

Skills of Learning

Empathy

Emotion
Management

Problem Solving

SEL

Grades K-4

Scope and Sequence

Essential Questions

Skills for Learning

K-4: How can learners be successful in school using skills for learning?

Empathy

K-4: How can relationships with others help learners to feel secure, supported, and successful?

Emotion
Management

K-4: How do learners express and manage their emotions?

Problem Solving

K-4: How do learners use healthy strategies to manage behaviors?

	Marking Period 1			Marking Period 2		
	August	September	October	November	December	January
K-4	Classroom Goal Setting					
Kindergarten	<p>Skills for Learning</p> <p>"I can name and show the SOAR expectations."</p>	<p>Skills for Learning</p> <p>"I can name and show the Listening Rules." "I can use self-talk to focus my attention."</p>	<p>Skills for Learning</p> <p>"I can be assertive and ask for help."</p>	<p>Empathy</p> <p>"I can name and recognize feelings."</p>	<p>Empathy</p> <p>"I can name similar and different feelings."</p>	<p>Empathy</p> <p>"I can identify an accident and show empathy." "I can show I care."</p>
1st Grade	<p>Skills for Learning</p> <p>"I can name and show the SOAR expectations."</p>	<p>Skills for Learning</p> <p>"I can name and show the Listening Rules. " "I can focus my attention and follow directions."</p>	<p>Skills for Learning</p> <p>"I can use self-talk strategies to stay focused." "I can be assertive and ask for help."</p>	<p>Empathy</p> <p>"I can identify my feelings and the feelings of others."</p>	<p>Empathy</p> <p>"I can identify similar and different feelings." "I can understand that feelings can change."</p>	<p>Empathy</p> <p>"I can identify an accident and show empathy." "I can show care and concern for others."</p>
2nd Grade	<p>Skills for Learning</p> <p>"I can name and show the SOAR expectations."</p>	<p>Skills for Learning</p> <p>"I can show respect to others and myself. " "I can focus my attention, listen and follow directions."</p>	<p>Skills for Learning</p> <p>"I can use self-talk to focus my attention." "I can be assertive and ask for help."</p>	<p>Empathy</p> <p>"I can identify my feelings and the feelings of others."</p>	<p>Empathy</p> <p>"I can show confidence in my actions and words." "I can recognize that everyone is unique and has different preferences."</p>	<p>Empathy</p> <p>"I can show care and concern for others."</p>

	Marking Period 1			Marking Period 2		
	August	September	October	November	December	January
K-4	Classroom Goal Setting					
3rd Grade	Skills for Learning "I can name and show the SOAR expectations."	Skills for Learning "I can focus my attention and listening to show respect."	Skills for Learning "I can use self-talk and create a plan to respond to various situations."	Empathy "I can identify a variety of feelings."	Empathy "I can understand various perspectives and feelings."	Empathy "I can accept and appreciate others differences."
4th Grade	Skills for Learning "I can name and show the SOAR expectations."	Skills for Learning "I can define respect, empathy, and compassion."	Skills for Learning "I can be assertive in a respectful manner."	Skills for Learning "I can respect the similarities and differences of people's feelings."	Skills for Learning "I can notice and understand different perspectives."	Skills for Learning "I can have successful conversations with peers."
	"I can name and show the SOAR expectations."	"I can define respect, empathy, and compassion."	"I can be assertive in a respectful manner."	"I can respect the similarities and differences of people's feelings."	"I can notice and understand different perspectives."	"I can have successful conversations with peers."

	Marking Period 3		Marking Period 4	
	February	March	April	May
K-4	Classroom Goal Setting			
Kindergarten	<p>Emotion Management</p> <p>"I can name and recognize feelings, and respond appropriately." "I can name and show the calm down steps."</p>	<p>Emotion Management</p> <p>"I can name and recognize feelings, and respond appropriately." "I can calm down in a variety of situations."</p>	<p>Problem Solving</p> <p>"I can describe a problem." "I can brainstorm solutions to a problem."</p>	<p>Problem Solving</p> <p>"I can name and show fair ways to play." "I can follow the Problem Solving steps to solve a problem."</p>
1st Grade	<p>Emotion Management</p> <p>"I can recognize my feelings and respond appropriately."</p>	<p>Emotion Management</p> <p>"I can identify and use calming-down strategies when needed."</p>	<p>Problem Solving</p> <p>"I can identify problems and ways to be fair." "I can follow the Problem Solving steps to solve a problem."</p>	<p>Problem Solving</p> <p>"I can be inviting to include others." "I can follow the Problem Solving steps to solve a problem."</p>
2nd Grade	<p>Emotion Management</p> <p>"I can recognize my emotions and respond appropriately."</p>	<p>Emotion Management</p> <p>"I can use strategies to help me complete tasks."</p>	<p>Problem Solving</p> <p>"I can take responsibility for my actions." "I can follow the Problem Solving steps to solve a problem."</p>	<p>Problem Solving</p> <p>"I can play fairly while not excluding others."</p>

	Marking Period 3		Marking Period 4	
	February	March	April	May
K-4	Classroom Goal Setting			
3rd Grade	Emotion Management "I can identify calming down steps"	Emotion Management "I can identify situations that require using strategies for calming down."	Problem Solving "I can apply the Calming Down Steps to a variety of problems."	Problem Solving "I can demonstrate assertive communication in my responses to various situations."
4th Grade	Emotion Management "I can manage strong feelings in a calm way."	Emotion Management "I can identify emotion management strategies."	Problem Solving "I can follow steps to help me solve various problems."	Problem Solving "I can demonstrate assertive communication in my responses to various situations."

Kindergarten

Skills for Learning

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.1 Self-Awareness and Self-Management</p> <p>16.1 K.D Establish goals independently and recognize their influence on choices.</p>	<p><u>August</u></p> <ul style="list-style-type: none">• “I can name and show the SOAR expectations.” <p><u>September</u></p> <ul style="list-style-type: none">• “I can name and show the Listening Rules.”• “I can use self-talk to focus my attention.” <p><u>October</u></p> <ul style="list-style-type: none">• “I can be assertive and ask for help.”	<p><u>August</u></p> <ul style="list-style-type: none">• SOAR trade books, matrix <p><u>September</u></p> <ul style="list-style-type: none">• S.S. Lesson 1 Learning to Listen• S.S. Lesson 2 Focusing Attention• S.S. Lesson 3 Following Directions• S.S. Lesson 4 Self-Talk <p><u>October</u></p> <ul style="list-style-type: none">• S.S. Lesson 5 Being Assertive

Kindergarten



Standards	I Can Statements	Second Step Lesson/Resources
<p>November: 16.1 Self-Awareness and Self-Management 16.1 K.A Distinguish between emotions and identify socially accepted ways to express them. 16.1 K.B Recognize that everyone has personal traits which guide behavior and choices. 16.1 K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p> <p>December: 16.2 Establishing and Maintaining Relationships 16.2 K.B Identify similarities and differences between self and others.</p> <p>January: 16.2 Establishing and Maintaining Relationships 16.2 K.E Ask for and accept offers of help when needed or appropriate. 16.3 Decision-Making and Responsible Behavior 16.3 K.C Actively engage in assisting others when appropriate.</p>	<p><u>November</u></p> <ul style="list-style-type: none"> • "I can name and recognize feelings." <p><u>December</u></p> <ul style="list-style-type: none"> • "I can name similar and different feelings." <p><u>January</u></p> <ul style="list-style-type: none"> • "I can identify an accident and show empathy." • "I can show I care." 	<p><u>November</u></p> <ul style="list-style-type: none"> • S.S. Lesson 6 Feelings S.S. Lesson 7 More Feelings <p><u>December</u></p> <ul style="list-style-type: none"> • S.S. Lesson 8 Anger S.S. Lesson 9 Same or Different <p><u>January</u></p> <ul style="list-style-type: none"> • S.S. Lesson 10 Accidents S.S. Lesson 11 Caring

Kindergarten

Emotion Management

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.1 Self-Awareness and Self-Management 16.1 K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p> <p>16.2 Establishing and Maintaining Relationships 16.2 K.C Engage in reciprocal communication with adults and peers. 16.2 K.B Identify similarities and differences between self and others.</p> <p>16.3 Decision-Making and Responsible Behavior 16.3 K.B Recognize there are socially acceptable ways to behave in different places.</p>	<p><u>February</u></p> <ul style="list-style-type: none"> • “I can name and recognize feelings, and respond appropriately.” • “I can name and show the calm down steps.” <p>March</p> <ul style="list-style-type: none"> • “I can calm down in a variety of situations.” 	<p><u>February</u></p> <ul style="list-style-type: none"> • S.S. Lesson 12 We Feel Feelings in Our Bodies • S.S. Lesson 13 Managing Frustration <p><u>March</u></p> <ul style="list-style-type: none"> • S.S. Lesson 14 Calming Down Strong Feelings • S.S. Lesson 15 Handling Waiting • S.S. Lesson 16 Managing Anger • S.S. Lesson 17 Managing Disappointment • S.S. Lesson 18 Handling Being Knocked Down

Kindergarten

Problem Solving

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.2 Establishing and Maintaining Relationships</p> <p>16.2 K.C Engage in reciprocal communication with adults and peers.</p> <p>16.2 K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.</p> <p>16.2 Establishing and Maintaining Relationships</p> <p>16.2 K.A Interact with peers and adults in a socially acceptable manner.</p> <p>16.3 Decision-Making and Responsible Behavior</p> <p>16.3 K.A Interpret the consequences of choices.</p>	<p><u>April</u></p> <ul style="list-style-type: none"> • “I can describe a problem.” • “I can brainstorm solutions to a problem.” <p><u>May</u></p> <ul style="list-style-type: none"> • “I can name and show fair ways to play.” • “I can follow the Problem Solving steps to solve a problem.” 	<p><u>April</u></p> <ul style="list-style-type: none"> • S.S. Lesson 19 Solving Problems <ul style="list-style-type: none"> • S.S. Lesson 23 Handling Having Things Taken Away • S.S. Lesson 23 Handling Name Calling <p><u>May</u></p> <ul style="list-style-type: none"> • S.S. Lesson 20 Inviting to Play • S.S. Lesson 21 Fair Ways to Play • S.S. Lesson 22 Having Fun with Friends

First Grade

Skills for Learning

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.2.1.C: Explain the impact of communication on interaction with others</p> <p>16.2.1.E: Determine who, when, where, or how to seek help for solving problems.</p>	<p>"I can name and show the SOAR expectations."</p> <p>"I can name and show the Listening Rules."</p> <p>"I can focus my attention and follow directions."</p> <p>"I can use self-talk strategies to stay focused."</p> <p>"I can be assertive and ask for help."</p>	<p>SOAR trade books, matrix</p> <p><u>Second Step Lessons:</u> Lesson 1: Listening to Learn Lesson 2: Focusing Attention Lesson 3: Following Directions Lesson 4: Self-Talk for Learning Lesson 5: Being Assertive</p>

First Grade

Empathy

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.1 1.A: Examine the impact of emotions and responses on view of self and interactions with others.</p> <p>16.3 1.B: Demonstrate knowledge of how social norms affect decision-making and behavior.</p>	<p>"I can identify my feelings and the feelings of others."</p> <p>"I can identify similar and different feelings."</p> <p>"I can understand that feelings can change."</p> <p>"I can identify an accident and show empathy."</p> <p>"I can show care and concern for others."</p>	<p><u>Second Step Lessons:</u> Lesson 6: Identifying Feelings Lesson 7: Looking for More Clues Lesson 8: Similarities and Differences Lesson 9: Feelings Change Lesson 10: Accidents Lesson 11: Showing Care and Concern</p>

First Grade

Emotion Management

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.1 1.A: Examine the impact of emotions and responses on view of self and interactions with others.</p> <p>16.1 1.C: Identify adverse situations which all people encounter and healthy ways to address.</p> <p>16.1 1.D: Describe the effect of goal-setting on self and others.</p>	<p>"I can recognize my feelings and respond appropriately."</p> <p>"I can identify and use calming-down strategies when needed."</p>	<p><u>Second Step Lessons:</u> Lesson 12: Identifying Our Own Feelings Lesson 13: Strong Feelings Lesson 14: Calming Down Anger Lesson 15: Self-Talk for Calming Down Lesson 16: Managing Worry</p>

First Grade

Problem Solving

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.1 1.C: Identify adverse situations which all people encounter and healthy ways to address.</p> <p>16.2 1.A: Establish relationships that are positive and supportive of others.</p> <p>16.2 1.B: Recognize and tolerate the uniqueness of all people in all situations.</p> <p>16.2 1.B: Identify and apply appropriate ways to resolve conflict.</p> <p>16.2 1.E: Determine who, when, where, or how to seek help for solving problems.</p>	<p>"I can identify problems and ways to be fair."</p> <p>"I can follow the Problem Solving steps to solve a problem."</p> <p>"I can be inviting to include others."</p> <p>"I can follow the Problem Solving steps to solve a problem."</p>	<p><u>Second Step Lessons:</u> Lesson 17: Solving Problems, Part 1 Lesson 18: Solving Problems, Part 2 Lesson 19: Fair Ways to Play Lesson 20: Inviting to Join In Lesson 21: Handling Name-Calling Lesson 22: Reviewing <i>Second Step Skills</i></p>

Second Grade

Skills for Learning

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.2 2.C: Explain the impact of communication on interaction with others</p> <p>16.2 2.E: Determine who, when, where, or how to seek help for solving problems.</p>	<p>"I can name and show the SOAR expectations."</p> <p>"I can show respect to others and myself. "</p> <p>"I can focus my attention, listen and follow directions."</p> <p>"I can use self-talk to focus my attention."</p> <p>"I can be assertive and ask for help."</p>	<ol style="list-style-type: none">1. Being Respectful2. Focusing Attention and Listening3. Using Self-Talk4. Being Assertive

Second Grade

Empathy

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.1 2.A: Examine the impact of emotions and responses on view of self and interactions with others.</p> <p>16.2 2.B: Recognize and tolerate the uniqueness of all people in all situations.</p> <p>16.2 2.C: Explain the impact of communication on interactions with others.</p> <p>16.3 2.B: Demonstrate knowledge of how social norms affect decision-making and behavior.</p>	<p>"I can identify my feelings and the feelings of others."</p> <p>"I can show confidence in my actions and words."</p> <p>"I can recognize that everyone is unique and has different preferences."</p> <p>"I can show care and concern for others."</p>	<p>5. Identifying Feelings</p> <p>6. Learning More About Feelings</p> <p>7. Feeling Confident</p> <p>8. Respecting Different Preferences</p> <p>9. Showing Compassion</p> <p>10. Predicting Feelings</p>

Second Grade

Emotion Management

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.1 2.A: Examine the impact of emotions and responses on view of self and interactions with others.</p> <p>16.1 2.C: Identify adverse situations which all people encounter and healthy ways to address.</p> <p>16.1 2.D: Describe the effect of goal-setting on self and others.</p>	<p>"I can recognize my emotions and respond appropriately."</p> <p>"I can use strategies to help me complete tasks."</p>	<ol style="list-style-type: none">11. Introducing Emotion Management12. Managing Embarrassment13. Handling Making Mistakes14. Managing Anxious Feelings15. Managing Anger16. Finishing Tasks

Second Grade

Problem Solving

Standards	I Can Statements	Second Step Lesson/Resources
<p>16.2 2.A: Establish relationships that are positive and supportive of others.</p> <p>16.2 2.D: Identify and apply appropriate ways to resolve conflict.</p> <p>16.2 2.E: Determine who, when, where, or how to seek help for solving problems.</p> <p>16.3 2.A: Recognize that there are consequences for every decision which are the responsibility of the decision-maker.</p> <p>16.3 2.B: Demonstrate knowledge of how social norms affect decision-making and behavior.</p>	<p>"I can take responsibility for my actions."</p> <p>"I can follow the Problem Solving steps to solve a problem."</p> <p>"I can play fairly while not excluding others."</p>	<p>17. Solving Problems, Part 1</p> <p>18. Solving Problems, Part 2</p> <p>19. Taking Responsibility</p> <p>20. Responding to Playground Exclusion</p> <p>21. Playing Fairly on the Playground</p> <p>22. Reviewing Second Step Skills</p>

Third Grade

Skills for Learning

Standards	I Can Statements	Second Step Lesson/Resources
	<p>"I can name and show the SOAR expectations."</p> <p>"I can focus my attention and listening to show respect."</p> <p>"I can use self-talk and create a plan to respond to various situations."</p>	<p>SOAR trade books, matrix</p> <p><u>Second Step Lessons:</u> Lesson 1: Being Respectful Learners</p> <p>Lesson 2: Using Self-Talk</p> <p>Lesson 3: Being Assertive</p> <p>Lesson 4: Planning to Learn</p>

Third Grade

Empathy

Standards	I Can Statements	Second Step Lesson/Resources
	<p>"I can identify a variety of feelings."</p> <p>"I can understand various perspectives and feelings."</p> <p>"I can accept and appreciate others differences."</p>	<p><u>Second Step Lessons:</u> Lesson 5: Identifying Others' Feelings Lesson 6: Understanding Perspectives Lesson 7: Conflicting Feelings Lesson 8: Accepting Differences Lesson 9: Showing Compassion Lesson 10: Making Friends</p>

Third Grade

Emotion Management

Standards	I Can Statements	Second Step Lesson/Resources
	<p>"I can identify calming down steps."</p> <p>"I can identify situations that require using strategies for calming down."</p>	<p><u>Second Step Lessons:</u> Lesson 11: Introducing Emotion Management</p> <p>Lesson 12: Managing Test Anxiety</p> <p>Lesson 13: Handling Accusations</p> <p>Lesson 14: Managing Disappointment</p> <p>Lesson 15: Managing Anger</p> <p>Lesson 16: Managing Hurt Feelings</p>

Third Grade

Problem Solving

Standards	I Can Statements	Second Step Lesson/Resources
	<p>"I can apply the Calming Down Steps to a variety of problems."</p> <p>"I can demonstrate assertive communication in my responses to various situations."</p>	<p><u>Second Step Lessons:</u> Lesson 17: Solving Problems, Part 1</p> <p>Lesson 18: Solving Problems, Part 2</p> <p>Lesson 19: Solving Classroom Problems</p> <p>Lesson 20: Solving Peer-Exclusion Problems</p> <p>Lesson 21: Dealing with Negative Peer Pressure</p> <p>Lesson 22: Reviewing <i>Second Step</i> Skills</p>

Fourth Grade

Skills for Learning

Standards	I Can Statements	Second Step Lesson/Resources
	<p>"I can name and show the SOAR expectations."</p> <p>"I can define respect, empathy, and compassion."</p> <p>"I can be assertive in a respectful manner."</p> <p>"I can have successful conversations with peers."</p>	<p>SOAR trade books, matrix</p> <p><u>Second Step Lessons:</u> Lesson 1: Empathy and Respect Lesson 2: Listening with Attention Lesson 3: Being Assertive Lesson 7: Conversations and Compliments</p>

Fourth Grade

Empathy

Standards	I Can Statements	Second Step Lesson/Resources
	<p>“I can define respect, empathy, and compassion.”</p> <p>“I can respect the similarities and differences of people’s feelings.”</p> <p>“I can notice and understand different perspectives.”</p> <p>“I can have successful conversations with peers.”</p>	<p><u>Second Step Lessons:</u> Lesson 1: Empathy and Respect</p> <p>Lesson 4: Respecting Similarities and Differences</p> <p>Lesson 6: Understanding Different Perspectives</p> <p>Lesson 7: Conversations and Compliments</p> <p>Lesson 8: Joining In</p>

Fourth Grade

Emotion Management

Standards	I Can Statements	Second Step Lesson/Resources
	<p>"I can manage strong feelings in a calm way."</p> <p>"I can identify emotion management strategies."</p>	<p><u>Second Step Lessons:</u> Lesson 10: Emotion Management</p> <p>Lesson 11: Managing Strong Feelings</p> <p>Lesson 12: Calming Down Anger</p> <p>Lesson 13: Managing Anxiety</p> <p>Lesson 14: Avoiding Jumping to Conclusions</p> <p>Lesson 15: Handling Put Downs</p>

Fourth Grade

Problem Solving

Standards	I Can Statements	Second Step Lesson/Resources
	<p>"I can follow steps to help me solve various problems."</p> <p>"I can demonstrate assertive communication in my responses to various situations."</p>	<p><u>Second Step Lessons:</u> Lesson 3: Being Assertive</p> <p>Lesson 16: Solving Problems Part 1</p> <p>Lesson 17: Solving Problems Part 2</p> <p>Lesson 18: Making a Plan</p> <p>Lesson 19: Solving Playground Problems</p> <p>Lesson 20: Taking Responsibility for Your Actions</p> <p>Lesson 21: Dealing with Peer Pressure</p> <p>Lesson 22: Reviewing 2nd Step Skills</p>