1st Grade SEL	Building Community & School Rules August 31 - Sept. 30th	Growth Mindset & Goal Setting October 3- November 11		Emotion Management November 14- December 23		Empathy & Kindness January 9- February 17		Problem Solving February 13- March 31	
Essential Standards Scope and Sequence	**Responsible Decision-Making 1** **(RD.1.1) Students demonstrate classroom norms and safety expectations and work with others to make the classroom a fair community.**	**Self-Management 1** **(SM.1.1) Students set personal/academic learning goals and name behaviors that help them pay attention.**	**Self-Awareness 2** **(SA.2.1) Students identify some of their strengths and limitations and can describe how to get better at a skill.**	**Self-Awareness 1** **(SA.1.1) Students describe a range of emotions in self and others and a reason for those emotions**	**Self-Management 2** **(SM.2.1) Students describe ways to self regulate and begin to regulate emotions.**	**Relationship Skills 2** **(RS.2.1) Students describe how kind acts can help people feel good**	**Social Awareness 1** **(SO.1.1) Students demonstrate kind acts they could do for others.**	**Relationship Skills 1** **(RS.1.1)** **Students work through conflicts, acknowledging their role and needs, and come to resolutions with adult support.**	**Responsible Decision-Making 2** **(RD.2.1) Students can identify ways to make amends to solve a problem.**
Common Formative									
Learning Targets Teaching Plans	I can follow our school rules and say why they are important for our learning community.	I can say how to pay attention. I can set goals. I can say what I am good at and what is hard for me. I can talk about how to get better at something.		I can talk about different feelings and the reasons for those feelings. I can choose ways that help me feel calm.		I can talk about ways kind acts help others feel good. I can show kind acts toward others.		I can talk about ways to solve a problem with peers.	
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