Band | Benchmarks Skills | Strategies |
|--|---|---|
| Grades 1-2 | <ul style="list-style-type: none"> • I can recognize my personal strengths • I can recognize personal interests • I can recognize when things are hard for me. | <ul style="list-style-type: none"> • Use a variety of ways for students to identify their personal likes and dislikes i.e. drawings, show & tell opportunities, writing prompts, creating mini books. • Have students develop their own storybook using drawings, pictures and language to describe themselves and their families. • Circle questions during morning meeting regarding interests, strengths and challenges. • Play games that identify strengths, interests, challenges (ie. Wild wind blows, If you like...). |
| Grades 3-4 | <ul style="list-style-type: none"> • I can identify my personal strengths based on my interests and qualities. • I can demonstrate a skill or talent that builds on my personal strengths. • I can identify my personal challenges and recognize that I can improve on them. | <ul style="list-style-type: none"> • Have students create a book, a drawing/painting, a song that identifies their personal strengths. • Have students write a story about a superhero that has their strength. • Host a talent show! Students can demonstrate one of their strengths! • Use circle questions at Morning Meeting about interests, strengths, challenges. • Play games that identify strengths, interests, challenges (2 Truths & a Lie, The Warm Wind Blows, etc.) • Encourage reflection and ask reflection questions about things that were hard. |
| Subgoal 1c. Demonstrate a sense of confidence, personal responsibility, and advocacy. Definitions: Self-confidence; Self-efficacy | | |
| Grade Band | Benchmarks Skills | Strategies |

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| Grades 1-2 | <ul style="list-style-type: none"> • I can confidently express my needs. • I can respectfully advocate for my needs by asking for help. • I can understand and follow an increasing set of expectations at home, school and in the community. | <ul style="list-style-type: none"> • Invite students to share in developing classroom rules. State rules in a positive format and keep them simple. • Teach schoolwide expectations using visual cues and connect them to rules in the classroom • Engage students as community helpers in the classroom. • Provide a check in system at the beginning of the day and a check out system at the end as a way for students to reflect on the choices they will or did make for the day. • During morning meeting ask students what they need to be successful. |
| Grades 3-4 | <ul style="list-style-type: none"> • I can demonstrate the appropriate time, place, and manner to respectfully advocate for my needs. • I can identify trusted adults to seek help from when needed. • I can identify and describe how my personal choices and my behavior impacts self and others. • I can be confident and positive when presented with a challenge or new learning. | <ul style="list-style-type: none"> • Role play to present different scenarios where they may need to ask for help. Students can practice the decision making of when, where, and who to approach for help. • Name and draw trusted adults, in school and out of school. • Share social stories and examine situations from an outsider perspective. • Talk about cause/effect - "When I do __, people feel __. When someone does __, I feel ____." (See Social Thinking curriculum for more specific strategies and activities). |

| II. Learning Goal: Self Management | | |
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| Subgoal 2a. Understand and use strategies for managing your emotions and behavior. | | |
| Definitions: Impulse control; Stress management; Self-discipline | | |
| Grade Band | Benchmarks Skills | Strategies |
| Grades 1-2 | <ul style="list-style-type: none"> • I can describe simple, age-appropriate verbal and nonverbal ways to express emotions in different settings • I can Identify and begin to use strategies to regulate emotions and manage behaviors | <ul style="list-style-type: none"> • Encourage and utilize mindfulness strategies to help students learn to regulate emotions. • Use literature to discuss ways the characters dealt with their a variety of feelings (e.g. The Penguin Who Lost Her Cool). • Help students increase their feeling words vocabulary |

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| | <ul style="list-style-type: none"> I can identify and describe how emotions relate to thoughts and behaviors | <ul style="list-style-type: none"> through books, role plays and modeling. Teaching how to utilize Peace Corner/ Reset Space effectively. |
| Grades 3-4 | <ul style="list-style-type: none"> I can express my emotions clearly and respectfully. I can recognize when I'm having strong emotions that require regulation. I can use a variety of strategies to self-regulate in different settings. I can make choices that reduce stress and increase my personal health. | <ul style="list-style-type: none"> Help students develop a personal "stop signal" to remind them that they need to calm down. Practice mindfulness techniques. Practice a variety of breathing strategies regularly. Use physical materials and fidgets to help students regulate. Teach students to take a break effectively in an appropriate space. Have students draw and label a picture of their body clues that shows their strong emotion (heart racing, sweating, shaking, tight muscles). Teach about the importance of sleep, exercise, nutrition, etc. and how those things affect the brain. |
| Subgoal 2b. Demonstrate the ability to motivate, persevere, and see oneself as capable. | | |
| Definitions: Self motivation, perseverance | | |
| Grade Band | Benchmarks Skills | Strategies |
| Grades 1-2 | <ul style="list-style-type: none"> I can describe a time when I kept trying in a challenging situation. I can explain how practice improves performance of a skill and can help in overcoming a challenge or setback. | <ul style="list-style-type: none"> YouTube Video "Brain Jump with Ned the Neuron: Challenges Grow Your Brain" https://youtu.be/g7FdMio3CzI YouTube Video "The Most Magnificent Thing" A story about perseverance. Also a book in the Highgate school library https://youtu.be/Q1Hewhisx6Y Growth Versus Fixed Mindset Books |
| Grades 3-4 | <ul style="list-style-type: none"> I can identify and use strategies for persevering through challenges and setbacks. I can describe the characteristics of a growth mindset. I can use positive self-talk to self motivate. | <ul style="list-style-type: none"> Create a Persevering Checklist of strategies for when things get hard. Perseverance Chart - students describe a way that they have persevered in a certain time of day and can earn a sticker for their personal chart (exit ticket or circle time). Have students develop a short phrase that they can say to |

| | | <p>themselves to help them persevere. They can write it on an index card in bright letters and tape to their desks as a reminder when work gets tough (ex. “Keep going,” “I can do this,” “I can do hard things,” “I’m learning.”)</p> <ul style="list-style-type: none"> • Use Growth Mindset language/lessons around challenges and new learning. |
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| Subgoal 2c. Plan, apply, and evaluate goals to achieve success in school and life Definitions: Goal setting; Organizational skills | | |
| Grade Band | Benchmarks Skills | Strategies |
| Grades 1-2 | <ul style="list-style-type: none"> • I can identify a short-term goal (wish, dream) and the steps needed to accomplish the goal • I can identify people/resources needed to meet one’s short-term goal. • I can recognize if a goal is under one’s own control or someone else’s. • I can describe something I have accomplished. | <ul style="list-style-type: none"> • Set weekly or daily personal goals with students including the steps necessary to accomplish the goal and follow up with a quick end of week individual meeting to evaluate progress. • Explicitly teach students to use organizational tools such as: Friday folders, mailboxes, graphic organizers, visual schedules, checklists, modeling how to organize desks, work, and materials. • Make a class collage of accomplishments • Have students write and/or draw pictures around their accomplishments. |
| Grades 3-4 | <ul style="list-style-type: none"> • I can develop short-term goals to help me to be successful both academically and personally. • I can create simple plans and explain how they help me achieve my goals. • I can evaluate how my attitude affects my goal achievement. • I can identify the cause of a challenge or setback and, with assistance, develop a plan of action. | <ul style="list-style-type: none"> • Teach about effective goal-setting (what makes a good goal?). • Write an academic/personal goal and a simple plan of how to reach that goal. Students can track their progress. <ul style="list-style-type: none"> ◦ Use partnerships for sharing and accountability. • As students track their progress toward a goal, they can track their attitude/emotions. • Use social stories, video clips, and role play to model different situations. Students can discuss why a situation was or was not challenging. |

III. Learning Goal: Social Awareness

Subgoal 3a. Demonstrate the ability to recognize and empathize with the feelings and perspectives of others.

Definitions: Perspective-taking; Empathy

| Grade Band | Benchmarks Skills | Strategies |
|-------------------|---|--|
| Grades 1-2 | <ul style="list-style-type: none"> • I can identify facial and body cues representing feelings in others • I can identify words and actions that may support or hurt the feelings of others • I can define empathy and identify empathetic reactions in others | <ul style="list-style-type: none"> • Use pictures/cards showing people who are depicting different emotions. Students take turns drawing one of the pictures and discuss how the people in the pictures are feeling and what is happening that might make them have those feelings. Ask: How would you feel in this situation • Use literature to discuss ways to show empathy for the characters in the story • During morning meeting discuss scenarios and have students define what the other person might be feeling |
| Grades 3-4 | <ul style="list-style-type: none"> • I can be a responsible citizen in my school and classroom community by showing respect and care for others.. • I can explain the importance of having empathy for others and their perspectives. • I can identify verbal and nonverbal clues that help me recognize other people's thoughts and feelings. • I can respectfully understand that others can have different thoughts and feelings. • I can show empathetic reactions in response to others' thoughts and feelings. | <ul style="list-style-type: none"> • Have conversations about book characters - make predictions about what the characters are thinking or feeling. • Use pictures and paused videos for students to read body language, facial expressions, context and how it relates to a person's emotions. • Play Feeling Charades - students can model body and facial clues for specific feelings. • Have students predict the feelings of a peer based on a given scenario/situation. The peer can tell them if their prediction is correct or incorrect. • Present students with scenarios. Students role play empathetic reactions to those situations. • Use games and activities to show a variety of opinions/feelings. |

Subgoal 3b. Demonstrate an awareness and respect for human dignity including culture and differences.

Definitions: Appreciating diversity; Respect for others

| Grade Band | Benchmarks Skills | Strategies |
|-------------------|---|--|
| Grades 1-2 | <ul style="list-style-type: none">• I can discuss how people can be the same or different• I can identify the purpose for having school-wide expectations and classroom rules• I can discuss the concept of, and practice, treating others the way I would want to be treated• I can identify how to help others and how that feels to help others | <ul style="list-style-type: none">• Use a bingo style card with a variety of different attributes, abilities, interests, and dislikes. Have students find other students who are the same or different in each box• Find videos and literature which educate students about the diversity and traditions of different cultures• Use the social thinking series of books |
| Grades 3-4 | <ul style="list-style-type: none">• I can identify and respect similarities and differences in cultures, traditions, and beliefs.• I can explain personal biases when considering the perspectives of others.• I can respond respectfully when different perspectives cause a conflict.• I can demonstrate respect for all people regardless of differences. | <ul style="list-style-type: none">• Teach kids about differences that have made a historical impact (Martin Luther King Jr., protected categories, etc.)• Performing research about different people, cultures, and countries - comparing how that relates to our culture, traditions, and beliefs.• Use personal reflections to show differences that are challenging for themselves or their families.• Practice a friendly debate - teach friendly ways to disagree (can be used across content areas - link to literature, math strategies, science topics, etc.) |

IV. Learning Goal: Relationship Skills

Subgoal 4a. Apply positive verbal and non-verbal communication and social skills to interact with others.

Definitions: Communication

| Grade Band | Benchmarks Skills | Strategies |
|-------------------|--|--|
| Grades 1-2 | <ul style="list-style-type: none"> I can effectively and appropriately communicate needs, wants, and ideas in a respectful manner I can use positive communication and behaviors such as: taking turns, sharing with others; saying “please”, “thank you,” and/or “excuse me”, using compliments to encourage others and paying attention when others are talking I can develop and maintains friendships | <ul style="list-style-type: none"> Read the book “Please Stop I Don’t Like That” as a way to discuss assertion in a respectful manner Use children’s literature for teaching friendship skills (e.g. Hunter’s Best Friend At School and Best Friends for Frances or The Friendship Fairy) In morning meeting have students share a compliment with their peers Use specific feedback to encourage students when they listen well and use positive communication |
| Grades 3-4 | <ul style="list-style-type: none"> I can demonstrate positive and respectful communication through my words, tone of voice, and body language. I can use active listening to show focus and understanding. I can identify ineffective styles of communication. I can use technology to communicate responsibly and respectfully. With support, I can give and receive feedback in a respectful way. | <ul style="list-style-type: none"> Teach and practice active listening and having meaningful conversations. Use groups of 3 so two people can practice and 1 person can give feedback. Students identify different types of communication in books, videos, real world. Role play respectful communication. Provide opportunities for giving and receiving feedback (writing shares, sharing student work - classmates provide compliments & suggestions). Give an exit ticket - “How did you use active listening during today’s lesson?” Resource: https://www.common sense media.org/ |

Subgoal 4b. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

Definitions: Social engagement; Conflict resolution/management

| Grade Band | Benchmarks Skills | Strategies |
|---|--|--|
| Grades 1-2 | <ul style="list-style-type: none"> • I can begin to develop and practice the use of problem solving and conflict resolution skills with adult support. • I can recognize that there are many ways to solve conflicts and practice solving problems using different methods including using “I” messages. • I can identify and state feelings and problems when in a conflict situation. • I can identify interpersonal problems that need adult help to resolve, and appropriately ask for help. | <ul style="list-style-type: none"> • Begin teaching students how to be assertive when communicating feelings and needs during a conflict situation. • Have students work in pairs using puppets to identify conflicts and show responses. Use classroom discussion to determine if the conflict needs an adult helper. • Provide a peace corner/reset for students to de-escalate when needed. • Help students reflect on difficult situations by brainstorming different options and determining with them the consequences of each option. |
| Grades 3-4 | <ul style="list-style-type: none"> • I can approach conflict resolution with an open mind. • I can generate safe, respectful, and reasonable ideas to reach a compromise and find a win-win solution during conflict. • I can show an understanding of when to resolve conflicts with peers independently or with adult support. • I can take responsibility for my actions and behaviors during conflict. | <ul style="list-style-type: none"> • Read “The Butter Battle Book” by Dr. Seuss (or another book about conflict) and brainstorm solutions. • Create a 4 part chart (win-win, win-lose, lose-lose, lose-win) to organize potential solutions. • Present scenarios of different conflicts. Students decide which ones can be resolved amongst peers and which ones require adult support. • Role play situations where parties in a conflict take responsibility for their actions. (e.g. the “S.T.E.P.” formula from Second Step, or something similar). • Use books or videos and the characters. What do the characters do to take responsibility? • Teach the 3 A’s - Admit it, Apologize, make Amends • Teaching grades 3-6 Conflict Resolution |
| Subgoal 4c. Develop and maintain positive relationships. | | |
| Definitions: Relationship-building; Working cooperatively/teamwork | | |
| Grade Band | Benchmarks Skills | Strategies |

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| Grades 1-2 | <ul style="list-style-type: none"> • I can identify and practice appropriate behaviors that maintain positive relationships • I can list traits of a good friend • I can demonstrate an awareness of roles in various relationships • I can recognize the need for inclusiveness | <ul style="list-style-type: none"> • YouTube Video: Sesame Street: Mark Ruffalo & Empathy (2:29) to spark classroom discussion • Have students work in small groups to create a poster listing friendly behaviors • Being a Bucket Filler literature series • Teach cooperation with the Bean Bag Balance game. Students balance bean bags on their head and walk around the classroom. If they drop the bean bag, they are frozen until another student picks up the bean bag and places it back on their head • Review PBIS character traits |
| Grades 3-4 | <ul style="list-style-type: none"> • I can show a respect for personal boundaries (personal space, materials, private information, etc). • I can demonstrate skills for developing positive friendships. • I can demonstrate skills to include others when working cooperatively. • I can recognize when I'm experiencing helpful or harmful peer pressure. • I can seek help from a trusted adult when I am confused or uncomfortable about a relationship. | <ul style="list-style-type: none"> • Create "friendship books" including words and pictures - identify qualities of good friends (provide prompts as needed). • Reflect on healthy vs unhealthy friendship characteristics. Recognizing patterns in relationships. • Poll kids about different things that could be public or private. Students move to a certain part of the room based on their opinion. • Writing prompt about helpful vs harmful peer pressure to encourage reflection. • Play games that might have an element of peer pressure - talk about how that pressure affected the team. • Play cooperation games/challenges (hula hoop pass, keep the ball in the air, lily pad passage, etc.) • Students can reflect on a time they have sought help from a trusted adult - share through conversation, writing, or role play. |

V. Learning goal: Responsible and Ethical Decision-Making

Subgoal 5a. Develop, implement, and model responsible and ethical decision-making skills across settings.

Definitions: Identify and analyze problems; Think of solutions; Explore potential consequences

| Grade Band | Benchmarks Skills | Strategies |
|-------------------|--|--|
| Grades 1-2 | <ul style="list-style-type: none"> I can identify a problem or needed decision and recognize that there may be multiple responses. I can identify strategies to solve a problem. I can recognize that one has choices in how to respond in a situation and that all choices have consequences. | <ul style="list-style-type: none"> Have students role play, write, draw, respond to verbal prompts how to make a decision and identify strategies to solve a problem and describe possible consequences. Read books that describe a problem and have students brainstorm multiple ways to solve the problem and possible consequences. |
| Grades 3-4 | <ul style="list-style-type: none"> I can brainstorm a variety of safe, respectful, and reasonable choices, understanding that there may be more than one helpful choice. I can explore the possible outcomes of a variety of choices. I can use explored outcomes to implement a responsible and respectful decision. I can seek adult support in order to make a responsible and respectful decision. | <ul style="list-style-type: none"> Take real life problems (from a variety of contexts) and practice brainstorming possible solutions. Then talk about solutions based on possible outcomes. Vote on a helpful choice. |

Subgoal 5b. Engage in a reflective process to evaluate decision outcomes.

Definitions: Evaluate and Reflect

| Grade Band | Benchmarks Skills | Strategies |
|-------------------|--|---|
| Grades 1-2 | <ul style="list-style-type: none"> I can describe a “stop, think, act” review strategy in solving problems. | <ul style="list-style-type: none"> During morning meetings circles have students identify problems that students their age may have. Pick one of the |

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| | <ul style="list-style-type: none"> • I can identify reliable sources of adult help in the immediate setting. | <p>problems that you feel are most prevalent in your classroom and for round 2 ask for suggestions to solve the problem. After each suggestion, ask what might happen if you did that. Brainstorm all ideas</p> <ul style="list-style-type: none"> • You-tube video “simon the Self Control Seal” teaches students a strategy for reflecting upon a situation to evaluate the best choice with a catchy song repeated over and over so students remember • Create a pro/con poster to reflect on an identified problem |
| Grades 3-4 | <ul style="list-style-type: none"> • I can reflect on my behaviors and choices and identify what was helpful versus harmful. • I can describe how my past experiences will influence my future choices. • I can take responsibility for my choices. | <ul style="list-style-type: none"> • Provide time for reflection, both independent and as a whole group (journals, exit tickets, think-pair-share, closing circles). • Draw a scene (with speech bubbles) to represent what happened. After reflection, redraw the scene with changes for next time. • Use common language: “What happened? What would you do differently next time? Is there anything you need to do to make it right?” • Use positive reinforcement when students take responsibility. Praise their responsibility rather than the negative situation. |

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