

Social & Emotional Learning Curriculum

Grades 3-5

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.				
Learning Standard	Overall Benchmark	Grade 3 Benchmark	Grade 4 Benchmark	Grade 5 Benchmark
A. Identify and manage one's emotions and behavior.	1A.2a. Describe a range of emotions and the situations that cause them.	1A.2a.3 Identify a variety of emotions and the range of intensity.	1A.2a.4 Describe situations that cause a variety of emotions and behaviors.	1A.2a.5 Describe situations that cause a variety of emotions and behaviors.
	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.2b.3 Describe socially acceptable behaviors.	1A.2b.4 Describe ways to express emotions in a socially acceptable manner.	1A.2b.5 Demonstrate ways to express emotions in a socially acceptable manner.
B. Recognize personal qualities and external supports.	1B.2a. Describe personal skills and interests that one wants to develop.	1B.2a.3 Identify personal interests.	1B.2a.4 Identify personal skills.	1B.2a.5 Describe personal skills and interests one wants to develop.
	1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	1B.2b.3 Explain how family members can support school success and responsible behavior.	1B.2b.4 Explain how peers can support school success and responsible behavior.	1B.2b.5 Explain how school personnel and community members can support school success and responsible behavior.
C. Demonstrate skills related to achieving personal and academic goals.	1C.2a. Describe the steps in setting and working toward goal achievement.	1C.2a.3 With prompting and support, describe the steps in setting a goal. 1C.2a.3 With prompting and support, describe the steps in working toward goal achievement.	1C.2a.4 Describe the steps in setting a goal. 1C.2a.4 Describe the steps in working toward goal achievement.	1C.2a.5 Describe the steps in setting and working toward goal achievement.
	1C.2b. Monitor progress on achieving a short-term personal goal.	1C.2b.3 Identify a short-term academic and a short-term classroom behavior goal for school success.	1C.2b.4 With support, set a short-term personal goal. 1C.2b.4 With support, monitor progress on achieving a short-term personal goal.	1C.2b.5 Set a short-term personal goal. 1C.2b.5 Monitor and reflect on progress toward achieving a short-term personal goal.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.				
Learning Standard	Overall Benchmark	Grade 3 Benchmark	Grade 4 Benchmark	Grade 5 Benchmark
A: Recognize the feelings and perspectives of others.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	2A.2a.3 Identify verbal and physical cues that indicate how others may feel.	2A.2a.4 Identify situational cues that indicate how others may feel.	2A.2a.5 Identify verbal, physical, and situational cues that indicate how others may feel.
	2A.2b. Describe the expressed feelings and perspectives of others.	2A.2b.3 Describe the expressed feelings of others.	2A.2b.4 Describe the perspectives of others.	2A.2b.5 Describe the feelings and perspectives of others.
B: Recognize individual and group similarities and differences.	2B.2a. Identify differences among and contributions of various social and cultural groups.	2B.2a.3 Identify similarities and differences among social and cultural groups.	2B.2a.4 Identify contributions of social and cultural groups.	2B.2a.5 Identify differences among and contributions of various social and cultural groups.
	2B.2b. Demonstrate how to work effectively with those who are different from oneself.	2B.2b.3 Identify how to work effectively with those who are different from oneself. 2B.2b.3 With prompting and support, demonstrate how to work effectively with those who are different from oneself.	2B.2b.4 With minimal support, demonstrate how to work effectively with those who are different from oneself.	2B.2b.5 Demonstrate how to work effectively with those who are different from oneself.
C: Use communication and social skills to interact effectively with others.	2C.2a. Describe approaches for making and keeping friends.	2C.2a.3 Describe approaches for making friends. 2C.2a.3 Describe approaches for keeping friends.	2C.2a.4 Describe approaches for keeping friends within the school setting.	2C.2a.5 Describe and apply approaches for making and keeping friends.
	2C.2b. Analyze ways to work effectively in groups.	2C.2b.3 Identify ways to work effectively in groups.	2C.2b.4 With support, demonstrate ways to work effectively in groups.	2C.2b.5 Analyze ways to work effectively in groups.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.2a. Describe causes and consequences of conflicts.	2D.2a.3 Describe causes of conflicts in the classroom. 2D.2a.3 Describe consequences of conflicts in the classroom.	2D.2a.4 Describe causes of conflicts in school. 2D.2a.4 Describe consequences of conflicts in school.	2D.2a.5 Describe causes and consequences of conflicts.
	2D.2b. Apply constructive approaches in resolving conflicts.	2D.2b.3 Apply constructive approaches in resolving conflicts in the classroom.	2D.2b.4 Apply constructive approaches in resolving conflicts in school.	2D.2b.5 Apply constructive approaches in resolving conflicts in and outside of school.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.				
Learning Standard	Overall Benchmark	Grade 3 Benchmark	Grade 4 Benchmark	Grade 5 Benchmark
A: Consider ethical, safety, and societal factors in making decisions.	3A.2a. Demonstrate the ability to respect the rights of self and others.	3A.2a.3 Define respect. 3A.2a.3 Define individual rights. 3A.2a.3 With support, identify individual rights.	3A.2a.4 Identify individual rights. 3A.2a.4 With prompting and support, demonstrate the ability to respect the rights of self and others.	3A.2a.5 Demonstrate the ability to respect the rights of self and others. 3A.2a.5 Demonstrate honesty, respect, fairness, and compassion.
	3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	3A.2b.3 Identify how social norms impact decision making and behavior.	3A.2b.4 With support, demonstrate knowledge of how social norms impact decision making. 3A.2b.4 With support, demonstrate knowledge of how social norms impact behavior.	3A.2b.5 Demonstrate knowledge of how social norms impact decision making. 3A.2b.5 Demonstrate knowledge of how social norms impact behavior.
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.2a. Identify and apply the steps of systematic decision making.	3B.2a.3 With support, identify the specific steps of decision making. 3B.2a.3 With support, apply the specific steps of decision making.	3B.2a.4 Identify the specific steps of decision making. 3B.2a.4 With support, apply the specific steps of decision making.	3B.2a.5 Identify and apply the specific steps of decision making.
	3B.2b. Generate alternative solutions and evaluate consequences for a range of academic and social situations.	3B.2b.3 With support, identify multiple solutions to a problem. 3B.2b.3 With support, predict the consequences of the alternative solutions.	3B.2b.4 With support, generate alternative solutions to problems that occur in a range of academic and social situations. 3B.2b.4 With support, develop criteria for evaluating the consequences of a decision. 3B.2b.4 With support, evaluate the consequences of alternative solutions.	3B.2b.5 Generate alternative solutions to problems that occur in a range of academic and social situations. 3B.2b.5 Evaluate the consequences of the alternative solutions.
C. Contribute to the well-being of one's school and community.	3C.2a. Identify and perform roles that contribute to the school community.	3C.2a.3 Identify roles that contribute to the school community.	3C.2a.4 Identify roles that contribute to the school community. 3C.2a.4 With support, perform roles that contribute to the school community.	3C.2a.5 Identify and perform roles that contribute to the school community.
	3C.2b. Identify and perform roles that contribute to one's local community.	3C.2b.3 Identify roles that contribute to the local community.	3C.2b.4 Identify roles that contribute to the local community.	3C.2b.5 Identify and perform roles that contribute to the local community.