

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**Curriculum Guide: Social Emotional Learning**

**Grade: Kindergarden**

## **Priority Areas**

**Self-awareness, Self-management, Social Awareness,  
Relationship Skills & Responsible Decision Making.**

## **Practice Standards**

### **Self-awareness:**

- I can identify basic emotions like sadness, happiness, and fear.
- I can describe and understand what causes these emotions.
- I can identify what I like and dislike.
- I can try new things, and re-try things that are hard for me in play and in learning.

### **Self-management:**

- I can identify ways to calm my body and mind.
- I can stick to a routine.
- I can set simple goals and work towards them.

### **Social Awareness:**

- I can communicate my needs and emotions.
- I can identify what others are feeling based on their facial expressions and body language.
- I can realize that my feelings and behaviors affect others.

### **Relationship Skills:**

- I can establish and maintain healthy relationships based on cooperation.
- I can use polite language.
- I can pay attention when others are speaking.
- I can take turns and share with others.

### **Responsible Decision Making:**

- I can identify simple rules of behavior.
- I can recognize when my choices hurt other people.
- I can share and take turns.

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**Curriculum Guide: Social Emotional Learning**

**Grade: First Grade**

## **Priority Areas**

**Self-awareness, Self-management, Social Awareness,  
Relationship Skills & Responsible Decision Making.**

## **Practice Standards**

### **Self-awareness:**

- I can identify basic emotions like happiness, sadness, and fear.
- I can begin to understand and describe what causes these emotions.
- I can identify what I like and dislike.
- I can try new things and re-try things that are hard for me in play and in learning.

### **Self-management:**

- I can identify ways to calm my body and mind.
- I can follow a routine.
- I can wait my turn.
- I can set goals and work towards them.

### **Social Awareness:**

- I can communicate my needs and emotions.
- I can identify what others are feeling based on their facial expressions and body language.
- I can realize that my feelings and behaviors affect others.
- I can realize that others may have a different point of view.

### **Relationship Skills:**

- I can accurately identify relationships I have with others.
- I can know what traits of a good friend are.
- I can use polite language to interact effectively with others.
- I can pay attention when others are speaking.
- I can take turns and share with others.
- I can recognize safe versus unsafe situations.

### **Responsible Decision Making:**

- I can identify simple rules of behavior.
- I can recognize when my choices can hurt other people.

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**Curriculum Guide: Social Emotional Learning**

**Grade: Second Grade**

**Priority Areas**  
**Self-awareness, Self-management, Social Awareness,  
Relationship Skills & Responsible Decision Making.**

## **Practice Standards**

### **Self-awareness:**

- I can identify basic emotions like happiness, sadness, and fear.
- I can understand what causes these emotions.
- I can identify what I like and dislike.
- I can try and re-try things that are difficult for me in play and learning and ask for help if I need it.

### **Self-management:**

- I can identify ways to calm my body and mind.
- I can follow a routine and recognize the needed steps to complete it.
- I can wait my turn.
- I can set a goal and work towards it.

### **Social Awareness:**

- I can communicate my needs and emotions verbally.
- I can identify what others are feeling based on their body language and facial expressions.
- I can be sensitive and respectful of others' feelings.
- I can work cooperatively in a group.
- I can show respect and appreciation for others' differences.

### **Relationship Skills:**

- I can accurately identify relationships I have with others.
- I can describe the traits of a good friend.
- I can use polite language with others.
- I can pay attention when others are speaking.
- I can take turns and share with others

### **Responsible Decision Making:**

- I can identify simple rules of behavior.
- I can recognize when my choices hurt other people.

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**Curriculum Guide: Social Emotional Learning**

**Grade: Third Grade**

## **Priority Areas** **Self-awareness, Self-management, Social Awareness,** **Relationship Skills & Responsible Decision Making.**

### **Practice Standards**

#### **Self-awareness:**

- I can use more specific language to describe a broad range of emotions.
- I can understand how different situations make me feel.
- I can understand my own strengths and challenges.
- I can try and re-try things that are difficult for me in social and academic situations.
- I know when I need help and how to get help.

#### **Self-management:**

- I can identify strategies to manage my emotions.
- I can identify how to overcome obstacles.
- I can use what I have learned from past experiences to solve new problems.
- I can recognize socially appropriate responses to emotions.

#### **Social Awareness:**

- I can communicate my needs and feelings verbally.
- I can understand that emotions play a major role in relationships.
- I can respect and identify with other people's perspectives and differences.
- I can understand and evaluate social situations.
- I can work cooperatively in a group.

#### **Relationship Skills:**

- I can establish and maintain positive relationships.
- I can listen actively.
- I can resolve conflict effectively.
- I can be a loyal and considerate friend.

#### **Responsible Decision Making:**

- I can understand and explain why it is important to follow rules and laws
- I can understand the importance of being accountable.
- I can understand what it means to be responsible.
- I can set goals and create a plan to achieve them.
- I can think of different solutions for problems and think of the consequences.

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**Curriculum Guide: Social Emotional Learning**

**Grade: Fourth Grade**

**Priority Areas**  
**Self-awareness, Self-management, Social Awareness,  
Relationship Skills & Responsible Decision Making.**

## **Practice Standards**

### **Self-awareness:**

- I can accurately identify my emotions and explain why I feel that way.
- I can understand how my emotions affect my behavior.
- I can identify my strengths and weaknesses and understand how they affect my behavior.

### **Self-management:**

- I can identify strategies to manage my emotions.
- I can identify how to overcome obstacles.
- I can use what I have learned from past experiences to solve new problems.
- I can recognize socially appropriate responses to emotions.

### **Social Awareness:**

- I can communicate my needs and feelings verbally.
- I can understand that emotions play a major role in relationships.
- I can respect and identify other people's perspectives and differences.
- I can understand and evaluate social situations based on expression and body language.

### **Relationship Skills:**

- I can use social skills to establish and maintain positive relationships.
- I can listen actively.
- I can resolve conflict effectively.
- I can be loyal and considerate to my friends.

### **Responsible Decision Making:**

- I can understand and explain why it is important to follow rules and laws.
- I can understand the importance of being accountable.
- I can be responsible.
- I can create a plan to achieve my goals.
- I can think of different solutions for problems and consequences for my choices.

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**Curriculum Guide: Social Emotional Learning**

**Grade: Fifth Grade**

## **Priority Areas**

**Self-awareness, Self-management, Social Awareness,  
Relationship Skills & Responsible Decision Making.**

## **Practice Standards**

### **Self-awareness:**

- I can accurately identify my emotions and explain why I feel that way.
- I can understand how my emotions affect my behavior.
- I can identify my strengths and weaknesses and understand how they affect my behavior.

### **Self-management:**

- I can identify how to overcome obstacles.
- I can use what I have learned from past experiences to solve new problems.
- I can recognize socially appropriate responses to emotions.
- I can reflect on possible consequences before expressing my emotions.
- I can identify strategies to manage my emotions.

### **Social Awareness:**

- I can respect and identify other people's perspectives and differences.
- I can communicate my needs and feelings verbally.
- I can understand that emotions play a major role in relationships.

### **Relationship Skills:**

- I can establish and maintain positive relationships.
- I can listen actively, respect diverse perspectives and resolve conflicts effectively.
- I can be a loyal and considerate friend.

### **Responsible Decision Making:**

- I can understand the importance of being accountable.
- I can understand what it means to be responsible in regard to family and friends
- I can follow a plan that I have created to achieve my goals.
- I can think of different solutions for problems and think of the consequences
- I can understand and explain the importance of following rules and laws.



Concepts	Essential Questions	Resources
<p><b>Self-awareness:</b></p> <p>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p>	<ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognizing strengths</li> <li>Self-confidence</li> <li>Self-efficacy</li> </ul>	<ul style="list-style-type: none"> <li><i>Open Circle</i></li> <li><i>Zones of Regulation</i></li> <li><i>Mind Up</i></li> <li><i>Second Step</i></li> <li><a href="https://casel.org/core-competencies/">https://casel.org/core-competencies/</a></li> </ul>
<p><b>Self-management:</b></p> <p>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p>	<ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Self-discipline</li> <li>Self-motivation</li> <li>Goal-setting</li> <li>Organizational skills</li> </ul>	<ul style="list-style-type: none"> <li><i>Open Circle</i></li> <li><i>Zones of Regulation</i></li> <li><i>Mind Up</i></li> <li><i>Second Step</i></li> <li><a href="https://casel.org/core-competencies/">https://casel.org/core-competencies/</a></li> </ul>
<p><b>Social Awareness:</b></p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p>	<ul style="list-style-type: none"> <li>Perspective-taking</li> <li>Empathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>Open Circle</li> <li>Zones of Regulation</li> <li>Mind Up</li> <li>Second Step</li> <li><a href="https://casel.org/core-competencies/">https://casel.org/core-competencies/</a></li> </ul>
<p><b>Relationship Skills:</b></p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p>	<ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> <li>Relationship-building</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li><i>Open Circle</i></li> <li><i>Zones of Regulation</i></li> <li><i>Mind Up</i></li> <li><i>Second Step</i></li> <li><a href="https://casel.org/core-competencies/">https://casel.org/core-competencies/</a></li> </ul>
<p><b>Responsible Decision Making:</b></p> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p>	<ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analyzing situations</li> <li>Solving problems</li> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical responsibility</li> </ul>	<ul style="list-style-type: none"> <li><i>Open Circle</i></li> <li><i>Zones of Regulation</i></li> <li><i>Mind Up</i></li> <li><i>Second Step</i></li> <li><a href="https://casel.org/core-competencies/">https://casel.org/core-competencies/</a></li> </ul>

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## Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/ concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

### Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. The Department commonly uses the Collaborative for Academic, Social, and Emotional Learning (CASEL's), definition of Social and Emotional Learning (SEL): *SEL is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices.* For more information you can access their website here:

<http://www.doe.mass.edu/candi/SEL/>

### Social Emotional Practice Standards

Social Emotional Standards are a set of skills/behaviors that are replicated in grades preK-5. These standards describe ways in which students engage within themselves as well as how they are able to interact with peers and adults. The level of application grows increasingly complex as students progress vertically throughout their education.

### Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.