**Fly Five-Grade 1**

**Content Area** Social Emotional Learning

**Courses: Fly Five**

**Time Period:** Extended Summer Program

**Essential Questions**

How can we help develop appropriate, culturally accurate and situation-appropriate social and emotional competence?

**Big Ideas**

Students can be explicitly taught to develop social and emotional competence through skill development.

The social emotional standards are based on five competencies that form the CARES framework: cooperation, assertiveness, responsibility, empathy, and self-control. Each competency contains a set of educational standards that describe what a socially and emotionally competent learner should know and be able to do.

**Technology Integration:**

SmartTV, Powerpoint, Smart Notebook, Resources can be embedded into Morning Meeting.

**Enduring Understandings**

* Social competence refers to one’s ability to make positive contributions to their community and society, and their ability to cooperate well with others.
* Emotional competence refers to one’s ability to identify and understand their emotions and how those emotions can impact their thoughts, behaviors, and attitude. It involves understanding that emotions can be processed so one can remain calm, focused, and successful even in the face of negative feelings.

**Resources**

PowerPoints/Smart Notebook

Read Aloud/ Book/Video

Posters

Vocabulary

WorkBooks

Fly Five Teacher Lesson Guide

**Lessons: Competencies**

**Cooperation Unit**

* *STANDARD 1: Able to make & keep friends*
	+ *Takes turns*
* *STANDARD 2: Works with others toward a common goal*
	+ *Compromises to work together*
* *STANDARD 3: Resolves Differences quickly*
	+ *Accepts waitng g one's turn*
* *STANDARD 4: Cooperates as a group leader or a member of the group*
	+ *Understands there is a purpose to roles within the group*
	+ *Able to choose group members*
* *STANDARD 5: Exhibits helpfulness*
	+ *Helps others with prompting and guidance*

**Assertiveness Unit**

* *STANDARD 1: Expresses strong emotions and opinions effectively*
	+ *Can tell why one feels fear, anger, sadness, mistrust, and disgust*
* *STANDARD 2: Able to seek help*
	+ *Can recognize situations when there is a need to ask for help*
* *STANDARD 3: Shows openness and honesty*
	+ *Can explain reasons for one’s actions*
* *STANDARD 4: Persists through challenging events*
	+ *Speaks positively about oneself when faced with a challenge*
* *STANDARD 5: Takes the initiative to do what is right, fair and just*
	+ *Shows awareness of what’s right and fair*
* *STANDARD 6: Makes choices one feels good about later*
	+ *Able to say no to things with negative consequences*

**Responsibility Unit**

* *STANDARD 1: Selects the best option among choices for a suitable outcome*
	+ *Recognizes the difference between fair and unfair treatment of others and chooses fairness*
* *STANDARD 2: Holds oneself accountable*
	+ *When asked admits one made a mistake*
* *STANDARD 3: Demonstrates social, civic, and digital responsibility*
	+ *Can explain why the rules one follows are important to oneself and others*
* *STANDARD 4: Takes care of property*
	+ *Willingly completes assigned chores or tasks*

**Empathy Unit**

* *STANDARD 1: Recognizes and manages one’s own emotions and recognizes the emotions of others*
	+ *Can identify joy, sadness, and anger in oneself and others through verbal and non verbal cues*
* *STANDARD 2: Respects and values diversity in others*
	+ *Proactively includes others who are similar to and different from oneself*
* *STANDARD 3: Respects differing cultural norms*
	+ *Sees the importance of celebrations or cultural events for one’s family or community*
* *STANDARD 4: Aware of the impact of one’s actions on others*
	+ *Listens and waits one’s turn to speak*

**Self-Control Unit**

* *STANDARD 1: Adheres to social, behavioral and moral standards*
	+ *Works tob ring behavior or social interactions in line with known standards*
* *STANDARD 2: Manages overwhelming thoughts or emotions*
	+ *Can recognize when a specific thought or feeling has become an earworm*
* *STANDARD 3: Controls impulses and delays gratification*
	+ *Recognizes urges to behave in a silly, distracting or socially unacceptable way*
* *STANDARD 4: Shows hope and perserverance*
	+ *Able to use wonder and curiosity as tools for staying engaged in challenging work*