

4th Grade Common Core ELA Scope and Sequence

As teachers we all agree that it is important to teach SEL, but sometimes lack the extra time in our schedule to teach it. This scope and sequence reflects our commitment to providing students multiple opportunities to learn critical SEL skills while practicing 21st Century skills as provided in the Common Core ELA Standards. Every lesson includes communication practice in the speaking and listening as well as writing domains. Each unit provides opportunities for students to collaborate and apply their SEL skills to real world scenarios, using complex text and multimedia.

We trust that this scope and sequence will provide the tool you need to ensure that SEL instruction fits into your schedule and adds rigor to your ELA instruction.

	<i>U1</i>	<i>U2</i>	<i>U3</i>	<i>U4</i>	<i>U5</i>	<i>U6</i>	<i>U7</i>	<i>U8</i>	<i>U9</i>	<i>U10</i>
RI 1	x				xx	xx		x		
RI 2		x		x						
RI 6										
RI 7		x		x			x			
RL 3	x		x			x		x	x	
RL 4										
RL 5										
RL 6										
RL 7									xx	
SL 1	xxxx	xx	xxx	xxx	xxx	xxx	xxx	xx	xx	x
SL 2	x			x	x	x	xx	x		x
SL 3	x				x	x	x			
SL 4	x				x	x		x		x
SL 5										
SL 6			x				xxx		x	
W 2	x									
W 3							x			
W 5	x									
W 6	x									
W10	x				x	x	x	xx	x	x



4th Grade SEL Journal Table of Contents

Unit 1 Empathy

Lesson 1-Explain Empathy

Independent Practice.....	1
Assignment.....	2
Reflection	3

Lesson 2-Practice Empathy

Activity	4-5
----------------	-----

Lesson 3-Apply Empathy

Reflection	6
------------------	---

Lesson 4-Use Empathy to Deal With Bullying

Bullying Situation Chart	7
Independent Practice.....	8
Reflection	9

Unit 2 Mindfulness

Lesson 1-Describe Mindfulness

Independent Practice.....	10
Dog Calming Signals Chart.....	11

Lesson 2-Connect Mindfulness to Emotions

Reflection	12
------------------	----

Unit 3 Self Concept

Lesson 1-Describe Self Esteem

Independent Practice.....	13
Reflection	14

Lesson 2-Build a Positive Self Esteem

Reflection	15
------------------	----

Lesson 3-Practice Positive Self Esteem

Independent Practice.....	16
Reflection	17

Unit 4 Goal Setting

Lesson 1-Describe SMART Goals

Independent Practice.....	18
---------------------------	----

Lesson 2-SMART Goal Strategies

Activity	19-20
Assignment.....	21

Lesson 3-Write a SMART Goal

Assignment.....	22
Check-In Sheet	23

4th Grade SEL Journal Table of Contents

Unit 5 Self Efficacy

Lesson 1-Describe Self Efficacy

Activity and Assignment.....	24
Reflection	25

Lesson 2-Recognize Self Efficacy Building BLOCs

Independent Practice	26
Reflection.....	27

Lesson 3-Practice Self Efficacy

Reflection	28
------------------	----

Unit 6 Self Control

Lesson 1-Use Self Control Strategies

Reflection	29-30
------------------	-------

Lesson 2-Practice Self Control

Independent Practice.....	31
Reflection	32

Lesson 3-Practice Delay Gratification

Independent Practice.....	33
Reflection	34

Unit 7 Communication

Lesson 1-Practice Nonverbal Communication

Independent Practice.....	35
---------------------------	----

Lesson 2-Describe Verbal Communication Styles

Independent Practice.....	36-37
---------------------------	-------

Lesson 3-Practice Assertive Communication

Intro, Activity and Assignment.....	38
Reflection	39

Unit 8 Relationships

Lesson 1-Describe Good Friend Attributes

Independent Practice and Reflection.....	40
--	----

Lesson 2-Make New Friends

Reflection	41
------------------	----

Unit 9 Conflict Management

Lesson 1-Describe Conflict

Independent Practice.....	42
Types of Conflict Chart.....	43

Lesson 2-Resolve Conflict

Activity and Assignment.....	44
Reflection	45
SEL Review	46

4th Grade SEL Journal Table of Contents

Unit 10 SEL Culminating Project

Reflection47



4th Grade
Unit 1-Empathy
Lesson 1-Learn How To Explain Empathy
Teacher Guide

The focus of Unit 1 is on empathy. This lesson focuses on students being able to explain the practice of empathy in different scenarios.

Learning Objectives:

By the end of this lesson students will be able to:

1. Explain empathy in various scenarios.
2. Connect practicing empathy in real life by using a reading strategy of observing a character's thoughts, feelings and actions.

Common Core Learning Objectives:

1. SL 1 - Engage effectively in a range of collaborative discussions.
2. RL 3 - Describe a character in a story in depth, drawing on specific details in the text.

Teacher Prep Prior to Lesson:

- Review PowerPoint lesson and prepare for animated slides. Add or alter any scenarios that best suit your student population.
- Review the Independent Practice page in the student SEL Journal.
- Choose pair-share partners to facilitate more effective synthesizing for all students.

Teacher Directions:

Engagement: (slide 2) Refer to the instructions on the slide and prompt students to verbally pair-share a make believe conversation between the two animals. Call on volunteers to share what they think the two animals are feeling and when appropriate have students explain their answers. Make the connection that we can sometimes know what other people are thinking or feeling by looking at their actions or expressions and imagining what they are feeling.

Objective: (slide 3) State the learning objective so students have a clear understanding of what they are expected to learn today. Prompt them to pair-share what they are going to learn today.

Review: (slide 4) Remind students of their ability to determine what a character is feeling when they read stories. Prompt students to pair-share what they know about recognizing a character's feelings. Use any current stories being read in the classroom to make the point. Use the example on the slide and prompt students to pair-share the feelings being portrayed by the dog. Be sure to have them explain their answers. Explain to students they will be using the skill of recognizing the feelings of various characters to practice empathy. Refer to the next slide to define empathy.

Concept Development: (slide 5) Explain the concept of empathy using the example on the slide or any recent examples that you may have referred to already in the classroom. Explain the difference between the definition of empathy and sympathy.

Prompt students to pair-share:

Partner A: Share the definition of empathy in your own words.

Partner B: Share the definition of sympathy.

Both partners can share any examples that are familiar to them.

Modeling: (slides 6-8) The slide is animated to assist you with your thought process. Verbalize your thought process as you talk through practicing empathy for this scenario. The scenario is that this dog's owner ties him to the door every day when he goes to work so the dog won't run away.

Be sure to emphasize the difference between feeling sympathy for the dog and actively practicing empathy.

(slide 7) Read through the thinking steps or the brain process and how you applied it to the first scenario. Student will use them as you work through Modeling, Guided Practice and Independent Practice.

(slide 8) Continue to verbalize your thought process as you explicitly use the thinking steps to practice empathy in this scenario. This scenario is a good one to show that you might feel differently in this situation, but when practicing empathy you are putting yourself in the other person's shoes. For example you might say, "I love riding fast rides. They are my favorite, but I can see that her eyes are wide and she is gripping her sack. If I were practicing empathy and putting myself in her shoes I can see that I would be feeling scared and maybe even a little sick."

Guided Practice: (slides 9-11) Have students pair-share describing the situation and what the subject is doing. Prompt students to take think time in terms of how the subject is feeling and how they know the subject is feeling this way. Use whiteboards or call on non-volunteers to share what the subject is feeling. Prompt students to pair-share explaining empathy in this situation and call on volunteers to share their answers. Depending on the scenario depicted you will find additional details on the presenter notes on the slides that will ensure an emotionally safe learning environment for the students.

(slide 11) This example might evoke different emotions depending on the students' backgrounds. If appropriate, have students complete this one on their own or as a class to ensure a safe learning environment.

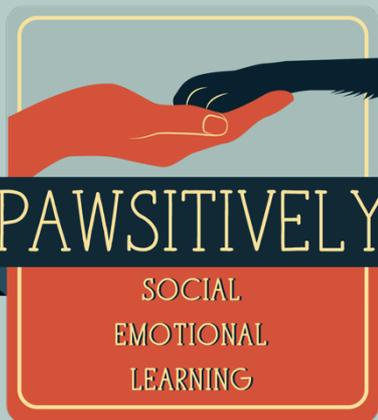
Closure: (slide 12) Have students pair-share answers.

Independent Practice: (slides 13-14) Prompt students to complete Independent Practice in their SEL Journal. Have them refer to the pictures on the slides and answer the thinking steps using whole sentence answers. If time allows, it is best to have students complete the Independent Practice while in class so you can immediately facilitate any misunderstanding of the concept.

Next Lesson: Practice empathy.

4th Grade Unit 1 Lesson 1

Learn How To Explain Empathy



Engagement

With your partner, make up a conversation between the dog and the fawn.

What do you think each animal is feeling?



Learning Objective

In this lesson you will **PAWSITIVELY** learn to:

Explain Empathy



Review

Think about how you identify a character's feelings in stories.

You identify a character's feelings by noticing what is happening, what they are doing with their body and what they are saying.

Describe what you think this dog is feeling.



Concept Development

Empathy is the feeling of stepping into another person's shoes. Practicing empathy means you can see what another person is going through and feel or understand their outlook.

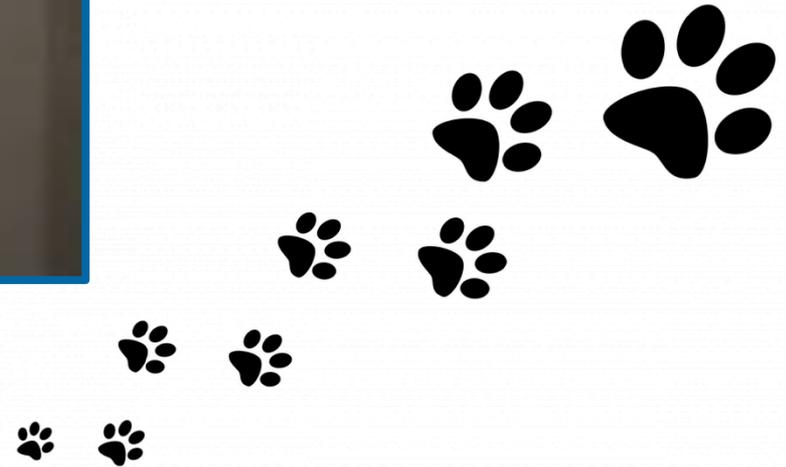
It is important to remember that empathy *is not* feeling sorry for someone in a tough situation- this is called sympathy.



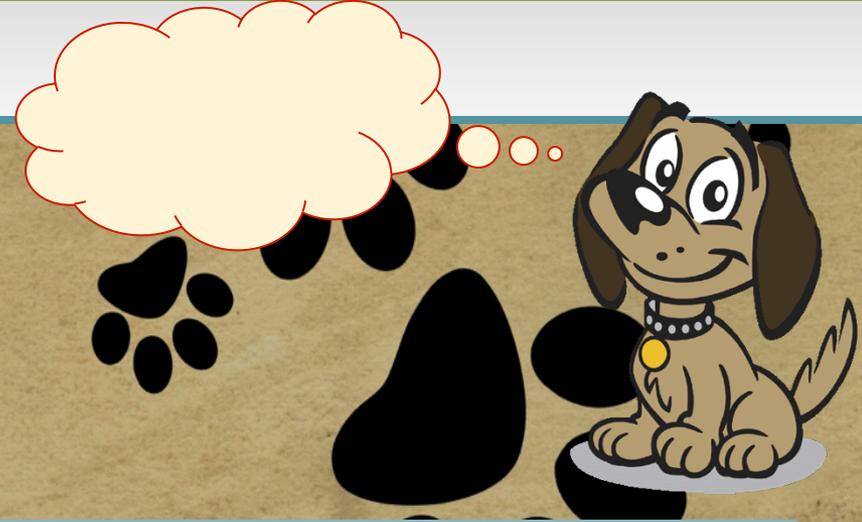
Modeling



If I had this
dog's outlook, I
would feel sad,
lonely and
scared.



Thinking Steps



1. Look at the picture or situation.
2. What is the subject saying or doing?
3. Ask myself: What do I think the subject is feeling?
4. Ask myself: How would I feel if I had their outlook?

Modeling



1. Look at the picture or situation.
2. What is the subject saying or doing?
3. Ask myself: What do I think the subject is feeling?
4. Ask myself: How would I feel if I had their outlook?

Guided Practice

1. Look at the picture or situation.
2. What is the subject saying or doing?
3. Ask myself: What do I think the subject is feeling?
4. Ask myself: How would I feel if I had their outlook?



Guided Practice



1. Look at the picture or situation.
2. What is the subject saying or doing?
3. Ask myself: What do I think the subject is feeling?
4. Ask myself: How would I feel if I had their outlook?



Like to see more?

[Download](#) the entire lesson
and try it in your classroom.