**Fly Five-Grade 5**

**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*
	+ *Able to identify the characteristics of healthy friendships*
* *STANDARD 2: Works with others toward a common goal*
	+ *Able to identify one’s strengths and how they connect to the group task*
* *STANDARD 3: Resolves Differences quickly*
	+ *Uses conflict resolution techniques to resolve problems that involve the whole class*
* *STANDARD 4: Cooperates as a group leader or a member of the group*
	+ *Listens to understand rather than to respond*
* *STANDARD 5: Exhibits helpfulness*
	+ *Helps others without expecting something in return*

**Assertiveness Unit**

* *STANDARD 1: Expresses strong emotions and opinions effectively*
	+ *Able to get along with others when one is disagreed with*
* *STANDARD 2: Able to seek help*
	+ *Seeks help when unable to resolve conflict with peers*
* *STANDARD 3: Shows openness and honesty*
	+ *Can explore how opinions are shaped*
* *STANDARD 4: Persists through challenging events*
	+ *Does not quit after failing to meet a goal*
* *STANDARD 5: Takes the initiative to do what is right, fair and just*
	+ *Can advocate on behalf of oneself with peers or adults*
* *STANDARD 6: Makes choices one feels good about later*
	+ *Makes decisions independent of peer influence*

**Responsibility Unit**

* *STANDARD 1: Selects the best option among choices for a suitable outcome*
	+ *Recognizes and avoids situation that can harm oneself or others*
* *STANDARD 2: Holds oneself accountable*
	+ *Understands what is require to fulfill one’s responsibilities and commitments*
* *STANDARD 3: Demonstrates social, civic, and digital responsibility*
	+ *Avoids spreading gossip or negative images online*
* *STANDARD 4: Takes care of property*
	+ *Respects the rights of ownership; doesn’t steal, trespass on, or damage other people’s property*

**Empathy Unit**

* *STANDARD 1: Recognizes and manages one’s own emotions and recognizes the emotions of others*
	+ *Acknowledges that external conditions can impact emotions or behaviors*
* *STANDARD 2: Respects and values diversity in others*
	+ *Recognizes that behaviors intended to hurt or shame others who are different can evoke feelings of disgust*
* *STANDARD 3: Respects differing cultural norms*
	+ *Can see how belonging to more than one cultural group can cause internal conflict and tension*
* *STANDARD 4: Aware of the impact of one’s actions on others*
	+ *Extends efforts toward the needs of others for the greater good,*

**Self-Control Unit**

* *STANDARD 1: Adheres to social, behavioral and moral standards*
	+ *Able to express anger in a way that maintains a successful trajectory*
* *STANDARD 2: Manages overwhelming thoughts or emotions*
	+ *Puts in effort to calm or cheer oneself*
* *STANDARD 3: Controls impulses and delays gratification*
	+ *Able to remove oneself from temptations that would derail one’s success*
* *STANDARD 4: Shows hope and perserverance*
	+ *Willingly sets or accepts goals that require effort to acheive*