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**Lessons 1-26**

# **Standards Alignment**



**Lesson 1: Introduction to the Heroes Circle****Grade 2 Standards****CORE SEL STANDARDS****Self-management**

**Goal setting:** During this lesson students begin to develop a goal and understand how hard work and perseverance will help them to achieve it.

**CCSS STANDARDS****Writing; Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 6 - Decision Making**

**4.6** Demonstrate the ability to make a decision or solve a problem using the steps.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.8** Demonstrate effective listening and attending skills.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 1: Introduction to the Heroes Circle****Grade 3 Standards****CORE SEL STANDARDS****Self-management**

**Goal setting:** During this lesson students begin to develop a goal and understand how hard work and perseverance will help them to achieve it.

**CCSS STANDARDS****Writing; Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-Literacy.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 1: Nutrition and Physical Activity; Standard 5 - Goal Setting**

**1.6** Develop a personal plan to be physically active. \*applicable to students who choose a physical goal

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 1: Introduction to the Heroes Circle****Grade 4 Standards****CORE SEL STANDARDS****Self-management**

**Goal setting:** During this lesson students begin to develop a goal and understand how hard work and perseverance will help them to achieve it.

**CCSS STANDARDS****Writing; Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 2 - Access Information**

**4.2** Describe the characteristics of people who can help make decisions and solve problems.

**Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**Standard 6 - Decision Making**

**4.6** Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 2: The Greatest Part of the Martial Artist****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will recognize their own emotions and thoughts and how they influence their behavior.

**Social Awareness**

**Respect for others:** During this lesson, students will understand social and ethical norms for behavior during interactions and conflicts.

**Responsible Decision-making**

**Solving problems:** During this lesson, students will make responsible choices about their behavior as they identify and solve problems.

**Self-management**

**Impulse control:** During this lesson, students will practice impulse control and behavior management through self-discipline.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-Literacy.SL.2.3** Ask & answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.8** Demonstrate effective listening and attending skills.

**4.9** Recognize and express appropriately a variety of personal feelings.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



## Lesson 2: The Greatest Part of the Martial Artist Grade 3 Standards

### CORE SEL STANDARDS

#### Self-awareness

**Identifying emotions:** During this lesson, students will recognize their own emotions and thoughts and how they influence their behavior.

#### Social Awareness

**Respect for others:** During this lesson, students will understand social and ethical norms for behavior during interactions and conflicts.

#### Responsible Decision-making

**Solving problems:** During this lesson, students will make responsible choices about their behavior as they identify and solve problems.

#### Self-management

**Impulse control:** During this lesson, students will practice impulse control and behavior management through self-discipline.

### CCSS STANDARDS

#### Speaking and Listening; Comprehension and Collaboration

**CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Speaking and Listening; Presentation of Knowledge and Ideas

**CCSS.ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

#### Language; Conventions of Standard English

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Language; Knowledge of Language

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Language; Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

### MI HEALTH STANDARDS

#### Strand 4: Social and Emotional Health; Standard 7 - Social Skills

**4.10** Demonstrate how to confront annoying behavior.

#### Strand 4: Social and Emotional Health; Standard 1 - Core Concepts

**4.1** Describe the effect of teasing and bullying on others.

#### Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings,

### MI SOCIAL STUDIES STANDARDS

#### P4 Civic Participation

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 2: The Greatest Part of the Martial Artist****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

Identifying emotions: During this lesson, students will recognize their own emotions and thoughts and how they influence their behavior.

**Social Awareness**

Respect for others: During this lesson, students will understand social and ethical norms for behavior during interactions and conflicts.

**Responsible Decision-making**

Solving problems: During this lesson, students will make responsible choices about their behavior as they identify and solve problems.

**Self-management**

Impulse control: During this lesson, students will practice impulse control and behavior management through self-discipline.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.1** Describe the effect of teasing and bullying on others.

**Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**Strand 4: Social and Emotional Health; Standard 6: Decision Making**

**4.5** Explain the decision making and problem-solving steps.

**4.6** Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Describe characteristics and steps of conflict resolution.

**4.8** Apply the steps of conflict resolution.

**4.9** Demonstrate non-violent conflict resolution strategies.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 3: Stress and the Brain****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Accurate self-perception:** During this lesson, students will examine how and why they respond in negative/stressful situations.

**Self-management**

**Identifying emotions:** During this lesson, students will learn to identify moments of stress and how those moments can cause other negative emotions.

**Stress management:** During this lesson, students will learn and practice techniques to relax their body to reduce feelings of stress.

**CCSS STANDARDS****Writing; Text Types and Purposes**

**CCSS ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

**Writing; Research to Build and Present Knowledge**

**CCSS ELA-Literacy.W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS ELA-Literacy.SL.2.3** Ask & answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 3: Stress and the Brain****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Accurate self-perception:** During this lesson, students will examine how and why they respond in negative/stressful situations.

**Self-management**

**Identifying emotions:** During this lesson, students will learn to identify moments of stress and how those moments can cause other negative emotions.

**Stress management:** During this lesson, students will learn and practice techniques to relax their body to reduce feelings of stress.

**CCSS STANDARDS****Writing; Text Types and Purposes**

**CCSS ELA-Literacy.W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

**CCSS ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., After dinner that night we went looking for them.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.10** Demonstrate how to confront annoying behavior.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P2** Inquiry, Research, and Analysis

**P2.4** Know how to find relevant evidence from a variety of sources.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 3: Stress and the Brain****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Accurate self-perception:** During this lesson, students will examine how and why they respond in negative/stressful situations.

**Self-management**

**Identifying emotions:** During this lesson, students will learn to identify moments of stress and how those moments can cause other negative emotions.

**Stress management:** During this lesson, students will learn and practice techniques to relax their body to reduce feelings of stress.

**CCSS STANDARDS****Writing; Text Types and Purposes**

**CCSS ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P2** Inquiry, Research, and Analysis

**P2.4** Know how to find relevant evidence from a variety of sources.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**CORE SEL STANDARDS****Self-awareness**

**Perspective-taking:** During this lesson, students will recognize how their emotions and thoughts may be a result of stress.

**Responsible Decision-making**

**Analyzing situations:** During this lesson, students will make responsible choices about their behavior as they identify and solve problems.

**Self-management**

**Impulse control:** During this lesson, students will practice impulse control and behavior management through self-discipline.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 -Core Concepts**

**4.5** Explain the decision making and problem solving steps.

**4.6** Demonstrate the ability to make a decision or solve a problem using the steps.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.8** Demonstrate effective listening and attending skills,

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 4: You Are Not Your Brain****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Perspective-taking:** During this lesson, students will recognize how their emotions and thoughts may be a result of stress.

**Responsible Decision-making**

**Analyzing situations:** During this lesson, students will make responsible choices about their behavior as they identify and solve problems.

**Self-management**

**Impulse control:** During this lesson, students will practice impulse control and behavior management through self-discipline.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.10** Demonstrate how to confront annoying behavior.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 4: You Are Not Your Brain****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Perspective-taking:** During this lesson, students will recognize how their emotions and thoughts may be a result of stress.

**Responsible Decision-making**

**Analyzing situations:** During this lesson, students will make responsible choices about their behavior as they identify and solve problems.

**Self-management**

**Impulse control:** During this lesson, students will practice impulse control and behavior management through self-discipline.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 5: Power Peace Purpose****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify the stress emotion based on their bodily responses.

**Self-management**

**Stress management:** During this lesson, students will learn and practice techniques to relax and destress their bodies.

**Responsible Decision-making**

**Identifying problems:** During this lesson, students will identify tightness in their body and take steps to alleviate it.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**Strand 4: Social and Emotional Health; Strand 6 - Decision Making**

**4.6** Demonstrate the ability to make a decision or solve a problem using the steps.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 5: Power Peace Purpose****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify the stress emotion based on their bodily responses.

**Self-management**

**Stress management:** During this lesson, students will learn and practice techniques to relax and destress their bodies.

**Responsible Decision-making**

**Identifying problems:** During this lesson, students will identify tightness in their body and take steps to alleviate it.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., After dinner that night, we went looking for them.)

**MI HEALTH STANDARDS****Strand 1: Nutrition and Physical Activity; Strand 1 - Core Concepts**

**1.2** Describe the importance of choosing a variety of ways to be physically active.

**Strand 1: Nutrition and Physical Activity; Standard 5 - Goal Setting**

**1.5** Describe the elements of a physical activity plan.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.10** Demonstrate how to confront annoying behavior.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 5: Power Peace Purpose****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify the stress emotion based on their bodily responses.

**Self-management**

**Stress management:** During this lesson, students will learn and practice techniques to relax and destress their bodies.

**Responsible Decision-making**

**Identifying problems:** During this lesson, students will identify tightness in their body and take steps to alleviate it.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conversation, and endangered when discussing animal preservation).

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Apply the use of positive self-talk to manage feelings.

**Standard 6 - Decision Making**

**4.5** Explain the decision making and problem solving steps.

**4.6** Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 6: Major Brain Parts****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-efficacy:** During this lesson, students will learn of their ability to monitor and control thoughts and emotions.

**Self-management**

**Impulse control:** During this lesson, students will learn that they control their brain; their brain works for them.

**Self-discipline:** During this lesson, students will learn lifestyle skills which promote brain health.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-Literacy.SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Writing; Text Types and Purposes**

**CCSS.ELA-Literacy.W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**MI HEALTH STANDARDS****Strand 1: Nutrition and Physical Activity; Standard 1 - Core Concepts**

**1.1** Explain the importance of eating a variety of foods from all of the food groups.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 6: Major Brain Parts****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-efficacy:** During this lesson, students will learn of their ability to monitor and control thoughts and emotions.

**Self-management**

**Impulse control:** During this lesson, students will learn that they control their brain; their brain works for them.

**Self-discipline:** During this lesson, students will learn lifestyle skills that promote brain health.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Writing; Writing; Text Types and Purposes**

**CCSS.ELA-Literacy.W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**MI HEALTH STANDARDS****Strand 1: Nutrition and Physical Activity; Standard 1 - Core Concepts**

**1.1** Explain the benefits of healthy eating and being physically active.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 6: Major Brain Parts****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-efficacy:** During this lesson, students will learn of their ability to monitor and control thoughts and emotions.

**Self-management**

**Impulse control:** During this lesson, students will learn that they control their brain; their brain works for them.

**Self-discipline:** During this lesson, students will learn lifestyle skills that promote brain health.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Writing; Text Types and Purposes**

**CCSS.ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Writing; Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.

**MI HEALTH STANDARDS****Strand 2: Alcohol, Tobacco, and Other Drugs; Standard 1 - Core Concepts**

**2.3** Explain the positive outcomes of not using alcohol.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 7: The Brain's Stress Response****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify the emotions they are feeling as their brain responds to stress.

**Self-management**

**Stress management:** During this lesson, students will learn how to work through their brain's stress response and take control of their emotions.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS ELA-Literacy.SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  
Language; Conventions of Standard English

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STANDARDS**

**CCSS ELA-Literacy.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 7: The Brain's Stress Response****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify the emotions they are feeling as their brain responds to stress.

**Self-management**

**Stress management:** During this lesson, students will learn how to work through their brain's stress response and take control of their emotions.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

**CCSS ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS ELA-Literacy.SL.3.6** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS ELA-Literacy.L.3.3** Knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., After dinner that night we went looking for them.)

**MI HEALTH STANDARDS****Strand 4 Social and Emotional; Standard 7 - Social Skills**

**4.10** Demonstrate how to confront annoying behavior.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 7: The Brain's Stress Response****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify the emotions they are feeling as their brain responds to stress.

**Self-management**

**Stress management:** During this lesson, students will learn how to work through their brain's stress response and take control of their emotions.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
Speaking and Listening; Presentation of Knowledge and Ideas

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**Standard 6 - Decision Making**

**4.5** Explain the decision making and problem-solving steps.

**4.6** Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 8: The Fight or Flight Response****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Impulse control:** During this lesson, students will learn of their ability to monitor and control thoughts and emotions.

**Self-management**

**Stress management:** During this lesson, students will practice regulating emotions and thoughts in order to alleviate stress responses.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-Literacy.SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 -Core Concepts**

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.8** Demonstrate effective listening and attending skills.

**4.9** Recognize and express appropriately a variety of personal feelings.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 8: The Fight or Flight Response****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Impulse control:** During this lesson, students will learn of their ability to monitor and control thoughts and emotions.

**Self-management**

**Stress management:** During this lesson, students will practice regulating emotions and thoughts in order to alleviate stress responses.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.10** Demonstrate how to confront annoying behavior.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 8: The Fight or Flight Response****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Impulse control:** During this lesson, students will learn of their ability to monitor and control thoughts and emotions.

**Self-management**

**Stress management:** During this lesson, students will practice regulating emotions and thoughts in order to alleviate stress responses.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 9: The Heroic Response****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-confidence:** During this lesson, students will create a plan to choose their “heroic response” during a time of stress.

**Self-management**

**Impulse control:** During this lesson, students will learn how to respond to their body’s natural stress responses in a positive way.

**Self-discipline:** During this lesson, students will practice techniques to calm their mind and body in stressful situations.

**Responsible Decision-making**

**Identifying problems:** During this lesson, students will learn to identify stressful, or problematic, situations.

**Solving problems:** During this lesson, students will learn to work through stressful situations in a more positive manner.

**Evaluating:** During this lesson, students will identify stressful situations and evaluate how to respond “heroically.”

**CCSS STANDARDS****Writing; Research to Build and Present Knowledge**

**CCSS ELA-Literacy.W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition of Use**

**CCSS ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 6 - Decision Making**

**4.5** Explain the decision making and problem-solving problems.

**4.6** Demonstrate the ability to make a decision or solve a problem using the steps.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 9: The Heroic Response****Grade 3 Standards****CORE SEL****Self-awareness**

**Self-confidence:** During this lesson, students will create a plan to choose their “heroic response” during a time of stress.

**Self-management**

**Impulse control:** During this lesson, students will learn how to respond to their body’s natural stress responses in a positive way.

**Self-discipline:** During this lesson, students will practice techniques to calm their mind and body in stressful situations.

**Responsible Decision-making**

**Identifying problems:** During this lesson, students will learn to identify stressful, or problematic, situations.

**Solving problems:** During this lesson, students will learn to work through stressful situations in a more positive manner.

**Evaluating:** During this lesson, students will identify stressful situations and evaluate how to respond “heroically”.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.10** Demonstrate how to confront annoying behavior.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 9: The Heroic Response****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-confidence:** During this lesson, students will create a plan to choose their “heroic response” during a time of stress.

**Self-management**

**Impulse control:** During this lesson, students will learn how to respond to their body’s natural stress responses in a positive way.

**Self-discipline:** During this lesson, students will practice techniques to calm their mind and body in stressful situations.

**Responsible Decision-making**

**Identifying problems:** During this lesson, students will learn to identify stressful, or problematic, situations.

**Solving problems:** During this lesson, students will learn to work through stressful situations in a more positive manner.

**Evaluating:** During this lesson, students will identify stressful situations and evaluate how to respond “heroically”.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.4.2** Paragraph portions of a text read aloud or information presented in diverse media formats, including visually, quantitatively and orally.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**Strand 4: Social and Emotional Health; Standard 6 - Decision Making**

**4.5** Explain the decision making and problem-solving steps.

**4.6** Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 10: Combating Negative Thoughts****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Identify emotions:** During this lesson, students will learn how to identify the emotions that are brought on by negative thought patterns.

**Accurate self-perception:** During this lesson, students will learn to view themselves and their thoughts accurately.

**Self-efficacy:** During this lesson, students will learn how to take control of their thought patterns to grow in a positive way.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and the actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 10: Combating Negative Thoughts****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Identify emotions:** During this lesson, students will learn how to identify the emotions that are brought on by negative thought patterns.

**Accurate self-perception:** During this lesson, students will learn to view themselves and their thoughts accurately.

**Self-efficacy:** During this lesson, students will learn how to take control of their thought patterns to grow in a positive way.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Describe the characteristics of positive role models.

**4.3** Recognized that each person has unique talents and skills.

**Strand 4: Social and Emotional Health; Strand 7 - Social Skills**

**4.8** Demonstrate ways to express appreciation.

**MI SOCIAL STUDIES STANDARDS****P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and the actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 10: Combating Negative Thoughts****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Identify emotions:** During this lesson, students will learn how to identify the emotions that are brought on by negative thought patterns.

**Accurate self-perception:** During this lesson, students will learn to view themselves and their thoughts accurately.

**Self-efficacy:** During this lesson, students will learn how to take control of their thought patterns to grow in a positive way.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 2- Access Information**

**4.2** Describe the characteristics of people who can help make decisions and solve problems.

**Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and the actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 11: Speaking of Accents****Grade 2 Standards****CORE SEL STANDARDS****Social Awareness**

**Perspective-taking:** During this lesson, students will learn the value of evaluating the perspective of other people.

**Appreciating diversity:** During this lesson, students will learn to recognize and celebrate differences in themselves and others.

**Respect for others:** During this lesson, students will learn how to show respect for those who speak with different accents.

**Relationship Skills**

**Relationship-building:** During this lesson, students will learn to build healthy, positive relationships with people who may differ from themselves.

**CCSS STANDARDS****Writing; Research to Build and Present Knowledge**

**CCSS ELA-Literacy.W.2.8** Recall information from experience or gather information from provided sources to answer a question.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Demonstrate ways to show respect for feelings, rights, and property of others.

**4.8** Demonstrate effective listening and attending skills.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.2** Use democratic procedures to make decisions on civic issues in the school or classroom.

**Lesson 11: Speaking of Accents****Grade 3 Standards****CORE SEL****Social Awareness**

**Perspective-taking:** During this lesson, students will learn the value of evaluating the perspective of other people.

**Appreciating diversity:** During this lesson, students will learn to recognize and celebrate differences in themselves and others.

**Respect for others:** During this lesson, students will learn how to show respect for those who speak with different accents.

**Relationship Skills**

**Relationship-building:** During this lesson, students will learn to build healthy, positive relationships with people who may differ from themselves.

**CCSS STANDARDS****Writing; Production and Distribution of Writing**

**CCSS ELA-Literacy.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS ELA-Literacy.SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 1: Social and Emotional Health; Standard 1 - Core Concepts**

**4.3** Recognize that each person has unique talents and skills.

**Strand 4: Social and Emotional Health; Strand 3 - Health Behaviors**

**4.5** Describe a unique talent or skill of oneself and one other person.

**4.6** Explain ways to show acceptance of differences.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

**P1.4** Identify point of view and bias.

**P2 Inquiry, Research, and Analysis**

**P2.3** Use supporting questions to help answer compelling social studies questions.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 11: Speaking of Accents****Grade 4 Standards****CORE SEL STANDARDS****Social Awareness**

**Perspective-taking:** During this lesson, students will learn the value of evaluating the perspective of other people.

**Appreciating diversity:** During this lesson, students will learn to recognize and celebrate differences in themselves and others.

**Respect for others:** During this lesson, students will learn how to show respect for those who speak with different accents.

**Relationship Skills**

**Relationship-building:** During this lesson, students will learn to build healthy, positive relationships with people who may differ from themselves.

**CCSS STANDARDS****Writing; Production and Distribution of Writing**

**CCSS ELA-Literacy.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 2 - Access Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

**P1.4** Identify point of view and bias.

**P2 Inquiry, Research, and Analysis**

**P2.3** Use supporting questions to help answer compelling social studies questions.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 12: Having a Bad Dream****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn how to identify negative/stressful emotions before falling asleep.

**Self-management**

**Stress management:** During this lesson, students will learn techniques to manage stress before sleeping to reduce bad dreams.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 12: Having a Bad Dream****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn how to identify negative/stressful emotions before falling asleep.

**Self-management**

**Stress management:** During this lesson, students will learn techniques to manage stress before sleeping to reduce bad dreams.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Participate in collaborative conversations with diverse partners about grade 3 topics and texts with peers and adults in small and larger groups.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.3** Recognize that each person has unique talents and skills.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 12: Having a Bad Dream****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn how to identify negative/stressful emotions before falling asleep.

**Self-management**

**Stress management:** During this lesson, students will learn techniques to manage stress before sleeping to reduce bad dreams.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Participate in collaborative conversations with diverse partners about grade 4 topics and texts with peers and adults in small and larger groups.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 13: The Power of YET****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-confidence:** During this lesson, students will learn the importance of belief and evaluation in achieving their goals.

**Self-management**

**Goal-setting:** During this lesson, students will learn the power of self- confidence in working toward and achieving a personal goal.

**CCSS STANDARDS****Writing; Text Types and Purposes**

**CCSS ELA-Literacy.W.2.2** Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Writing; Production and Distribution of Writing**

**CCSS ELA-Literacy.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**CCSS ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 6 - Decision Making**

**4.5** Explain the decision making and problem solving steps.

**4.6** Demonstrate the ability to make a decision or solve a problem using the steps.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 13: The Power of YET****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

Self-confidence: During this lesson, students will learn the importance of belief and evaluation in achieving their goals.

**Self-management**

Goal-setting: During this lesson, students will learn the power of self-confidence in working toward and achieving a personal goal.

**CCSS STANDARDS****Writing; Text Types and Purposes**

**CCSS ELA-Literacy.W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Writing; Production and Distribution of Writing**

**CCSS ELA-Literacy.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS ELA-Literacy.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use of knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., After dinner that night, we went looking for them.)

**MI HEALTH STANDARDS****Strand 1: Nutrition and Physical Activity; Standard 5 - Core Concepts**

**1.6** Develop a personal plan to be physically active.

\*applicable to students who choose a physical goal

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 13: The Power of YET****Grade 4 Standards****CORE SEL****Self-awareness**

**Self-confidence:** During this lesson, students will learn the importance of belief and evaluation in achieving their goals.

**Self-management**

**Goal-setting:** During this lesson, students will learn the power of self-confidence in working toward and achieving a personal goal.

**CCSS****Writing; Text Types and Purposes**

**CCSS ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Writing; Production and Distribution of Writing**

**CCSS ELA-Literacy.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**CCSS ELA-Literacy.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**MI HEALTH****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**Standard 6 - Decision Making**

**4.5** Explain the decision making and problem solving steps.

**4.6** Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

**MI SOCIAL STUDIES****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 14: Feeling Lonely****Grade 2 Standards****CORE SEL****Self-awareness**

**Identifying emotions:** During this lesson, students will work to identify feelings of loneliness and how this differs from a desire for solitude.

**Self-management**

**Impulse control:** During this lesson, students will work to control their emotions and thoughts when feeling lonely.

**Stress management:** During this lesson, students will learn techniques to help manage stressful, negative feelings.

**Relationship Skills**

**Social engagement:** During this lesson, students will learn how to effectively engage and disengage from people around them.

**CCSS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.3** Ask & answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**CCSS ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Demonstrate ways to show respect for feelings, rights, and property of others.

**4.8** Demonstrate effective listening and attending skills.

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 14: Feeling Lonely****Grade 3 Standards****CORE SEL****Self-awareness**

**Identifying emotions:** During this lesson, students will work to identify feelings of loneliness and a desire for solitude.

**Self-management**

**Impulse control:** During this lesson, students will work to control their emotions and thoughts when feeling lonely.

**Stress management:** During this lesson, students will learn techniques to help manage stressful, negative feelings.

**Relationship Skills**

**Social engagement:** During this lesson, students will learn how to effectively engage and disengage from people around them.

**CCSS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**CCSS ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., After dinner that night we went looking for them.)

**MI HEALTH****Strand 4: Social and Emotional Health; Strand 1 - Core Concepts**

**4.1** Explain the benefits of positive friendships.

**Strand 4: Social and Emotional Health; Strand 3 - Health Behaviors**

**4.4** Describe ways people help each other.

**Strand 4: Social and Emotional Health; Strand 4 - Influences**

**4.7** Analyze how friends influence others' behavior and well-being.

**Strand 4: Social and Emotional Health; Strand 8 - Advocacy**

**4.11** Demonstrate the ability to support and respect people with differences.

**MI SOCIAL STUDIES****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 14: Feeling Lonely****Grade 4 Standards****CORE SEL****Self-awareness**

**Identifying emotions:** During this lesson, students will work to identify feelings of loneliness and a desire for solitude.

**Self-management**

**Impulse control:** During this lesson, students will work to control their emotions and thoughts when feeling lonely.

**Stress management:** During this lesson, students will learn techniques to help manage stressful, negative feelings.

**Relationship Skills**

**Social engagement:** During this lesson, students will learn how to effectively engage and disengage from people around them.

**CCSS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**MI HEALTH****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 15: Feeling Picked On****Grade 2 Standards****CORE SEL STANDARDS****Social Awareness**

**Perspective-taking:** During this lesson, students will examine possible reasons and motivations behind bullying behaviors.

**Responsible Decision-making**

**Analyzing situations:** During this lesson, students will learn how to differentiate between bullying and mean behaviors.

**Solving problems:** During this lesson, students will learn different techniques and strategies to deal with bullying.

**Ethical responsibility:** During this lesson, students will learn that it is their responsibility to stop bullying in their school and community.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

**CCSS ELA-Literacy.SL.2.3** Ask & answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language: Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meaning.

**CCSS ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 6 - Decision Making**

**4.5** Explain the decision making and problem-solving steps.

**4.6** Demonstrate the ability to make a decision or solve a problem using the steps.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Demonstrate ways to show respect for feelings, rights, and property to others.

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 15: Feeling Picked On****Grade 3 Standards****CORE SEL STANDARDS****Social Awareness**

**Perspective-taking:** During this lesson, students will examine possible reasons and motivations behind bullying behaviors.

**Responsible Decision-making**

**Analyzing situations:** During this lesson, students will learn how to differentiate between bullying and mean behaviors.

**Solving problems:** During this lesson, students will learn different techniques and strategies to deal with bullying.

**Ethical responsibility:** During this lesson, students will learn that it is their responsibility to stop bullying in their school and community.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS ELA-Literacy.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Describe ways people help each other.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.10** Demonstrate how to confront annoying behavior.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 15: Feeling Picked On****Grade 4 Standards****CORE SEL STANDARDS****Social Awareness**

**Perspective-taking:** During this lesson, students will examine possible reasons and motivations behind bullying behaviors.

**Responsible Decision-making**

**Analyzing situations:** During this lesson, students will learn how to differentiate between bullying and mean behaviors.

**Solving problems:** During this lesson, students will learn different techniques and strategies to deal with bullying.

**Ethical responsibility:** During this lesson, students will learn that it is their responsibility to stop bullying in their school and community.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**CCSS ELA-Literacy.L.4.6** Acquire & use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.1** Describe the effect of teasing and bullying on others.

**Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Describe strategies to manage strong feelings, including anger.

**Strand 4: Social and Emotional Health; Standard 6 - Decision Making**

**4.5** Explain the decision making and problem solving steps.

**4.6** Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

**Strand 4: Social and Emotional Health; Strand 7 - Social Skills**

**4.7** Describe characteristics and steps of conflict resolution.

**4.8** Apply the steps of conflict resolution.

**4.9** Demonstrate non-violent conflict resolution strategies.

**4.10** Explain what to do if you or someone else is being teased or bullied.

**4.11** Express intentions to stop bullying as a bystander, perpetrator, or victim.

**4.12** Demonstrate the ability to confront bullying and teasing.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 16: Feeling Jealous****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

Identifying emotions: During this lesson, students will learn to identify negative emotions like envy and jealousy.

**Self-management**

Impulse control: During this lesson, students will learn techniques to help refocus negative emotions.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.3** Ask & answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**CCSS ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 6 - Decision Making**

**4.6** Demonstrate the ability to make a decision or solve a problem using the steps.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Demonstrate ways to show respect for feelings, rights, and property of others.

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 16: Feeling Jealous****Grade 3 Standards****CORE SEL****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify negative emotions like envy and jealousy.

**Self-management**

**Impulse control:** During this lesson, students will learn techniques to help refocus negative emotions.

**CCSS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., After dinner that night we went looking for them.)

**MI HEALTH****Strand 4: Social and Emotional Health; Standard 4 - Influences**

**4.7** Analyze how friends influence others' behavior and well-being.

**4.9** Demonstrate strategies for keeping positive friends.

**MI SOCIAL STUDIES****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 16: Feeling Jealous****Grade 4 Standards****CORE SEL****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify negative emotions like envy and jealousy.

**Self-management**

**Impulse control:** During this lesson, students will learn techniques to help refocus negative emotions.

**CCSS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**MI HEALTH****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.3** Recognize that each person has unique talents and skills.

**Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 17: Stuck in the Middle****Grade 2 Standards****CORE SEL STANDARDS****Relationship Skills**

**Communication:** During this lesson, students will learn the importance of effective and frequent communication in maintaining positive friendships.

**Relationship-building:** During this lesson, students will learn positive techniques they can use to build and maintain healthy friendships.

**Responsible Decision-making**

**Identifying problems:** During this lesson, students will learn to analyze feelings and emotions that can cause conflict between friends.

**Analyzing situations:** During this lesson, students will learn how to analyze conflict between friends.

**Solving problems:** During this lesson, students will learn practical problem solving steps to help maintain healthy friendships.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-Literacy.SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Demonstrate ways to show respect for feelings, rights, and property of others.

**4.8** Demonstrate effective listening and attending skills.

**4.9** Recognize and express appropriately a variety of personal feelings.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 17: Stuck in the Middle****Grade 3 Standards****CORE SEL STANDARDS****Relationship Skills**

**Communication:** During this lesson, students will learn the importance of effective and frequent communication in maintaining positive friendships.

**Relationship-building:** During this lesson, students will learn positive techniques they can use to build and maintain healthy friendships.

**Responsible Decision-making**

**Identifying problems:** During this lesson, students will learn to analyze feelings and emotions that can cause conflict between friends.

**Analyzing situations:** During this lesson, students will learn how to analyze conflict between friends.

**Solving problems:** During this lesson, students will learn practical problem solving steps to help maintain healthy friendships.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., After dinner that night we went looking for them.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.1** Explain benefits of positive friendships.

**Strand 4: Social and Emotional Health; Standard 4 - Influences**

**4.7** Analyze how friends influence others' behavior and well-being.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Demonstrate strategies for keeping positive friends.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 17: Stuck in the Middle****Grade 4 Standards****CORE SEL STANDARDS****Relationship Skills**

**Communication:** During this lesson, students will learn the importance of effective and frequent communication in maintaining positive friendships.

**Relationship-building:** During this lesson, students will learn positive techniques they can use to build and maintain healthy friendships.

**Responsible Decision-making**

**Identifying problems:** During this lesson, students will learn to analyze feelings and emotions that can cause conflict between friends.

**Analyzing situations:** During this lesson, students will learn how to analyze conflict between friends.

**Solving problems:** During this lesson, students will learn practical problem solving steps to help maintain healthy friendships.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Describe characteristics and steps of conflict resolution.

**4.8** Apply the steps of conflict resolution.

**4.9** Demonstrate non-violent conflict resolution strategies.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 18: Arguing with Friends****Grade 2 Standards****CORE SEL STANDARDS****Social Awareness**

**Empathy:** During this lesson, students will learn to interact with their friends in a positive way when emotions are high.

**Respect for others:** During this lesson, students will learn to show respect for friends even when they are angry or upset.

**Relationship Skills**

**Communication:** During this lesson, students will learn to pursue open communication to diffuse arguments.

**Responsible Decision-making**

**Solving problems:** During this lesson, students will learn practical strategies and techniques to work through arguments with friends.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Demonstrate ways to show respect for feelings, rights, and property of others.

**4.8** Demonstrate effective listening and attending skills.

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 18: Arguing with Friends****Grade 3 Standards****CORE SEL STANDARDS****Social Awareness**

**Empathy:** During this lesson, students will learn to interact with their friends in a positive way when emotions are high.

**Respect for others:** During this lesson, students will learn to show respect for friends even when they are angry or upset.

**Relationship Skills**

**Communication:** During this lesson, students will learn to pursue open communication to diffuse arguments.

**Responsible Decision- making**

**Solving problems:** During this lesson, students will learn practical strategies and techniques to work through arguments with friends.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.8** Demonstrate ways to express appreciation.

**4.9** Demonstrate strategies for keeping positive friends.

**4.10** Demonstrate how to confront annoying behavior.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 18: Arguing with Friends****Grade 4 Standards****CORE SEL STANDARDS****Social Awareness**

**Empathy:** During this lesson, students will learn to interact with their friends in a positive way when emotions are high.

**Respect for others:** During this lesson, students will learn to show respect for friends even when they are angry or upset.

**Relationship Skills**

**Communication:** During this lesson, students will learn to pursue open communication to diffuse arguments.

**Responsible Decision-making**

**Solving problems:** During this lesson, students will learn practical strategies and techniques to work through arguments with friends.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Describe strategies to manage strong feelings, including anger.

**Standard 7 - Social Skills**

**4.7** Describe characteristics and steps of conflict resolution.

**4.9** Demonstrate non-violent conflict resolution strategies.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 19: Making New Friends****Grade 2 Standards****CORE SEL STANDARDS****Social Awareness**

**Perspective-taking:** During this lesson, students will learn the benefit of putting themselves in others' shoes.

**Relationship Skills**

**Social engagement:** During this lesson, students will learn how to invite others into their friend group.

**Relationship-building:** During this lesson, students will learn and practice the skills needed to make new friends.

**Responsible Decision-making**

**Ethical responsibility:** During this lesson, students will learn to consider the feelings of others in new, possible frightening situations.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Demonstrate ways to show respect for feelings, rights, and property of others.

**4.8** Demonstrate effective listening and attending skills.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 19: Making New Friends****Grade 3 Standards****CORE SEL STANDARDS****Social Awareness**

**Perspective-taking:** During this lesson, students will learn the benefit of putting themselves in others' shoes.

**Relationship Skills**

**Social engagement:** During this lesson, students will learn how to invite others into their friend group.

**Relationship-building:** During this lesson, students will learn and practice the skills needed to make new friends.

**Responsible Decision-making**

**Ethical responsibility:** During this lesson, students will learn to consider the feelings of others in new, possibly frightening situations.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.1** Explain the benefits of positive friendships.

**Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Describe ways people help each other.

**4.6** Explain ways to show acceptance of differences.

**Strand 4: Social and Emotional Health; Standard 4 - Influences**

**4.7** Analyze how friends influence others' behaviors and well-being.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 19: Making New Friends****Grade 4 Standards****CORE SEL STANDARDS****Social Awareness**

**Perspective-taking:** During this lesson, students will learn the benefit of putting themselves in others' shoes.

**Relationship Skills**

**Social engagement:** During this lesson, students will learn how to invite others into their friend group.

**Relationship-building:** During this lesson, students will learn and practice the skills needed to make new friends.

**Responsible Decision-making**

**Ethical responsibility:** During this lesson, students will learn to consider the feelings of others in new, possibly frightening situations.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**MI SOCIAL STUDIES STANDARDS****P1 Reading and Communication - Read and Communicate Effectively**

**P1.4** Identify point of view and bias.

**P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 20: When Friends Don't Include You****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify the feelings and effects of being left out.

**Self-management**

**Stress management:** During this lesson, students will learn techniques and strategies to manage the emotions and effects of being left out.

**Social Awareness**

**Respect for others:** During this lesson, students will learn how to show respect for others in or outside their friend group.

**CCSS STANDARDS****Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.2.4** (W.2.4 begins in grade 3)

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.3** Ask & answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding a topic or issue.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Demonstrate ways to show respect for feelings, rights, and property for others.

**4.8** Demonstrate effective listening and attending skills.

**4.9** Recognized and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 20: When Friends Don't Include You****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify the feelings and effects of being left out.

**Self-management**

**Stress management:** During this lesson, students will learn techniques and strategies to manage the emotions and effects of being left out.

**Social Awareness**

**Respect for others:** During this lesson, students will learn how to show respect for others in or outside their friend group.

**CCSS STANDARDS****Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.1** Explain the benefits of positive friendships.

**Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.6** Explain ways to show acceptance of differences.

**Strand 4: Social and Emotional Health; Standard 4 - Influences**

**4.7** Analyze how friends influence others' behavior and well-being.

**MI SOCIAL STUDIES STANDARDS****P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 20: When Friends Don't Include You****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Identifying emotions:** During this lesson, students will learn to identify the feelings and effects of being left out.

**Self-management**

**Stress management:** During this lesson, students will learn techniques and strategies to manage the emotions and effects of being left out.

**Social Awareness**

**Respect for others:** During this lesson, students will learn how to show respect for others in or outside their friend group.

**CCSS STANDARDS****Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 21: Talking to Your Parents****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-confidence:** During this lesson, students will learn techniques and strategies to approach sensitive topics/conversations with trusted adults.

**Relationship Skills**

**Relationship-building:** During this lesson, students will learn the impact of discussing tough, or sensitive, topics with parents and other adults.

**CCSS STANDARDS****Writing; Production and Distribution of Writing**

**CCSS ELA-Literacy.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy it makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 2 - Access Information**

**4.4** Identify people who can help make decisions and solve problems.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Recognize and express appropriately a variety of personal feelings.

**MI SOCIAL STUDIES STANDARDS****P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 21: Talking to Your Parents****Grade 3 Standards****CORE SEL****Self-awareness**

**Self-confidence:** During this lesson, students will learn techniques and strategies to approach sensitive topics/conversations with trusted adults.

**Relationship Skills**

**Relationship-building:** During this lesson, students will learn the impact of discussing tough, or sensitive, topics with parents and other adults.

**CCSS****Writing; Production and Distribution of Writing**

**CCSS ELA-Literacy.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Describe the characteristics of positive role models.

**MI SOCIAL STUDIES STANDARDS****P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 21: Talking to Your Parents****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-confidence:** During this lesson, students will learn techniques and strategies to approach sensitive topics/conversations with trusted adults.

**Relationship Skills**

**Relationship-building:** During this lesson, students will learn the impact of discussing tough, or sensitive, topics with parents and other adults.

**CCSS STANDARDS****Writing; Production and Distribution of Writing**

**CCSS ELA-Literacy.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 2 - Access Information**

**4.2** Describe the characteristics of people who can help make decisions and solve problems.

**Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P3 Public Discourse and Decision Making**

**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.

**P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 22: Fitting in Versus Belonging****Grade 2 Standards****CORE SEL STANDARDS****Relationship Skills**

**Social engagement:** During this lesson, students will learn how to choose positive, appropriate friend groups.

**Relationship-building:** During this lesson, students will learn how to build strong, positive friendships.

**Responsible Decision-making**

**Analyzing situations:** During this lesson, students will learn the signs and characteristics of positive friendships.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**CCSS ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Recognize and express appropriately a variety of personal feelings.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 22: Fitting in Versus Belonging****Grade 3 Standards****CORE SEL STANDARDS****Relationship Skills**

**Social engagement:** During this lesson, students will learn how to choose positive, appropriate friend groups.

**Relationship-building:** During this lesson, students will learn how to build strong, positive friendships.

**Responsible Decision-making**

**Analyzing situations:** During this lesson, students will learn the signs and characteristics of positive friendships.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**CCSS ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., After dinner that night we went looking for them.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.1** Explain the benefits of positive friendships.

**Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.6** Explain ways to show acceptance of differences.

**Strand 4: Social and Emotional Health; Standard 4 - Influences**

**4.7** Analyze how friends influence others' behavior and well-being.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Demonstrate strategies for keeping positive friends.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 22: Fitting in Versus Belonging****Grade 4 Standards****CORE SEL STANDARDS****Relationship Skills**

**Social engagement:** During this lesson, students will learn how to choose positive, appropriate friend groups.

**Relationship-building:** During this lesson, students will learn how to build strong, positive friendships.

**Responsible Decision-making**

**Analyzing situations:** During this lesson, students will learn the signs and characteristics of positive friendships.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**CCSS ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., After dinner that night we went looking for them.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 23: Stress and Self-Care****Grade 2 Standards****CORE SEL STANDARDS****Self-management**

**Stress management:** During this lesson, students will learn new techniques to manage feelings of stress.

**Organizational Skills:** During this lesson, students will develop an action plan to help combat feelings of stress.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 1: Nutrition and Physical Activity; Standard 1 - Core Concepts**

**1.1** Explain the importance of eating a variety of foods from all of the food groups.

**Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 6 - Decision Making**

**4.5** Explain the decision making and problem-solving steps.

**4.6** Demonstrate the ability to make a decision or solve a problem using the steps.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 23: Stress and Self-Care****Grade 3 Standards****CORE SEL STANDARDS****Self-management**

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**Organizational Skills:** During this lesson, students will develop an action plan to help combat feelings of stress.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 1: Nutrition and Physical Activity; Standard 1 - Core Concepts**

**1.1** Explain the benefits of eating and being physically active.

**1.2** Describe the importance of choosing a variety of ways to be physically active.

**Strand 1: Nutrition and Physical Activity; Standard 5 - Goal Setting**

**1.6** Develop a personal plan to be physically active.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 23: Stress and Self-Care****Grade 4 Standards****CORE SEL STANDARDS****Self-management**

**Stress management:** During this lesson, students will learn new techniques to manage feelings of stress.

**Organizational Skills:** During this lesson, students will develop an action plan to help combat feelings of stress.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 1: Nutrition and Physical Activity; Standard 1 - Core Concepts**

**1.2** Analyze the relationship of physical activity, rest, and sleep.

**Strand 1: Nutrition and Physical Activity; Standard 3 - Health Behaviors**

**1.6** Assess one's ability to include physical activity, rest, and sleep in one's daily routine.

**Strand 4: Social and Emotional Health; Standard 6 - Decision Making**

**4.5** Explain the decision making and problem-solving steps.

**4.6** Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 24: Seeing Scary Things in the News****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-efficacy:** During this lesson, students will learn how to overcome fear they may experience when viewing things in the news.

**Relationship Skills**

**Communication:** During this lesson, students will learn who they can turn to when they feel scared about things happening in the world.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 2- Access Information**

**4.4** Identify people who can help make decisions and solve problems.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 24: Seeing Scary Things in the News****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-efficacy:** During this lesson, students will learn how to overcome fear they may experience when viewing things in the news.

**Relationship Skills**

**Communication:** During this lesson, students will learn who they can turn to when they feel scared about things happening in the world.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.4** Describe ways people help each other.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 24: Seeing Scary Things in the News****Grade 4 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-efficacy:** During this lesson, students will learn how to overcome fear they may experience when viewing things in the news.

**Relationship Skills**

**Communication:** During this lesson, students will learn who they can turn to when they feel scared about things happening in the world.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 2 - Access Information**

**4.2** Describe the characteristics of people who can help make decisions and solve problems.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.



**Lesson 25: Helping a Friend Who Feels Down****Grade 2 Standards****CORE SEL STANDARDS****Social Awareness**

**Empathy:** During this lesson, students will learn strategies to help a friend who is feeling sad.

**Relationship Skills**

**Social engagement:** During this lesson, students will learn how to approach and support a friend who is feeling sad.

**CCSS STANDARDS****Writing; Text Types and Purposes**

**CCSS ELA-Literacy.W.2.3** Write narratives in which they recount a well-elaborated event or short sequences of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Speaking and Listening; Presentation of Knowledge and Ideas**

**CCSS ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language; Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy.)

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.2** Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.7** Demonstrate ways to show respect for feelings, rights, and property of others.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 25: Helping a Friend Who Feels Down****Grade 3 Standards****CORE SEL STANDARDS****Social Awareness**

**Empathy:** During this lesson, students will learn strategies to help a friend who is feeling sad.

**Relationship Skills**

**Social engagement:** During this lesson, students will learn how to approach and support a friend who is feeling sad.

**CCSS STANDARDS****Writing; Text Types and Purposes**

**CCSS.ELA-Literacy.W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Writing; Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3**

**4.4** Describe ways people help each other.

**Strand 4: Social and Emotional Health; Standard 4**

**4.7** Analyze how friends influence others' behavior and well-being.

**Strand 4: Social and Emotional Health; Standard 8**

**4.11** Demonstrate the ability to support and respect people with differences.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 25: Helping a Friend Who Feels Down****Grade 4 Standards****CORE SEL STANDARDS****Social Awareness**

**Empathy:** During this lesson, students will learn strategies to help a friend who is feeling sad.

**Relationship Skills**

**Social engagement:** During this lesson, students will learn how to approach and support a friend who is feeling sad.

**CCSS STANDARDS****Writing; Text Types and Purposes**

**CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Writing; Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 3 - Health Behaviors**

**4.3** Apply the use of positive self-talk to manage feelings.

**4.4** Describe strategies to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 26: The Big Test****Grade 2 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-confidence:** During this lesson, students will learn techniques and practices to keep their confidence high while preparing for and taking a big test.

**Self-management**

**Self-discipline:** During this lesson, students will learn the importance of consistent preparation for a big test.

**Self-motivation:** During this lesson, students will learn how to keep themselves motivated during a big test.

**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Standard 1 - Core Concepts**

**4.3** Describe situations that may elicit mixed emotions.

**Strand 4: Social and Emotional Health; Standard 7 - Social Skills**

**4.9** Recognize and express appropriately a variety of personal feelings.

**4.10** Demonstrate the ability to manage strong feelings, including anger.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

**Lesson 26: The Big Test****Grade 3 Standards****CORE SEL STANDARDS****Self-awareness**

**Self-confidence:** During this lesson, students will learn techniques and practices to keep their confidence high while preparing for and taking a big test.

**Self-management**

**Self-discipline:** During this lesson, students will learn the importance of consistent preparation for a big test.

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**CCSS STANDARDS****Speaking and Listening; Comprehension and Collaboration**

**CCSS ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**Language; Conventions of Standard English**

**CCSS ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language; Knowledge of Language**

**CCSS ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**MI HEALTH STANDARDS****Strand 4: Social and Emotional Health; Strand 3 - Health Behaviors**

**4.4** Describe ways people help each other.

**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.

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**4.3** Apply the use of positive self-talk to manage feelings.

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**MI SOCIAL STUDIES STANDARDS****P4 Civic Participation**

**P4.3** Explain different strategies students and others could take to address problems and predict possible results.