**Fly Five-Grade 4**

**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:**

Google Classroom, 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*
  + *Puts others first when appropriate*
  + *Disagrees without sulking*
* *STANDARD 2: Works with others toward a common goal* 
  + *Displays sportsmanship in competition*
* *STANDARD 3: Resolves Differences quickly*
  + *Uses conflict resolution techniques to independently resolve conflicts with peers*
* *STANDARD 4: Cooperates as a group leader or a member of the group*
  + *Effectively communicates with all members of the group*
* *STANDARD 5: Exhibits helpfulness*
  + *Sees the benefit to helping others outside the classroom*

**Assertiveness Unit**

* *STANDARD 1: Expresses strong emotions and opinions effectively*
  + *Able to express oneself in difficult situations*
* *STANDARD 2: Able to seek help*
  + *Asks for help even if embarrassed or ashamed*
* *STANDARD 3: Shows openness and honesty*
  + *Admits mistakes and missteps*
* *STANDARD 4: Persists through challenging events*
  + *Accepts failure as part of learning*
* *STANDARD 5: Takes the initiative to do what is right, fair and just*
  + *Tries different approaches when things don’t go as expected*
* *STANDARD 6: Makes choices one feels good about later*
  + *Can recognize when decisions are negatively influencing peers o making them uncomfortable*

**Responsibility Unit**

* *STANDARD 1: Selects the best option among choices for a suitable outcome*
  + *Makes choices demonstrating that safety is important for oneself and others*
* *STANDARD 2: Holds oneself accountable* 
  + *Can apologize for harm done to others*
* *STANDARD 3: Demonstrates social, civic, and digital responsibility*
  + *Reecognizes that cyberbullying can be as hurtful as in-person bullying*
* *STANDARD 4: Takes care of property*
  + *Cares about helping others*

**Empathy Unit**

* *STANDARD 1: Recognizes and manages one’s own emotions and recognizes the emotions of others*
  + *Recognizes fear, trust and mistrust in others through verbal and nonverbal cues*
* *STANDARD 2: Respects and values diversity in others* 
  + *Can see from and understand the perspective of someone who is different from oneself*
* *STANDARD 3: Respects differing cultural norms* 
  + *Recognizes that differences in cultured can create differences in verbal and non verbal communication*
* *STANDARD 4: Aware of the impact of one’s actions on others*
  + *Avoids activities such as gossiping that can hurt others*

**Self-Control Unit**

* *STANDARD 1: Adheres to social, behavioral and moral standards*
  + *Able to distinguish between emotions of fear,mistrust, anger, and disgust, created from the social environment and those created internally*
* *STANDARD 2: Manages overwhelming thoughts or emotions*
  + *Can use strategies to prevent obsessive or habitual thoughts and feelings from derailing behavior*
* *STANDARD 3: Controls impulses and delays gratification*
  + *Can positively distract oneself in order to improve ability to wait fro a desired thing*
* *STANDARD 4: Shows hope and perserverance*
  + *Can see how belief in ones’s own ability to achieve a hope or goal is connected to one’s likelihood to acheive it*