**Fly Five-Grade 2**

**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*
  + *Not mean when interacting with others*
* *STANDARD 2: Works with others toward a common goal* 
  + *Recognizes when group goal is worthy of being prioritized over dislike for tasks needed to reach the goal*
  + *Includes others in one’s thinking process*
* *STANDARD 3: Resolves Differences quickly*
  + *Willing to independently resolve conflicts with peers*
* *STANDARD 4: Cooperates as a group leader or a member of the group*
  + *Willing to change roles in the group*
  + *Can remind peers to stay focused*
* *STANDARD 5: Exhibits helpfulness*
  + *Helps with less desirable tasks and activities when asked*

**Assertiveness Unit**

* *STANDARD 1: Expresses strong emotions and opinions effectively*
  + *Listens to the ideas and opinions of others despite strong emotions*
* *STANDARD 2: Able to seek help*
  + *Willing to seek help and advocacy from adults*
* *STANDARD 3: Shows openness and honesty*
  + *Can recognize the value in being open and honest with others*
* *STANDARD 4: Persists through challenging events*
  + *Can see positive possibilities when faced with a challenge or disappointment*
* *STANDARD 5: Takes the initiative to do what is right, fair and just*
  + *Able to correct morally right choice to specific outcomes*
* *STANDARD 6: Makes choices one feels good about later*
  + *Able to take the initiative to work toward a positive outcome*

**Responsibility Unit**

* *STANDARD 1: Selects the best option among choices for a suitable outcome*
  + *Able to identify how one’s actions affect oneself and others*
* *STANDARD 2A: Holds oneself accountable* 
  + *Avoids blaming others for one’s actions or behaviors in order to avoid consequences*
* *STANDARD 3: Demonstrates social, civic, and digital responsibility*
  + *Aware that there are institutions whose purpose is to serve the good of all people in the community*
* *STANDARD 4: Takes care of property*
  + *Recognizes the consequences or caring for or misplacing personal belongings and to act responsibly*

**Empathy Unit**

* *STANDARD 1: Recognizes and manages one’s own emotions and recognizes the emotions of others*
  + *Recognizes the feelings of disgust are a signal that something is wrong*
* *STANDARD 2: Respects and values diversity in others* 
  + *Accepts that people with experiences different from one’s own are still equal*
* *STANDARD 3: Respects differing cultural norms* 
  + *Aware that there are celebrations or cultural events that happen among people who are different from oneself that are as significant in meaning as one’s own*
* *STANDARD 4: Aware of the impact of one’s actions on others*
  + *Typically displays unselfish behavior*

**Self-Control Unit**

* *STANDARD 1: Adheres to social, behavioral and moral standards*
  + *Aligns behavior or social interactions to known expectations or social standards for a given situation*
* *STANDARD 2: Manages overwhelming thoughts or emotions*
  + *Exhibits ability to stop self from dwelling on negative thoughts and feelings*
* *STANDARD 3: Controls impulses and delays gratification*
  + *Can make the connection between socially unacceptable behaviors and their impact on oneself and others*
* *STANDARD 4: Shows hope and perserverance*
  + *Demonstrates a belief that doing ones vest will lead to success*