**Fly Five-Grade 6**

**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*
  + *Understands the ups and downs that come with maintaining a friendship*
* *STANDARD 2: Works with others toward a common goal* 
  + *Motivated to do one’s part when completing a group task*
* *STANDARD 3: Resolves Differences quickly*
  + *Acts as a mediator to diffuse conflicts between peers*
* *STANDARD 4: Cooperates as a group leader or a member of the group*
  + *Knows how to use humor appropriately*
  + *Can seek help for oneself or others to move the group forward*
* *STANDARD 5: Exhibits helpfulness*
  + *Knows how much help to offer in a specific situation*

**Assertiveness Unit**

* *STANDARD 1: Expresses strong emotions and opinions effectively*
  + *Recognizes the need for and sets firm boundary for oneself and others*
* *STANDARD 2: Able to seek help*
  + *Seeks help with matters important to one’s overall well being*
* *STANDARD 3: Shows openness and honesty*
  + *Can form an opinion while being open to the perspective of others*
* *STANDARD 4: Persists through challenging events*
  + *Shows belief in one's abilities*
* *STANDARD 5: Takes the initiative to do what is right, fair and just*
  + *Can understand how one’s mistakes produce specific outcomes*
* *STANDARD 6: Makes choices one feels good about later*
  + *Able to Connect specific behaviors to negative consequences*

**Responsibility Unit**

* *STANDARD 1: Selects the best option among choices for a suitable outcome*
  + *Aware of internal conflicts that occur when choosing from two desirable choices*
* *STANDARD 2: Holds oneself accountable* 
  + *Recognizes a situation where one will not meet expectations and seeks to resolve it before it becomes a problem*
* *STANDARD 3: Demonstrates social, civic, and digital responsibility*
  + *Maintains and protects digital reputation*
* *STANDARD 4: Takes care of property*
  + *Recognizes when an area has been neglected and the causes of neglect*

**Empathy Unit**

* *STANDARD 1: Recognizes and manages one’s own emotions and recognizes the emotions of others*
  + *Manages strong emotions to avoid hurting oneself or others*
* *STANDARD 2: Respects and values diversity in others* 
  + *Respects people who are different from what is typical and customary for oneself*
* *STANDARD 3: Respects differing cultural norms* 
  + *Understands why an individual has a responsibility to honor their cultural norms*
* *STANDARD 4: Aware of the impact of one’s actions on others*
  + *Shows appreciation for a kindness extended to oneself*

**Self-Control Unit**

* *STANDARD 1: Adheres to social, behavioral and moral standards*
  + *Can determine when being successful in a specific situation requires a shift in behavior or social activity*
* *STANDARD 2: Manages overwhelming thoughts or emotions*
  + *Can typically refocus negative feelings toward a positive purpose*
* *STANDARD 3: Controls impulses and delays gratification*
  + *Can use self talk to build stamina for controlling impulses or waiting*
* *STANDARD 4: Shows hope and perserverance*
  + *Connects achieving a goal to one's personal efforts and abilities*