

Grade Three	Unit One: Skills for Learning	
Lesson One	Weekly Concepts	Student Objectives
Being Respectful Learners	Focusing your attention and listening help you be a better learner.	Apply focusing attention and listening skills in response to scenarios.
	Focusing your attention and listening show respect.	
Lesson Two	Weekly Concepts	Student Objectives
Using Self Talk	Self talk means talking to yourself in a quiet voice or in your head.	Identify classroom distractions.
	Self talk can help you focus, stay on task, and handle distractions.	Demonstrate the use of self talk in response to scenarios.
Lesson Three	Weekly Concepts	Student Objectives
Being Assertive	Being assertive means asking for what you want or need in a calm and firm voice.	Demonstrate assertive communication skills in response to scenarios.
	Being assertive is a respectful way to get what you want or need.	
Lesson Four	Weekly Concepts	Student Objectives
Respecting Similarities and Differences	Making a plan can help you be a better learner.	Evaluate three step plans for different scenarios using the Good Plan Checklist criteria
	A plan is good if the order makes sense. It is simple and you can do it.	Create a simple, three step plan that meets the Good Plan Checklist criteria
Grade Three	Unit Two: Empathy	
Lesson Five	Weekly Concepts	Student Objectives
Identifying Others' Feelings	Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling.	Name a variety of feelings.
	People can have different feelings about the same situation.	Determine other's' feelings using physical, verbal, and situational clues.
	All feelings are natural.	Label their own feelings as the same as or different from others' feelings.
Lesson Six	Weekly Concepts	Student Objectives
Understanding Perspectives	People can have different feelings about the same situation, and their feelings can change.	Identify others' feelings using physical, verbal, and situational clues
	Empathy is feeling or understanding what someone else is feeling.	Determine whether others' feelings have changed, in response to scenarios
	Thinking about others' perspectives helps you have empathy for them.	
Lesson Seven	Weekly Concepts	Student Objectives
Conflicting Feelings	You can have conflicting feelings about a situation.	Identify two conflicting feelings a person could have in response to scenarios

Conflicting Feelings	Having empathy helps you notice when others' feelings are the same as or different from you.	Explain possible reasons for someone's conflicting feelings in response to scenarios
Lesson Eight	Weekly Concepts	Student Objectives
Accepting Differences	Having empathy helps you understand and accept how others are the same as or different from you.	Name similarities and differences between people
	Accepting and appreciating others' differences is respectful.	Predict how others will feel when teased for being different
Lesson Nine	Weekly Concepts	Student Objectives
Showing Compassion	Focusing attention on and listening to others can help you have empathy and show compassion.	Demonstrate focusing attention and listening skills in response to scenarios
	You can say kind words or do helpful things to show your compassion.	Identify ways to show compassion for others in response to scenarios
		Express appreciation for another person's concern in response to scenarios
Lesson Ten	Weekly Concepts	Student Objectives
Making Friends	Focusing attention and listening to others helps you make conversation.	Demonstrate focusing attention and listening skills in the context of a game
	Making conversation helps you make friends and get along better with others.	Initiate, continue, and end a conversation in a friendly way in the context of a game
Grade Three	Unit Three: Emotion Management	
Lesson Eleven	Weekly Concepts	Student Objectives
Introducing Emotion Management	When you feel strong feelings, it's hard to think clearly.	Identify physical clues that can help them label their own feelings.
	Focusing attention on your body gives you clues about how you're feeling.	
	Thinking about your feelings helps the thinking part of your brain get back in control.	
Lesson Twelve	Weekly Concepts	Student Objectives
Managing Test Anxiety	Using a stop signal and naming your feelings are the first two Calming Down Steps.	Identify the first two Calming Down Steps
		Demonstrate using the first two Calming Down Steps in response to scenarios
Lesson Thirteen	Weekly Concepts	Student Objectives
Handling Accusations	You can use belly breathing to calm down.	Demonstrate correct belly breathing techniques
	Calming down helps you handle accusations calmly and thoroughly.	Use belly breathing to calm down in response to scenarios
	It's important to take responsibility when you've made a mistake.	Demonstrate steps for handling accusations in response to scenarios
Lesson Fourteen	Weekly Concepts	Student Objectives

Managing Disappointment	Negative self talk can make strong feelings.	Generate positive self talk they can use to calm down in response to scenarios.
	You can calm down by using positive talk.	Make a simple three step plan to achieve a goal in response to scenarios
	Setting a new goal and making a plan to achieve it are positive ways to handle disappointment.	
Lesson Fifteen	Weekly Concepts	Student Objectives
Managing Anger	Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.	Use counting to calm down in response to scenarios.
	It's important to calm down angry feelings so you don't do something hurtful.	Use assertive communication skills to get what they want or need in response to scenarios.
	Being assertive is a respectful way to get what you want or need.	
Lesson Sixteen	Weekly Concepts	Student Objectives
Managing Hurt Feelings	Calming down when your feelings have been hurt can help you avoid jumping to conclusions.	Identify situations that require using strategies for calming down.
	Thinking of other explanations and getting more information can help information can help you avoid jumping to conclusions.	Demonstrate using strategies for calming down.
		Generate alternative explanations in response to scenarios.
Grade Three	Unit Four: Problem Solving	
Lesson Seventeen	Weekly Concepts	Student Objectives
Solving Problems, Part One	Calming down helps you think so you can solve problems.	Recall the first Problem Solving Steps
	Following steps can help you solve problems.	Identify and state a problem in response to scenarios
	Saying the problem without blame is respectful.	Identify blaming language in response to scenarios
Lesson Eighteen	Weekly Concepts	Student Objectives
Solving Problems, Part Two	Following steps can help you solve problems.	Recall the Problem Solving Steps
	Solutions to problems must be safe and respectful.	Propose several solutions for a given problem in response to scenarios
	Solutions can have positive or negative consequences.	Determine if solutions are safe and respectful
		Explore and negative consequences of solutions
Lesson Nineteen	Weekly Concepts	Student Objectives
Solving Classroom Problems	Calming down helps you think so you can solve problems.	Apply the Calming Down Steps to an emotional situation in response to a scenario
	Following steps can help you solve problems.	Recall the Problem Solving Steps
	Getting along with others helps you be a better learner at school.	Use the Problem Solving Steps to solve an interpersonal problem between classmates, in response to a scenario
Lesson Twenty	Weekly Concepts	Student Objectives

Solving Peer Exclusion Problems	Following steps can help you solve problems.	Apply the Problem Solving Steps to the problem of being excluded by peers, in response to scenarios
	Being assertive is a safe and respectful solution to problems like being excluded.	Demonstrate assertive communication skills in response to scenarios
	Excluding others is not nice or respectful.	
Lesson Twenty One	Weekly Concepts	Student Objectives
Dealing with Negative Peer Pressure	Calming down helps you think so you can solve problems.	Apply the Problem Solving Steps to the problem of being negatively pressured by peers, in response to scenarios.
	Following steps can help you solve problems.	Demonstrate assertive communication skills in response to scenarios
	Being assertive can help you resist negative peer pressure.	
Lesson Twenty Two	Weekly Concepts	Student Objectives
Reviewing Second Step Skills	Using Second Step skills can help you be a better learner and get along with others.	Recall Second Step skills learned
		Identify Second Skills in a story and relate personal examples of skill use