



# 3rd Grade Standards

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## 3rd Grade - SOCIAL-EMOTIONAL STANDARDS - ALL UNITS

Each 3rd grade unit is designed to include ALL CASEL competencies.

Each lesson within each unit correlates directly with one of the five competency areas.

### CASEL Competency Areas:

#### 1. Self-Awareness

- 1A. Demonstrate an awareness of their emotions
- 1B. Demonstrate an awareness of their personal traits, including their strengths and interests
- 1C. Demonstrate awareness of their external supports
- 1D. Demonstrate a sense of personal responsibility

#### 2. Self-Management

- 2A. Identify and manage their emotions and behavior constructively
- 2B. Demonstrate honesty and integrity
- 2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life

#### 3. Social Awareness

- 3A. Demonstrate awareness of other people's emotions and perspectives
- 3B. Demonstrate consideration for others and a desire to positively contribute to the school and community
- 3C. Demonstrate an awareness of different cultures and a respect for human dignity
- 3D. Can read social cues and respond constructively

#### 4. Relationship Skills

- 4A. Use positive communication and social skills to interact effectively with others
- 4B. Develop and maintain positive relationships
- 4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways

#### 5. Responsible Decision Making

- 5A. Uses personal, ethical, safety, and cultural factors in making decisions
- 5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations
- 5C. Play a developmentally appropriate role in classroom management and positive school climate

## Unit 3A: Introduction to The Heroes Circle &amp; Power Peace Purpose

## Unit 3A: Overview

## Student Learning Objectives

**Day 1 –WATCH [SEL Social Awareness]**

Students must watch a video that focuses on an introduction to the Heroes Circle, the **Power Peace Purpose** mantra, and the importance of setting goals in life. In this lesson, students will:

- **Observe** how children in the Heroes Circle use the power of martial arts, breathing, and movements to build strength.
- **Identify** the importance of hard work, dedication, and perseverance in reaching a personal goal.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Day 2 – THINK [SEL Responsible Decision Making]**

Students will be encouraged to think and talk about the Heroes Circle, the **Power Peace Purpose** mantra, and goals. In this lesson, students will:

- **Identify** the meaning of the **Power Peace Purpose** mantra.
- **Describe** how the Breath Brake stops the release of the brain's stress hormones and minimizes the body's stress response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Day 3 – DISCUSS [SEL Relationship Skills]**

Students will talk with each other about the Heroes Circle, the **Power Peace Purpose** mantra, and setting goals. In this lesson, students will:

- **Identify** the importance of goal setting in life.
- **Analyze** how hard work, perseverance, and dedication can help them reach a goal.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Day 4 – APPLY [SEL Self-Management]**

Students will work independently to apply the concepts from the Heroes Circle and the **Power Peace Purpose** mantra video to a self-reflective activity about setting goals. In this lesson, students will:

- **Set** a personal, academic, physical, or social goal.
- **Identify** strengths, support, and specifics to help them reach their goals.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Day 5 – SHARE [SEL Self-Awareness]**

Students will share their learning about the Heroes Circle, the **Power Peace Purpose** mantra, and setting goals. In this lesson, students will:

- **Share** their goals, ideas, and examples with the class.
- **Identify** a positive statement that will keep them moving toward their goal.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 3A 3rd Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.5.4

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.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Unit 3A Grade 3 - PHYSICAL EDUCATION STANDARDS

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.2.4)
- Actively engages in all the activities of physical education. (S3.2.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)

4. Social interaction:

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)
- Describes the social benefits gained from participating in physical activity. (S5.4.5)

## Unit 3A Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

#### Standard 3: Health Behaviors

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

#### Standard 5: Goal Setting

4.6 Develop short-term and long-term personal goals and aspirations.

#### Standard 6: Decision Making

4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one's health or safety at risk.

4.8 Predict the potential short- and long-term effects of each alternative on self and others and defend the healthy choice(s).

#### Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.

4.10 Demonstrate how to respond constructively to the anger of others.

## Unit 3B: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video that shows how the most powerful part of every martial artist's body is the brain. In this lesson, students will:

- **Observe** what happens to their brains in stressful situations.
- **Recognize** that the most powerful part of every martial artist's body is their brain.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about what a powerful tool the brain is and how students can use it to control and manage stress responses. In this lesson, students will:

- **Describe** the brain as a powerful tool in managing stress responses.
- **Recognize** that they can control their response to stress.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will be encouraged to discuss personal control and weak versus powerful ways of responding to stress. In this lesson, students will:

- **Identify** aspects of their life they control, like thoughts, movements, and responses to situations.
- **Analyze** weak versus powerful ways of responding to stress.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about their personal stress responses. In this lesson, students will:

- **Identify** the feeling of tightness or tension in the body that indicates a stress response.
- **Analyze** how self-control can help people respond more powerfully to stress.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about how to recognize feelings in the body that lead to a stress response. In this lesson, students will:

- **Describe** feelings of tightness or tension in the body that indicate their stress response.
- **Share** where and how their stress response feels in their body.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 3B 3rd Grade - LANGUAGE ARTS STANDARDS

### Writing

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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.

### 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.

### 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.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.

## Unit 3B Grade 3 - PHYSICAL EDUCATION STANDARDS

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns.

Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in all the activities of physical education. (S3.2.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)
- Examines the health benefits of participating in physical activity. (S5.1.4)

4. Social interaction:

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)
- Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activity. (S5.4.4)
- Describes the social benefits gained from participating in physical activity. (S5.4.5)

## Unit 3B Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

**Standard 1: Core Concepts**

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

**Standard 3: Health Behaviors**

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

**Standard 6: Decision Making**

4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one's health or safety at risk.

4.8 Predict the potential short- and long-term effects of each alternative on self and others and defend the healthy choice(s).

**Standard 7: Social Skills**

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.

4.10 Demonstrate how to respond constructively to the anger of others.



## Unit 3C: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about how the brain responds to stressful situations. In this lesson, students will:

- **Observe** how the brain responds to stressful situations and sends messages to the body.
- **Describe** how cortisol and other hormones work in response to stressful situations.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about the brain and the body's response to stress, namely the Fight or Flight Response. In this lesson, students will:

- **Describe** what happens during the Fight or Flight Response to stressful situations.
- **Identify** common body responses to stressful situations.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will talk with each other about stressful situations and the brain's attempts to trick you into overresponding. In this lesson, students will:

- **Identify** at least two examples of stressful situations.
- **Describe** how the brain tries to trick you into overreacting unnecessarily to a stressful situation.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about the brain's stress response system. In this lesson, students will:

- **Describe** their personal stress response with details about body sensations.
- **Identify** how the Breath Brake interrupts the release of stress hormones and messages.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about the brain's stress response system and their personal stress responses. In this lesson, students will:

- **Share** a few details about their personal stress response.
- **Identify** how they could use the Breath Brake to better manage stressful situations.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 3C 3rd Grade - LANGUAGE ARTS 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.

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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.

### 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.

### 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.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.

## Unit 3C Grade 3 - PHYSICAL EDUCATION STANDARDS

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in all the activities of physical education. (S3.2.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)
- Examines the health benefits of participating in physical activity. (S5.1.4)

4. Social interaction:

- Describes the social benefits gained from participating in physical activity. (S5.4.5)

## Unit 3C Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

#### Standard 3: Health Behaviors

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

#### Standard 6: Decision Making

4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one's health or safety at risk.  
4.8 Predict the potential short- and long-term effects of each alternative on self and others and defend the healthy choice(s).

#### Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/girlfriends, and health professionals.  
4.10 Demonstrate how to respond constructively to the anger of others.

# Unit 3D: Combating Negative Thoughts

## Unit 3D: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about how martial arts techniques can help students remove themselves from the stuck pattern of negative thoughts. In this lesson, students will:

- **Observe** how the brain stores negative memories and replays them in times of stress.
- **Identify** how negative thinking can lead to stress, anxiety, and illness.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about how the brain works to maintain a negative thinking pattern and how we can train our brains to respond with positive thinking. In this lesson, students will:

- **Identify** how negative thinking can lead to frequent frustration and upset.
- **Analyze** how their thoughts affect how they respond to challenging situations.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will talk with each other about how a positive mindset can impact relationships. In this lesson, students will:

- **Identify** how positive thinking can affect how you respond to challenging situations.
- **Analyze** how their positive thoughts can impact others to think and act more positively.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about combating negative thoughts with positive thinking. In this lesson, students will:

- **Identify** examples of negative and positive thinking.
- **Practice** how to take a negative thought and turn it into a positive thought.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about negative thoughts and how to combat them. In this lesson, students will:

- **Share** their understanding of how training their brain to think positively can change how they respond to stress.
- **Demonstrate** how to use martial arts and the Breath Brake to combat negative thinking.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 3D 3rd Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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.

### 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.

### 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.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.

## Unit 3D Grade 3 - PHYSICAL EDUCATION STANDARDS

### Unit 3D

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in all the activities of physical education. (S3.2.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)
- Examines the health benefits of participating in physical activity. (S5.1.4)

4. Social interaction:

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)
- Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activity. (S5.4.4)
- Describes the social benefits gained from participating in physical activity. (S5.4.5)

## Unit 3D Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

#### Standard 3: Health Behaviors

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

#### Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.

4.10 Demonstrate how to respond constructively to the anger of others.

## Unit 3E: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about how and why people experience bad dreams and what to do about them. In this lesson, students will:

- **Observe** what happens in the brain when people experience bad dreams.
- **Identify** how stress and negative thoughts contribute to bad dreams.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about bad dreams and stress. In this lesson, students will:

- **Identify** the cause of bad dreams.
- **Analyze** the importance of resetting your brain to eliminate stress and bad dreams.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will talk with each other about bad dreams. In this lesson, students will:

- **Identify** examples of stressors and how they carry over into bad dreams.
- **Analyze** how expressing stress and negative thoughts can minimize bad dreams.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about bad dreams. In this lesson, students will:

- **Draw** a picture to represent a bad dream, using lines, shapes, and colors.
- **Write** about a bad dream and transform the focus so that there is a positive outcome.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about bad dreams. In this lesson, students will:

- **Share** their expression (picture or words) of their bad dream with a peer.
- **Identify** how a Breath Brake can reset the brain to minimize bad dreams.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



## Unit 3E 3rd Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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.

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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.

### 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.

### 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.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.



## Unit 3E Grade 3 - PHYSICAL EDUCATION STANDARDS

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in all the activities of physical education. (S3.2.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)
- Examines the health benefits of participating in physical activity. (S5.1.4)

4. Social interaction:

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)
- Describes the social benefits gained from participating in physical activity. (S5.4.5)

## Unit 3E Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

#### Standard 3: Health Behaviors

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

#### Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.

## Unit 3F: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about feeling lonely. In this lesson, students will:

- **Analyze** how feeling lonely and being alone are different experiences.
- **Identify** how feeling lonely can lead to stress, frustration, and anger.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about feeling lonely, emotional pain, and the brain's stress response.

- **Identify** how emotional pain can activate the brain's stress response.
- **Describe** additional examples of emotional pain that can lead to a stress response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will talk with each other about feeling lonely, other emotional pain, and stress.

- **Identify** and describe their own experiences with feeling lonely.
- **Analyze** how their own experiences with feeling lonely can lead to frustration, anger, and stress.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about using positivity and Pull Power to reconnect during times of loneliness. In this lesson, students will:

- **Identify** positive aspects of the self: personal strengths, skills, interests, and qualities.
- **Describe** how the Power of Pull can help reconnect with others during times of loneliness.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about feeling lonely and reconnecting with the Power of Pull. In this lesson, students will:

- **Create** cards to connect with children who are sick and feeling lonely in the hospital.
- **Identify** how they could use positivity and Pull Power when they feel lonely.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 3F 3rd Grade - LANGUAGE ARTS 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.

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### 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.

### 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.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.

## Unit 3F Grade 3 - PHYSICAL EDUCATION STANDARDS

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in all the activities of physical education. (S3.2.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)
- Examines the health benefits of participating in physical activity. (S5.1.4)

4. Social interaction:

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)
- Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activity. (S5.4.4)
- Describes the social benefits gained from participating in physical activity. (S5.4.5)

## Unit 3F Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

#### Standard 3: Health Behaviors

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

#### Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.

## Unit 3G: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about making new friends. In this lesson, students will:

- **Observe** how one student tried to make new friends using different techniques.
- **Identify** several tips or techniques that could help you make new friends.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about making new friends.

In this lesson, students will:

- **Identify** a person's thoughts and feelings about making new friends.
- **Describe** how the brain's stress response system can play a role and making new friends.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will talk with each other about making new friends. In this lesson, students will:

- **Identify** the importance of body language and facial expression in making new friends.
- **Describe** how facial expressions and body language affect how others see you.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about making new friends. In this lesson, students will:

- **Describe** interesting or personal details that could help them make new friends.
- **Explain** how discovering common interests could help them make new friends.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about making new friends. In this lesson, students will:

- **Share** their own experiences and challenges with making new friends.
- **Describe** how the Breath Brake and other strategies can help manage stress related to making new friends.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 3G 3rd Grade - LANGUAGE ARTS 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.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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.

### 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.

### 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.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.

## Unit 3G Grade 3 - PHYSICAL EDUCATION STANDARDS

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in all the activities of physical education. (S3.2.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)
- Examines the health benefits of participating in physical activity. (S5.1.4)

4. Social interaction:

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)
- Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activity. (S5.4.4)
- Describes the social benefits gained from participating in physical activity. (S5.4.5)

## Unit 3G Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

#### Standard 3: Health Behaviors

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

#### Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.



## Unit 3H: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about arguing with friends. In this lesson students will:

- **Observe** how arguing with friends can lead to anger, miscommunications, and stress.
- **Identify** the importance of open and honest communication, even under difficult circumstances.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about arguing with friends.

In this lesson students will:

- **Explain** how arguments often stem from misunderstandings and different points of view.
- **Describe** how a step back to think about the situation helps you see your friend's point of view.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will talk with each other about arguing with friends. In this lesson students will:

- **Identify** how many arguments with friends begin and why they escalate.
- **Analyze** how to effectively communicate with a friend to solve an argument.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about arguing with friends. In this lesson students will:

- **Identify** the cause of an argument and how it escalated (in a story example).
- **Create** a communication sequence to show how the friends could resolve their argument.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about arguing with friends. In this lesson students will:

- **Share** their thoughts and feelings, and what they learned about arguing with friends.
- **Identify** how to communicate more effectively with friends to solve arguments.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



## Unit 3H 3rd Grade - LANGUAGE ARTS 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.

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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.

### 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.

### 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.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.

## Unit 3H Grade 3 - PHYSICAL EDUCATION STANDARDS

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in all the activities of physical education. (S3.2.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)
- Examines the health benefits of participating in physical activity. (S5.1.4)

4. Social interaction:

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)

## Unit 3H Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

#### Standard 3: Health Behaviors

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

#### Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.

4.10 Demonstrate how to respond constructively to the anger of others.

## Unit 3I: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about preparing for a big test. In this lesson, students will:

- **Observe** a video about students preparing to take a big test.
- **Identify** the importance of managing stress related to taking a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about taking a big test.

In this lesson students will:

- **Describe** feelings, thoughts, and the stress response before a big test.
- **Analyze** the importance of preparation and self-care before a test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will talk with each other about preparing for a big test. In this lesson students will:

- **Identify** self-care strategies that can help them be their best for a test.
- **Analyze** how self-care, the Breath Brake, and support are critical to test preparation.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about preparing for a big test. In this lesson, students will:

- **Identify** their personal stress response to tests, including feelings, body sensations, and thoughts.
- **Describe** three strategies that will help them prepare for a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about preparing for a big test. In this lesson students will:

- **Share** how they will prepare for the next big test with self-care strategies and the Breath Brake.
- **Share** examples of positive self-talk statements that will help them prepare for a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 3I 3rd Grade - LANGUAGE ARTS 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.

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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.

### 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.

### 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.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.

## Unit 3I Grade 3 - PHYSICAL EDUCATION STANDARDS

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in all the activities of physical education. (S3.2.5)

6. Nutrition:

- Identifies foods that are beneficial for before and after physical activity. (S3.6.3)
- Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.6.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)
- Examines the health benefits of participating in physical activity. (S5.1.4)

4. Social interaction:

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)
- Describes the social benefits gained from participating in physical activity. (S5.4.5)

## Unit 3I Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

#### Standard 3: Health Behaviors

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

#### Standard 6: Decision Making

4.8 Predict the potential short- and long-term effects of each alternative on self and others and defend the healthy choice(s).

#### Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.

## Unit 3J: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about stress and self-care. In this lesson students will:

- **Describe** how feeling overwhelmed with responsibilities and tasks can lead to stress.
- **Identify** the importance of a Breath Brake and self-care in managing stress.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about stress and self-care. In this lesson students will:

- **Recognize** stressors and how their personal stress response feels in the body.
- **Analyze** how the Breath Brake and self-care can minimize the stress response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will talk with each other about stress and self-care. In this lesson students will:

- **Identify** 2-3 self-care strategies that are important in the daily routine.
- **Analyze** how saying, “no” and prioritizing tasks can minimize your stress response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about stress and self-care. In this lesson students will:

- **Identify** how self-care strategies can stop stress hormones and recharge the brain for positivity.
- **Create** a self-care action plan focusing on the body, mind, and emotions.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about stress and self-care. In this lesson students will:

- **Describe** their personal stress response and when they can use a Breath Brake.
- **Share** their self-care action plan focusing on the body, mind, and emotions.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 3J 3rd Grade - LANGUAGE ARTS 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.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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.

### 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.

### 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.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.



## Unit 3J Grade 3 - PHYSICAL EDUCATION STANDARDS

**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.6.3)

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Physical Activity knowledge:

- Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

2. Engages in Physical Activity:

- Engages in the activities of physical education class without teacher prompting. (S3.2.3)
- Actively engages in all the activities of physical education. (S3.2.5)

6. Nutrition:

- Identifies foods that are beneficial for before and after physical activity. (S3.6.3)
- Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.6.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

1. Personal responsibility:

- Exhibits personal responsibility in teacher-directed activities. (S4.1.3)
- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Engages in physical activity with responsible interpersonal behavior. (S4.1.5)

2. Personal responsibility:

- Works independently for extended periods of time. (S4.2.3)
- Reflects on personal social behavior in physical activity. (S4.2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

4. Working with others:

- Works cooperatively with others. (S4.4.3a)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

- Discusses the relationship between physical activity and good health. (S5.1.3)
- Examines the health benefits of participating in physical activity. (S5.1.4)

4. Social interaction:

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)
- Describes the social benefits gained from participating in physical activity. (S5.4.5)

## Unit 3J Grade 3 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

#### Standard 3: Health Behaviors

4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

#### Standard 5: Goal Setting

4.6 Develop short-term and long-term personal goals and aspirations.

#### Standard 6: Decision Making

4.8 Predict the potential short- and long-term effects of each alternative on self and others and defend the healthy choice(s).

#### Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.

4.10 Demonstrate how to respond constructively to the anger of others.





# 4th Grade Standards

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## 4th Grade - SOCIAL-EMOTIONAL STANDARDS - ALL UNITS

Each 4rd grade unit is designed to include ALL CASEL competencies.

Each lesson within each unit correlates directly with one of the five competency areas.

### CASEL Competency Areas:

#### 1. Self-Awareness

- 1A. Demonstrate an awareness of their emotions
- 1B. Demonstrate an awareness of their personal traits, including their strengths and interests
- 1C. Demonstrate awareness of their external supports
- 1D. Demonstrate a sense of personal responsibility

#### 2. Self-Management

- 2A. Identify and manage their emotions and behavior constructively
- 2B. Demonstrate honesty and integrity
- 2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life

#### 3. Social Awareness

- 3A. Demonstrate awareness of other people's emotions and perspectives
- 3B. Demonstrate consideration for others and a desire to positively contribute to the school and community
- 3C. Demonstrate an awareness of different cultures and a respect for human dignity
- 3D. Can read social cues and respond constructively

#### 4. Relationship Skills

- 4A. Use positive communication and social skills to interact effectively with others
- 4B. Develop and maintain positive relationships
- 4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways

#### 5. Responsible Decision Making

- 5A. Uses personal, ethical, safety, and cultural factors in making decisions
- 5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations
- 5C. Play a developmentally appropriate role in classroom management and positive school climate

## Unit 4A: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video that focuses on an introduction to the Heroes Circle, the Power Peace Purpose mantra, and the importance of setting goals in life. In this lesson, students will:

- **Observe** how children in the Heroes Circle use the power of martial arts, breathing, and movements to build strength.
- **Identify** the importance of hard work, dedication, and perseverance in reaching a personal goal.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about the Heroes Circle, the Power Peace Purpose mantra, and goals. In this lesson, students will:

- **Identify** the meaning of the Power Peace Purpose mantra.
- **Describe** how the Breath Brake stops the release of the brain's stress hormones and minimizes the body's stress response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will discuss the Heroes Circle, the Power Peace Purpose mantra, and setting goals. In this lesson, students will:

- **Identify** the importance of goal setting in life.
- **Analyze** how hard work, perseverance, and dedication can help them reach a goal.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the Heroes Circle and the Power Peace Purpose mantra video to a self-reflective activity about setting goals. In this lesson, students will:

- **Reflect** on and assess their ability to manage stress and express feelings.
- **Identify** a stress management or self-expression goal in detail.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about the Heroes Circle, the Power Peace Purpose mantra, and setting goals. In this lesson, students will:

- **Share** feelings about the Heroes Circle, mantra, Breath Brake, and their goal for the future.
- **Share** 2-3 techniques they will use to help reach their goal.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 4A 4th Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

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.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 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.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

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.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).

## Unit 4A Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

## Unit 4A Grade 4 - 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

## Unit 4B: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about stress and the brain. In this lesson, students will:

- **Observe** how the brain works when it is under stress.
- **Describe** how the brain controls the human body, but you are in control of your brain.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about stress and the brain. In this lesson, students will:

- **Describe** how the brain stores and then replays memories during times of stress.
- **Describe** how the brain tries to control our stress response with feelings and thoughts.
- **Practice** the Breath Brake and recite the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will discuss stress and the brain. In this lesson, students will:

- **Identify** an example of a stressful experience and how your brain and body responded.
- **Analyze** how the brain tries to control you with thoughts, feelings, and memories.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about stress and the brain. In this lesson, students will:

- **Describe** a personal experience with stress, including feelings, thoughts, and triggers.
- **Identify** why the situation was stressful and how they could use the breathing strategy.
- **Practice** the Breath Brake and recite the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about stress and the brain. In this lesson, students will:

- Describe their stress response, including feelings, thoughts, triggers, and body sensations.
- Identify how the Breath Brake can be used to take control and manage a response to stress.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 4B 4th Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

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.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

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.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).

## Unit 4B Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Actively engages in the activities on physical education class, both teacher-directed and independent. (S3.2.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

## Unit 4B Grade 4 - 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.



# Unit 4C: The Fight or Flight Response

## Unit 4C: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about the brain's fight or flight stress response. In this lesson, students will:

- **Observe** how the brain processes feelings and activates the body's stress response.
- **Describe** how the brain's release of cortisol affects the body and the mind.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about the brain's fight or flight stress response. In this lesson, students will:

- **Identify** what kind of experiences activate the fight or flight response.
- **Describe** how the fight or flight stress response prepares the body to respond.
- **Practice** the Breath Brake and recite the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will discuss the brain's fight or flight stress response. In this lesson, students will:

- **Identify** how stress can impact relationships and affect communication.
- **Describe** how the Breath Brake can help you think clearly to avoid stressful conflicts.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about the brain's fight or flight stress response. In this lesson, students will:

- **Identify** a personal experience with fear, including feelings, thoughts, and body responses.
- **Describe** a trigger for the fear response and how the Breath Brake can help.
- **Practice** the Breath Brake and recite the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about the brain's fight or flight stress response. In this lesson, students will:

- **Share** a personal experience with fear and the fight or flight stress response.
- **Identify** two strategies for managing the fear response in their personal experience.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 4C 4th Grade - LANGUAGE ARTS 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.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### 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.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 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.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

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.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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).

## Unit 4C Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Actively engages in the activities in physical education class, both teacher-directed and independent. (S3.2.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

## Unit 4C Grade 4 - 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.

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.

## Unit 4D: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about being stuck in the middle between arguing friends. In this lesson, students will:

- **Observe** a video about being stuck in the middle between arguing friends.
- **Identify** the importance of open and honest communication, even under difficult circumstances.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about being stuck in the middle between arguing friends. In this lesson, students will:

- **Identify** the feelings and thoughts about being stuck in the middle that make it stressful.
- **Describe** how you can help solve the argument by communicating effectively.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will discuss being stuck in the middle between arguing friends. In this lesson, students will:

- **Practice** how to express your feelings about being stuck in the middle of arguing with friends.
- **Identify** how you can guide your friends in solving an argument.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about being stuck in the middle between arguing friends. In this lesson, students will:

- **Describe** a personal experience of being stuck in the middle between arguing friends.
- **Analyze** a scenario about being stuck in the middle and helping friends through an argument.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about being stuck in the middle between arguing friends. In this lesson, students will:

- **Share** positive communication strategies that could help solve an argument between friends.
- **Identify** the effectiveness of the Breath Brake when you are stuck in the middle.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 4D 4th Grade - LANGUAGE ARTS 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.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.  
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.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

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.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).

## Unit 4D Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Actively engages in the activities on physical education class, both teacher-directed and independent. (S3.2.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

## Unit 4D Grade 4 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

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

#### 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.

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.

#### 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.

4.10 Explain what to do if you or someone else is being teased or bullied.

## Unit 4E: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about feeling picked on. In this lesson, students will:

- **Observe** a video about feeling picked on, mean behavior, and bullying.
- **Identify** the difference between mean behavior and bullying.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about feeling picked on.

In this lesson, students will:

- **Identify** feelings and thoughts associated with being picked on.
- **Describe** common bullying behaviors that are social, emotional, and physical.
- **Practice** the Breath Brake and recite the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about feeling picked on. In this lesson, students will:

- **Analyze** the thoughts and reasons behind a bully's behavior.
- **Identify** useful strategies for dealing with a bully's behavior.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about feeling picked on. In this lesson, students will:

- **Describe** how a non-reaction to a bully is a calm, clear, and powerful response.
- **Identify** how you could use the Breath Brake to deal with a bullying situation.
- **Practice** the Breath Brake and recite the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about feeling picked on and bullied.

In this lesson, students will:

- **Describe** an example of bullying and how to respond with power and calm.
- **Identify** one reason why someone bullies and how the person being picked on might feel.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



## Unit 4E 4th Grade - LANGUAGE ARTS 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.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### 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.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

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.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).

## Unit 4E Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Actively engages in the activities on physical education class, both teacher-directed and independent. (S3.2.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

Unit 4E

## Unit 4E Grade 4 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

4.1 Describe the effect of teasing and bullying on others.

#### 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.

4.4 Describe strategies to manage strong feelings, including anger.

#### 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.

4.10 Explain what to do if you or someone else is being teased or bullied.

## Unit 4F: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about the Power of Yet or believing in yourself. In this lesson, students will:

- **Identify** how the Power of Yet and believing in yourself can help you reach your goals.
- **Describe** how the Power of Yet works to transform self-doubt into possibility.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will think and talk about the Power of Yet or believing in yourself. In this lesson, students will:

- **Identify** the feelings associated with not being able to do things yet.
- **Analyze** how the Power of Yet works to transform discouragement into encouragement.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will discuss the Power of Yet or believing in yourself. In this lesson, students will:

- **Identify** examples of tasks, activities, or skills they can't do yet.
- **Describe** examples of positive self-talk that reinforce positive beliefs in the self.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about the Power of Yet or believing in yourself. In this lesson, students will:

- **Identify** a goal, why it is important to them, and identify a 2-3 step plan to improve.
- **Identify** 4-5 examples of positive self-talk statements.
- **Practice** the Breath Brake and recite the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about the Power of Yet or believing in yourself. In this lesson, students will:

- **Share** their learning by describing their goal, steps, and positive self-talk example.
- **Create** a card for sick children, using their positive self-talk examples as encouragement.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 4F 4th Grade - LANGUAGE ARTS 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.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### 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.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

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.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).

## Unit 4F Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Actively engages in the activities on physical education class, both teacher-directed and independent. (S3.2.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

## Unit 4F Grade 4 - HEALTH STANDARDS

Unit 4F

### 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.

## Unit 4G: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about seeing scary things in the news.  
In this lesson, students will:

- **Observe** how scary things in the news can cause a stress response.
- **Identify** what kinds of stories in the news might trigger a stress response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about seeing scary things in the news.  
In this lesson, students will:

- **Identify** the feelings and thoughts behind the fear of seeing scary things.
- **Analyze** the importance of each person's response to the news.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about seeing scary things in the news.  
In this lesson, students will:

- **Identify** the importance of talking to a trusted adult to clarify scary things in the news.
- **Analyze** why it's important to express your feelings about the news instead of keeping them inside.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about the recent scary stories they've seen in the news. In this lesson students will:

- **Describe** some of the scary stories they've witnessed in the news recently.
- **Analyze** how they could use the power of positivity to transform the scary story.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about saying scary things in the news.  
In this lesson, students will:

- **Share** a news story that affected them and how it made them feel.
- **Explain** how they used the power of positivity to transform negative news into positive news.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 4G 4th Grade - LANGUAGE ARTS 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.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### 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.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).



## Unit 4G Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Actively engages in the activities on physical education class, both teacher-directed and independent. (S3.2.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

## Unit 4G Grade 4 - 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.

# Unit 4H: Fitting in Versus Belonging

## Unit 4H: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about fitting in versus belonging.

In this lesson, students will:

- **Identify** the difference between fitting in and belonging.
- **Describe** how trying to fit in and wanting to feel accepted can be stressful.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about fitting in versus belonging.

In this lesson, students will:

- **Describe** how trying to fit in with a group of friends can be stressful.
- **Analyze** how trying to fit in may affect your ability to decide for yourself.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about fitting in versus belonging.

In this lesson, students will:

- **Identify** why it's important to find and listen to your voice.
- **Analyze** the importance of belonging to a group AND being true to yourself.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about fitting in versus belonging. In this lesson, students will:

- **Describe** what it means to have the confidence to connect.
- **Analyze** the importance of listening to your inner voice for guidance in relationships.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about fitting in versus belonging.

In this lesson, students will:

- **Share** their learning about feeling accepted by others AND staying true to yourself.
- **Explain** how they experience belonging and acceptance in their relationships.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 4H 4th Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### 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.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).

## Unit 4H Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Actively engages in the activities on physical education class, both teacher-directed and independent. (S3.2.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

## Unit 4H Grade 4 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 1: Core Concepts

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

#### 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.

## Unit 4I: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about taking a big test. In this lesson, students will:

- **Identify** thoughts and feelings related to taking a big test.
- **Describe** their stress response to taking a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about taking a big test.

In this lesson, students will:

- **Describe** how decisions before the test can affect performance and the outcome.
- **Analyze** how responsible decisions can help prepare you for success on a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about taking a big test.

In this lesson, students will:

- **Identify** how your self-care strategies could help you manage feelings about a big test.
- **Analyze** how friends can support one another in preparing for a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about taking a big test. In this lesson, students will:

- **Describe** 3-5 specific strategies you can use to prepare for a big test.
- **Analyze** how being a powerful martial artist can help you be successful on a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about taking a big test. In this lesson, students will:

- **Share** their learning about the tools they have to de-stress and prepare for a big test.
- **Explain** how practice and self-care strategies can lead to confidence about a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 4I 4th Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### 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.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 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.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).

## Unit 4I Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Actively engages in the activities on physical education class, both teacher-directed and independent. (S3.2.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

## Unit 4I Grade 4 - HEALTH STANDARDS

### STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

#### Standard 1: Core Concepts

1.2 Analyze the relationship of physical activity, rest, and sleep.

#### 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 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.



## Unit 4J: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about stress and self-care. In this lesson, students will:

- **Identify** thoughts and feelings that can indicate a stress response.
- **Describe** their stress response, including how and where they feel it in the body.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about stress and self-care. In this lesson, students will:

- **Describe** 2-3 decisions that can positively affect your self-care.
- **Analyze** how responsible decisions can help you manage your stress.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about stress and self-care. In this lesson, students will:

- **Identify** how your self-care strategies could help you manage stress.
- **Analyze** how friends can support one another in managing stress and self-care.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about stress and self-care. In this lesson, students will:

- **Identify** 3-5 specific emotional self-care strategies.
- **Analyze** how emotional self-care nourishes the brain to help us feel positive and energized.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about stress and self-care. In this lesson, students will:

- **Share** their learning about emotional wellness and self-care.
- **Explain** how you can activate (feel-good) endorphins with favorite activities.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 4J 4th Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### 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.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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).

## Unit 4J Grade 4 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.1.4)
- Actively engages in the activities on physical education class, both teacher-directed and independent. (S3.2.4)
- Identifies the components of health-related fitness. (S3.3.4)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.1.4)
- Reflects on personal social behavior in physical activity. (S4.2.4)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activity. (S5.1.4)

## Unit 4J Grade 4 - HEALTH STANDARDS

### STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

#### Standard 1: Core Concepts

1.2 Analyze the relationship of physical activity, rest, and sleep.

#### 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 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.

4.4 Describe strategies to manage strong feelings, including anger.



# 5th Grade Standards

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## 5th Grade - SOCIAL-EMOTIONAL STANDARDS - ALL UNITS

Each 5th grade unit is designed to include ALL CASEL competencies.

Each lesson within each unit correlates directly with one of the five competency areas.

### CASEL Competency Areas:

#### 1. Self-Awareness

- 1A. Demonstrate an awareness of their emotions
- 1B. Demonstrate an awareness of their personal traits, including their strengths and interests
- 1C. Demonstrate awareness of their external supports
- 1D. Demonstrate a sense of personal responsibility

#### 2. Self-Management

- 2A. Identify and manage their emotions and behavior constructively
- 2B. Demonstrate honesty and integrity
- 2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life

#### 3. Social Awareness

- 3A. Demonstrate awareness of other people's emotions and perspectives
- 3B. Demonstrate consideration for others and a desire to positively contribute to the school and community
- 3C. Demonstrate an awareness of different cultures and a respect for human dignity
- 3D. Can read social cues and respond constructively

#### 4. Relationship Skills

- 4A. Use positive communication and social skills to interact effectively with others
- 4B. Develop and maintain positive relationships
- 4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways

#### 5. Responsible Decision Making

- 5A. Uses personal, ethical, safety, and cultural factors in making decisions
- 5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations
- 5C. Play a developmentally appropriate role in classroom management and positive school climate

## Unit 5A: Overview

## Student Learning Objectives

**Day 1 –WATCH [SEL Social Awareness]**

Students will watch a video that focuses on introducing the Heroes Circle, the Power Peace Purpose mantra, and setting goals. In this lesson, students will:

- **Observe** how children in the Heroes Circle use the power of martial arts, breathing, and movements to build strength.
- **Identify** the meaning of the Power Peace Purpose mantra.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Day 2 – THINK [SEL Responsible Decision Making]**

Students will be encouraged to think and discuss how the Heroes Circle can help them succeed. In this lesson, students will:

- **Describe** the effectiveness of the Breath Brake, the mantra, and other martial arts techniques in managing stress.
- **Analyze** how goals, hard work, perseverance, and dedication can help them to be successful.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Day 3 – DISCUSS [SEL Relationship Skills]**

Students will engage in discussions about the Heroes Circle and setting goals. In this lesson, students will:

- **Identify** a problem in the classroom, a solution, and a class goal.
- **Analyze** how an individual's power affects others, the class, the school, and larger society.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Day 4 – APPLY [SEL Self-Management]**

Students will work independently to apply the concepts from the Heroes Circle and the Power Peace Purpose mantra video to a self-reflective activity about personal goals. In this lesson, students will:

- **Reflect** on their individual ability to manage stress and express feelings effectively.
- **Identify** individual stress management or self-expression goal in detail.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Day 5 – SHARE [SEL Self-Awareness]**

Students will share their learning about the Heroes Circle, the Power Peace Purpose mantra, and setting goals. In this lesson, students will:

- **Share** feelings and thoughts about the Heroes Circle and describe its important components.
- **Share** their goal and how their success contributes to the class, the school, and the world.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit A 3rd Grade - LANGUAGE ARTS STANDARDS

### Writing:

Text Types and Purposes:

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

### 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.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

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.

### 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.

### 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.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 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.



## Unit 5A Grade 5 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

## Unit 5A Grade 5 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings.

#### Standard 5: Goal Setting

4.7 Set a personal goal and plan the steps necessary to achieve the goal.

#### Standard 6: Decision Making

4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

#### Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.

## Unit 5B: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about how the brain controls your body, but YOU control your brain. In this lesson, students will:

- **Observe** how the brain and body function normally.
- **Identify** how the brain and body respond to stressful situations.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about how the brain works and how we can control it during stressful situations. In this lesson, students will:

- **Describe** how YOU control your brain; your brain does not control you.
- **Analyze** the effectiveness of the Breath Brake in retraining the brain to respond to stress.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about the brain and self-control. In this lesson, students will:

- **Identify** how stress can interfere with thoughts and your ability to communicate mindfully.
- **Analyze** how your stress response can interfere with your ability to manage relationships.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about the brain and self-control. In this lesson, students will:

- **Reflect** on their personal stress response, including where and how they feel it.
- **Identify** how they can interrupt their stress response and retrain the brain.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about the brain and self-control. In this lesson, students will:

- **Share** insights and observations about their stress response.
- **Share** how observing your stress response can help you use mindful strategies to change it.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 5B 5th Grade - LANGUAGE ARTS STANDARDS

### Writing

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.5.4

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.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Language

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Unit 5B Grade 5 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

## Unit 5B Grade 5 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings.

#### Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.

## Unit 5C: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about the Heroic Response. In this lesson, students will:

- **Observe** how the brain and body naturally respond to stressful situations.
- **Identify** how you can change the brain and body's natural response with the Heroic Response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about the Heroic Response.

In this lesson, students will:

- **Describe** how the Heroic Response can affect the decisions you make when stressed.
- **Analyze** how your choice to respond to stress can affect the outcome of the situation.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about the Heroic Response.

In this lesson, students will:

- **Identify** how the Heroic Response can impact your ability to communicate mindfully.
- **Analyze** how the Heroic Response can impact your ability to manage relationships.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about the Heroic Response. In this lesson, students will:

- **Reflect** on how breathing helps rally the energy inside you and gives you power.
- **Identify** how to recognize triggers and your stress response to initiate the Heroic Response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about the Heroic Response.

In this lesson, students will:

- **Share** insights and observations about the Heroic Response.
- **Share** how the Breath Brake allows us to breathe in the light and respond powerfully to stress.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 5C 5th Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.5.4

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.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language:**

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Unit 5C Grade 5 - PHYSICAL EDUCATION STANDARDS****Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

**Unit 5C Grade 5 - HEALTH STANDARDS****STRAND 4: SOCIAL AND EMOTIONAL HEALTH****Standard 3: Health Behaviors**

4.3 Demonstrate strategies to manage strong feelings.

**Standard 7: Social Skills**

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.

4.13 Apply the steps of conflict resolution to a real or hypothetical situation.

## Unit 5D: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about respecting differences in the self and others.

In this lesson, students will:

- **Observe** how new situations can highlight the differences in people.
- **Identify** differences in people that make each person unique and interesting.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about respecting differences between self and others. In this lesson, students will:

- **Explain** how your decision to respect others' differences can affect them.
- **Analyze** how differences may affect how you interact or respond to others.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about respecting differences in the self and others.

In this lesson, students will:

- **Identify** the need to belong and how people can include others who are different.
- **Analyze** the importance of respecting differences in the self and others.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about respecting differences in the self and others. In this lesson, students will:

- **Reflect** on their unique heritage, family, qualities, and personality traits.
- **Identify** respectful/powerful responses to differences in others.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about respecting differences in the self and others.

In this lesson, students will:

- **Share** insights and observations about respecting differences in one's self and others.
- **Share** a personal plan to be more inclusive, accepting, and respectful of differences.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



## Unit 5D 5th Grade - LANGUAGE ARTS STANDARDS

### Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Unit 5D Grade 5 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

## Unit 5D Grade 5 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings.

#### Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.

## Unit 5E: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about feeling jealous. In this lesson, students will:

- **Observe** some reasons people feel jealous, including the role of social media.
- **Describe** how feeling jealous is about YOU and your feelings.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about feeling jealous.

In this lesson, students will:

- **Explain** how you can choose to manage your feelings of jealousy.
- **Analyze** how feelings of jealousy can trigger a stress response and make you less powerful.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about feeling jealous. In this lesson, students will:

- **Identify** how feelings of jealousy interfere with relationships.
- **Analyze** how communicating your feelings of jealousy can help you deal with them.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about feeling jealous. In this lesson, students will:

- **Reflect** on personal feelings of jealousy.
- **Identify** powerful strategies for managing feelings of jealousy.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about feeling jealous. In this lesson, students will:

- **Share** insights and observations about feeling jealous.
- **Share** what they feel grateful for and what brings them joy and happiness.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 5E 5th Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

### Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Unit 5E Grade 5 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

## Unit 5E Grade 5 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings.

#### Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.

4.13 Apply the steps of conflict resolution to a real or hypothetical situation.

## Unit 5F: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about helping a friend who feels down.

In this lesson, students will:

- **Recognize** signs that a friend is feeling down or sad.
- **Describe** what you can say to a friend who feels down.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about helping a friend who feels down.

In this lesson, students will:

- **Explain** the importance of talking to your friend, asking what's wrong, and offering support.
- **Analyze** how feelings of sadness can activate your stress response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about helping a friend who feels down.

In this lesson, students will:

- **Explain** the importance of listening and offering support while respecting boundaries.
- **Analyze** ways you can be helpful or supportive to a friend who is feeling down.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about helping a friend who feels down. In this lesson, students will:

- **Reflect** on their experience with helping a friend who feels down.
- **Identify** words of wisdom, support, and encouragement that could help a friend who feels down.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about helping a friend who feels down.

In this lesson, students will:

- **Share** insights and observations about helping a friend who feels down.
- **Share** their words of wisdom, support, and encouragement for a friend who feels down.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 5F 5th Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.5.4

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.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

## Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Unit 5F Grade 5 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

## Unit 5F Grade 5 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings..

#### Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.



## Unit 5G: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about when friends don't include you.  
In this lesson, students will:

- **Observe** feelings, thoughts, and responses to situations where friends don't include you.
- **Identify** the difference between inclusive and exclusive group behaviors.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about when friends don't include them.  
In this lesson, students will:

- **Explain** how your thoughts about being left out can interfere with your decision to respond.
- **Analyze** how your stress response can interfere with how you manage feeling left out.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about when friends don't include you.  
In this lesson, students will:

- **Identify** some reasons why others may not include you.
- **Analyze** behaviors and relationships in a clique and how they affect others who aren't included.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about when friends don't include you. In this lesson, students will:

- **Reflect** on their own experiences with feeling left out or excluded.
- **Identify** feelings and thoughts that trigger a stress response when you aren't included.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about when friends don't include you.  
In this lesson, students will:

- **Share** insights and observations about when others don't include you.
- **Share** strategies for managing situations where you feel excluded.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 5G 5th Grade - LANGUAGE ARTS STANDARDS

### Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.5.4

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.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Language

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language:**

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Unit 5G Grade 5 - PHYSICAL EDUCATION STANDARDS**

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

## **Unit 5G Grade 5 - HEALTH STANDARDS**

### **STRAND 4: SOCIAL AND EMOTIONAL HEALTH**

#### **Standard 3: Health Behaviors**

4.3 Demonstrate strategies to manage strong feelings.

#### **Standard 7: Social Skills**

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.

## Unit 5H: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about talking to their adults. In this lesson, students will:

- **Observe** examples of difficult conversations to have with parents or another adult.
- **Identify** the role of parents or another adult in the support system.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about talking to their adults.

In this lesson, students will:

- **Explain** feelings and thoughts related to talking to their adult.
- **Analyze** what to consider as they prepare to speak with their adult.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about talking to their adults.

In this lesson, students will:

- **Analyze** their relationship and communication style with their parent.
- **Identify** strategies for approaching their adult with a complex topic.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about talking to your adult. In this lesson, students will:

- **Reflect** on their own experiences with talking to parents or another adult.
- **Describe** the importance of open communication with parents or another adult.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about talking to their adults.

In this lesson, students will:

- **Share** insights and observations about talking to parents or another adult.
- **Share** strategies for managing stress about talking to parents or another adult.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 5H 5th Grade - LANGUAGE ARTS STANDARDS

### Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Unit 5H Grade 5 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

## Unit 5H Grade 5 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings.

#### Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.

## Unit 5I: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about taking a big test. In this lesson, students will:

- **Observe** examples of feelings and thoughts people might have about taking a big test.
- **Identify** how those feelings and thoughts might lead to a stress response.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about preparing for a big test.

In this lesson, students will:

- **Describe** important decisions they must make as they prepare for a test.
- **Analyze** the importance of self-care in preparing for a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about taking a big test. In this lesson, students will:

- **Describe** who can support you in preparing for a big test and what they can do to help.
- **Identify** strategies to help them combat stress and prepare for a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about taking a big test. In this lesson, students will:

- **Reflect** on their own experiences with preparing for a big test.
- **Describe** self-care and stress-relieving strategies that help in preparing for a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about taking a big test. In this lesson, students will:

- **Share** insights and observations about taking a big test.
- **Share** strategies for managing stress about preparing and taking a big test.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 5I 5th Grade - LANGUAGE ARTS STANDARDS

### Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



## Unit 5I Grade 5 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.6.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

## Unit 5I Grade 5 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings.

#### Standard 5: Goal Setting

4.7 Set a personal goal and plan the steps necessary to achieve the goal.

#### Standard 6: Decision Making

4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

#### Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.

## Unit 5J: Overview

### Student Learning Objectives



#### Day 1 –WATCH [SEL Social Awareness]

Students will watch a video about stress and self-care. In this lesson, students will:

- **Identify** thoughts and feelings that can indicate a stress response.
- **Describe** their personal stress response, including how and where they feel it in the body.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 2 – THINK [SEL Responsible Decision Making]

Students will be encouraged to think and talk about stress and self-care.

In this lesson, students will:

- **Describe** a self-care goal and plan that they will implement.
- **Analyze** how responsible self-care can help them manage their stress.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 3 – DISCUSS [SEL Relationship Skills]

Students will engage in discussions about stress and self-care. In this lesson, students will:

- **Identify** how practicing self-care strategies can impact relationships.
- **Analyze** how friends can support one another with self-care goals.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 4 – APPLY [SEL Self-Management]

Students will work independently to apply the concepts from the video to a self-reflective activity about stress and self-care. In this lesson, students will:

- **Describe** how emotional self-care strategies help them manage everything in life.
- **Analyze** the importance of emotional self-care and mental well-being.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.



#### Day 5 – SHARE [SEL Self-Awareness]

Students will share their learning about stress and self-care. In this lesson, students will:

- **Share** insights about their own experience with stress and self-care.
- **Share** their learning about emotional self-care and their self-care goal.
- **Practice** the Breath Brake and repeat the **Power Peace Purpose** mantra.

## Unit 5J 5th Grade - LANGUAGE ARTS STANDARDS

### Writing

#### CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### Production and Distribution of Writing:

#### CCSS.ELA-LITERACY.W.5.4

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.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

#### CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

#### CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

#### CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas:

#### CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### Language

### Conventions of Standard English:

#### CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language:

#### CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Vocabulary Acquisition and Use:

### CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Unit 5J Grade 5 - PHYSICAL EDUCATION STANDARDS

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in all the activities of physical education. (S3.2.5)
- Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.6.5)
- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.4.5)

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). (S4.1.5)
- Participates with responsible personal behavior in a variety of physical contexts, environments, and facilities. (S4.2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.2.5b)

**Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). (S5.4.5)

## Unit 5J Grade 5 - HEALTH STANDARDS

### STRAND 4: SOCIAL AND EMOTIONAL HEALTH

#### Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings.

#### Standard 5: Goal Setting

4.7 Set a personal goal and plan the steps necessary to achieve the goal.

#### Standard 6: Decision Making

4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

#### Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.