

GES Grades 3-5: Social-Emotional Learning (SEL) Scope and Sequence			Gervais School District uses Behavior and Social Emotional (BASE) Education curricula to help students answer questions about themselves, identify potential challenges, and understand their patterns to ultimately find their healthiest ways to grow. In this course students learn how to handle bullying, improve self- esteem, manage anger, have healthy communication, control impulsive decisions, set boundaries, be safe online and other social-emotional skills.	
Semester 1 of 2				
Unit Number or Name Duration	Standards: Oregon SC Student Standards	Skills and Essential Vocabulary	Required Resources	Common Assessments
Beginning-of-the-Year SEL Assessment Week of 9/6 15 minutes	--	--	--	G3 – G5: Beginning-of- the-Year SEL Assessment
Lesson 1: Who Am I? Week of 9/11 30 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social, emotional, and physical well being	Students will describe things that are important to self and identify strengths and areas of desired growth. • identity • personal strengths	BASE Education: Who Am I? Educator Guide G3 – G5 Supplemental Reading: <i>Sweetie</i> , Andrea Zuill <i>New Kid</i> , Jerry Craft	G3 Video: Who Am I? G4 and G5 Worksheet and Activity: Who Am I?
Lesson 2: Healthy Communication Week of 9/18 40-50 minutes	B-SS 1. Use effective oral and written communication skills and listening skills	Students will learn to listen to others to hear what they have to say and speak what’s on	BASE Education: Healthy Communication Educator Guide	G3 Video: Healthy Communication G4 and G5 Discussion and Worksheet:

		<p>their minds in a respectful way.</p> <ul style="list-style-type: none"> • communication • healthy • healthy communication 	<p>G3 – G5</p> <p>Supplemental Reading:</p> <p><i>Social Skills Activities for Kids: 50 Fun Exercises for Making Friends, Talking and Listening, and Understanding Social Rules</i>, Natasha Daniels</p>	<p>Recognizing Healthy Communication</p>
<p>Lesson 3: Healthy Relationships</p> <p>Week of 9/25</p> <p>40-50 minutes</p>	<p>B-SS 2. Create positive and supportive relationships with other students</p>	<p>Students will learn healthy relationships are important because we want to surround ourselves with people who treat us well.</p> <ul style="list-style-type: none"> • trust • communication • connection • support • solve 	<p>BASE Education: Healthy Relationships Educator Guide</p> <p>G3 – G5</p> <p>Supplemental Reading:</p> <p><i>The War That Saved My Life</i>, Kimberly Brubaker Bradley</p> <p><i>Confessions of a Former Bully</i>, Trudy Ludwig</p>	<p>G3 Video: Healthy Relationships</p> <p>G4 and G5 Worksheet: Yes Please, No Thank You</p>
<p>Lesson 4: Responsibility</p> <p>Week of 10/2</p> <p>30-40 minutes</p>	<p>B-SMS1. Demonstrate ability to assume responsibility</p>	<p>Students will learn the definition of responsibility and why it is important. Students will name ways that they show responsibility.</p> <ul style="list-style-type: none"> • responsibility 	<p>BASE Education: Responsibility Educator Guide</p> <p>G3 – G5</p> <p>Supplemental Reading:</p> <p><i>The Paperboy</i>, Dav Pilkey</p>	<p>G3 Video: Responsibility</p> <p>G4 and G5 Worksheet: Showing Responsibility and Activity: What If . . .</p>

			<i>Crow Boy</i> , Tato Yashima <i>Why Mosquitos Buzz in People's Ears</i> , Verna Aardema <i>The Three Questions</i> , Jon J. Muth	
Week of 10/9	Parent-Teacher Conferences			
Lesson 5: Respect Week of 10/16 30-40 minutes	B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment	Students will begin to understand the different ways people show respect and to think about how they may show respect. They will also explore areas where people might see their behavior as disrespectful. <ul style="list-style-type: none"> • respect • disrespect 	BASE Education: Respect Educator Guide G3 – G5 Supplemental Reading: <i>Let's Talk About Body Boundaries, Consent and Respect</i> , Jayneed Sanders <i>Kindness Is Cooler</i> , Mrs. Ruler, Marjery Cuyler	G3 Video: Respect G4 and G5 Worksheet and Activity: How I Show and Can Improve My Respect
Review Lessons 1-5 Week of 10/23	--	Students will review content covered in Lessons 1-5.	--	Teacher Resources Folder: Review Lessons 1-5
Lesson 6: Emotions Week of 10/30 30 minutes	B-SMS2. Demonstrate self-discipline and self-control	Students will learn what emotions are, why they are healthy, and how to begin to identify and accept them. Students will also learn the importance of controlling	BASE Education: Emotions Educator Guide G3 – G5 Supplemental Reading:	G3 Video: Emotions G4 and G5 Worksheet and Activity: Handling Big Emotions

		<p>their emotions to act them out in a healthy manner.</p> <ul style="list-style-type: none"> • emotions • feelings 	<p><i>Me and My Feelings: A Kids' Guide to Understanding and Expressing Themselves</i>, Vanessa Green Allen</p> <p><i>The Feelings Book (Revised): The Care and Keeping of Your Emotions</i>, Lynda Madison</p>	
<p>Lesson 7: Empathy</p> <p>Week of 11/6</p> <p>30 minutes</p>	<p>B-SS4. Demonstrate empathy</p>	<p>Students will learn to identify with or share another person's feelings, situation, or attitude.</p> <ul style="list-style-type: none"> • empathy • being in someone else's shoes • emotion 	<p>BASE Education: Empathy Educator Guide</p> <p>G3 – G5</p> <p>Supplemental Reading:</p> <p><i>What Is Empathy?</i> Amanda Martin</p> <p><i>You, Me, and Empathy</i>, Jayneen Sanders</p> <p><i>Be Kind</i>, Pat Zietlow Miller</p>	<p>G3 Video: Empathy</p> <p>G4 and G5 Worksheet and Activity: What Is This Feeling?</p>
<p>Lesson 8: Resilience</p> <p>Week of 11/13</p> <p>30-40 minutes</p>	<p>B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</p>	<p>Students will learn the definition of resilience and why resilience is important. Students will talk about how being resilient makes them feel and from where resilience comes.</p>	<p>BASE Education: Resilience Educator Guide</p> <p>G3 – G5</p> <p>Supplemental Reading:</p> <p><i>El Deafo</i>, Cece Bell</p>	<p>G3 Video: Resilience</p> <p>G4 and G5 Worksheet and Activity: Overcoming Challenges</p>

		<ul style="list-style-type: none"> resilience 	<i>The Boy Who Harnessed the Wind</i> , William Kamkwamba <i>Genesis Begins Again</i> , Alicia D. Williams <i>The Adventures of Beekle: The Unimaginary Friend</i> , Dan Santat	
Week of 11/20	Thanksgiving Break			
Lesson 9: Gratitude Week of 11/27 30-40 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social, emotional, and physical well being	Students will learn the definition of gratitude and why gratitude is important. Students will identify things for which they are grateful. <ul style="list-style-type: none"> gratitude grateful 	BASE Education: Gratitude Educator Guide G3 – G5 Supplemental Reading: <i>Those Shoes</i> , Maribeth Boelts <i>Last Stop on Market Street</i> , Matt de la Pena <i>Crenshaw</i> , Katherine Applegate	G# Video: Gratitude G4 and G5 Worksheet and Activity: I’m Grateful for You
Lesson 10: Coping Strategies Week of 12/4 30-40 minutes	B-SMS 7. Demonstrate effective coping skills when faced with a problem	Students will learn strategies to help themselves feel better or things they can do to solve problems. <ul style="list-style-type: none"> coping strategies 	BASE Education: Coping Strategies Educator Guide G3 – G5 Supplemental Reading:	G3 Video: Coping Strategies G4 and G5 Worksheet and Activity: Big Feelings

			<i>My Strong Mind</i> , Niels Van Hove <i>The Invisible String Workbook: Creative Activities to Comfort, Calm, and Connect</i> , Patrice Karst	
Review Lessons 6-10 Week of 12/11	--	Students will review content covered in Lessons 6-10.	--	Teacher Resources Folder: Review Lessons 6-10
Weeks of 12/18 & 12/25	Winter Break			
Lesson 11: Families Week of 1/8 30-40 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social, emotional, and physical well being	Students will learn how families can look different from their own and talk about how their families make them feel as well as why their families are important to them. <ul style="list-style-type: none"> family 	BASE Education: Families Educator Guide G3 – G5 Supplemental Reading: <i>The Family Book</i> , Todd Parr <i>The Great Big Book of Families</i> , Mary Hoffman <i>Families, Families, Families</i> , Suzanne and Max Lane	G3 Video: Families G4 and G5 Worksheet and Activity: My Special Family Member
Lesson 12: Self-Regulation Week of 1/15 30-40 minutes	B-SMS 2. Demonstrate self-discipline and self-control	Students will learn ways to stay in control over their emotions or ways to show feelings that are acceptable, safe, and	BASE Education: Self-Regulation Educator Guide G3 – G5	G3 Video and Discussion: Self-Regulation

		<p>don't hurt themselves or others.</p> <ul style="list-style-type: none"> self-regulation 	<p>Supplemental Reading:</p> <p><i>What Were You Thinking? Learning to Control Your Impulses</i>, Bryan Smith and Lisa M. Griffin</p> <p><i>The Kid's Guide to Staying Awesome and In Control; Simple Stuff to Help Children Regulate Their Emotions and Senses</i>, Lauren Brukner</p> <p><i>What Should Danny Do? (The Power to Choose Series)</i>, Adir Levy, et.al.</p>	G4 and G5 Worksheet: My Range of Feelings
<p>Lesson 13: Growth Mindset</p> <p>Week of 1/22</p> <p>30-40 minutes</p>	B-SMS 6. Demonstrate ability to overcome barriers to learning	<p>Students will learn what a growth mindset is, why having a growth mindset is important, and how having a growth mindset can feel.</p> <ul style="list-style-type: none"> growth mindset 	<p>BASE Education: Growth Mindset Educator Guide</p> <p>G3 – G5</p> <p>Supplemental Reading:</p> <p><i>The Dot</i>, Peter H. Reynolds</p> <p><i>Salt in His Shoes: Michael Jordan in Pursuit of a Dream</i>, Deloris Jordan</p> <p><i>What Do You Do with an Idea?</i> Kobi Yamada</p>	<p>G3 Video: Growth Mindset</p> <p>G4 and G5 Worksheet and Activity: Growth Mindset in Action</p>

			<i>Courage to Soar: A Body in Motion, a Life in Balance</i> , Simone Biles <i>Fish in a Tree</i> , Lynda Mullaly Hunt	
Middle-of-the-Year SEL Assessment Week of 1/29 15 minutes	--	--	--	G3 – G5: Middle-of-the-Year SEL Assessment
Semester 2 of 2				
Unit Number or Name Duration	Standards: Oregon SC Student Standards	Skills and Essential Vocabulary	Required Resources	Common Assessments
Lesson 14: Setting Goals Week of 2/5 30-40 minutes	B-LS 7. Identify long and short-term academic, career, social, emotional, and community involvement goals	Students will learn how to set strategic, measurable, realistic goals with an action plan and time limit. <ul style="list-style-type: none"> goals goal setting 	BASE Education: Setting Goals Educator Guide G3 – G5 Supplemental Reading: <i>Salt in His Shoes: Michael Jordan in Pursuit of a Dream</i> , Deloris Jordan <i>Ruby's Wish</i> , Shirin Yim	G3 Video: Setting Goals and Activity: Realistic Goals G4 and G5 Worksheet and Activity: My Goal
Lesson15: Diversity Week of 2/12 30-40 minutes	M1. Belief in development of whole self, including a healthy balance of mental,	Students will learn what diversity is, why diversity is important, and how we experience diversity. Students will feel what makes them diverse and	BASE Education: Diversity Educator Guide G3 – G5	G3 Video: Diversity

	social, emotional, and physical well being	that it's okay to feel different from others. <ul style="list-style-type: none"> diversity 	Supplemental Reading: <i>One Crazy Summer</i> , Rita Williams-Garcia <i>Esperanza Rising</i> , Pam Munoz Ryan <i>The Great Wall of Lucy Wu</i> , Wendy Wan-Long Shang <i>The Only Road</i> , Alexander Diaz	G4 and G5 Worksheet and Activity: What Makes Me Different?
Review Lessons 11-15 Week of 2/19	--	Students will review content covered in Lessons 11-15.	--	Teacher Resources Folder: Review Lessons 11-15
Lesson 16: Mindfulness Week of 2/26 30-40 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social, emotional, and physical well being	Students will learn the definition of mindfulness, what mindfulness feels like, and why mindfulness is important. <ul style="list-style-type: none"> mindfulness 	BASE Education: Mindfulness Educator Guide G3 – G5 Supplemental Reading: <i>A Handful of Quiet</i> , Thich Nhat Hanh <i>Sitting Like a Frog: Mindfulness Exercises for Kids</i> , Eline Snel	G3 Video: Mindfulness G4 and G5 Worksheet and Activity: A Quiet Walk
Lesson 17: Equity Week of 3/4 30 minutes	B-SS 5. Demonstrate ethical decision making and social responsibility	Students will learn that equity means that everyone gets what they need to be successful no matter where they are	BASE Education: Equity Educator Guide G3 – G5	G3 Video: Equity G4 and G5 Worksheet and Activity: Equity vs. Equality

		from, what they look like, or who they are. <ul style="list-style-type: none"> • equity • equality • fair • unfair • barrier 	Supplemental Reading: <i>Civil Rights Then and Now: A Timeline of the Fight for Equality in America</i> , Kristina Brooke Daniele <i>Fight to Learn: The Struggle to Go to School</i> , Laura Scandifflo <i>The Stone Thrower</i> , Jael Ealey	
Week of 3/11	Parent-Teacher Conferences			
Lesson 18: Digital Safety Week of 3/18 30-40 minutes	B-SMS 9. Demonstrate personal safety skills	Students will learn the importance of being safe online. <ul style="list-style-type: none"> • digital • safety • etiquette • digital footprint • privacy • virus 	BASE Education: Digital Safety Educator Guide G3 – G5 Supplemental Reading: <i>Goldilocks: A Hashtag Cautionary Tale</i> , Jeanne Willis <i>The Technology Tail</i> , Julia Cook <i>But It's Just a Game</i> , Julia Cook	G3 Video: Digital Safety G4 and G5 Worksheet and Activity: Real Life or Online?
Week of 3/25	Spring Break			
Lessons 19: Teasing Week of 4/1	B-SS 2. Create positive and supportive	Students will learn that although teasing can start as something small	BASE Education: Teasing Educator Guide	G3 Video: Teasing

	relationships with other students	and might even feel funny or playful to the person doing the teasing, it is hurtful to the person being teased. <ul style="list-style-type: none"> teasing 	G3 – G5 Supplemental Reading: <i>Say Something</i> , Peggy Moss <i>The Hundred Dresses</i> , Eleanor Estes <i>My Secret Bully</i> , Trudy Ludwig	G4 and G5 Worksheet and Activity: Stopping Teasing
Lesson 20: Peer-Pressure Week of 4/8 minutes	B-SMS 2. Demonstrate self-discipline and self-control	Students will learn the differences between positive and negative peer-pressure. <ul style="list-style-type: none"> peer pressure peer-pressure 	BASE Education: Peer-Pressure Educator Guide G3 – G5 Supplemental Reading: <i>What Should Darla Do?</i> Ganit and Adir Levy <i>Those Shoes</i> , Maribeth Boelts <i>Leaping Lemmings!</i> John Briggs <i>Odd Dog Out</i> , Rob Biddulp	G3 Video: Peer-Pressure G4 and G5 Worksheet and Activity: Saying No
Review Lessons 16-20 Week of 4/15	--	Students will review content covered in Lessons 16-20.	--	Teacher Resources Folder: Review Lessons 16-20

<p>Lesson 21: Bullying and Cyberbullying</p> <p>Week of 4/22</p> <p>minutes</p>	<p>B-SS 2. Create positive and supportive relationships with other students</p>	<p>Students will learn that bullying/cyberbullying makes people feel as if they have power over someone which can make them feel as if they are stronger or better.</p> <ul style="list-style-type: none"> bullying cyberbullying 	<p>BASE Education: Bullying and Cyberbullying Educator Guide</p> <p>G3 – G5</p> <p>Supplemental Reading:</p> <p><i>The Smallest Girl in the Smallest Grade</i>, Justin Roberts</p> <p><i>One</i>, Kathryn Otoshi</p> <p><i>Freak the Mighty</i>, Rodman Philbrick</p>	<p>G3 Video and Follow-Up Questions: Bullying and Cyberbullying</p> <p>G4 and G5 Worksheet and Activity: My Piece of the Pie</p>
<p>Lesson 22: Boundaries</p> <p>Week of 4/29</p> <p>30-40 minutes</p>	<p>B-SMS 9. Demonstrate personal safety skills</p>	<p>Students will learn what boundaries are, how having boundaries can feel, and how to communicate boundaries.</p> <ul style="list-style-type: none"> boundaries 	<p>BASE Education: Boundaries Educator Guide</p> <p>G3 – G5</p> <p>Supplemental Reading:</p> <p><i>Consent (for Kids!): Boundaries, Respect, and Being in Charge of You</i>, Rachel Brian</p> <p><i>Let's Talk About Body Boundaries, Consent, and Respect: Teach Children About Body Ownership, respect, Feelings, Choices, and Recognizing Bully</i></p>	<p>G3 Video: Boundaries</p> <p>G4 and G5 Worksheet and Activity: My Boundaries</p>

			<i>Behaviors</i> , Jayneen Sanders and Sarah Jennings <i>Some Secrets Should Never Be Kept</i> , Jayneen Sanders and Craig Smith	
Lessons 23: Anger Week of 5/6 30 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social, emotional, and physical well being	Students will learn that anger is a healthy feeling that helps to protect us when we feel someone has harmed us or done something to wrong us. Anger can happen slowly and build up like when we are frustrated by something hard, not working, or when we have to wait. <ul style="list-style-type: none"> • anger • angry • cope 	BASE Education: Anger Educator Guide G3 – G5 Supplemental Reading: <i>A Little Spot of Anger: A Story About Managing Big Emotions</i> , Diane Alber <i>Don't Rant and Rave on Wednesdays! The Children's Anger Control Book</i> , Adolph Moser <i>What to Do When Your Temper Flares: A Kid's Guide to Overcoming Problems with Anger</i> , Dawn Huebner	G3 Video: Anger G4 and G5 Worksheet and Activity: Catching Anger
Lesson 24: Worries Week of 5/13 30-40 minutes	B-SMS 7. Demonstrate effective coping skills when faced with a problem	Students will learn that worries are a normal part of life, how to identify when their worries are too much,	BASE Education: Worries Educator Guide G3 – G5	G3 Video: Worries G4 and G5 Worksheet and Activity: My Special Memory

		<p>and what they can do to manage their worries.</p> <ul style="list-style-type: none"> worries 	<p>Supplemental Reading:</p> <p><i>Worry Says What?</i> Allison Edwards</p> <p><i>Wilma Jean the Worry Machine</i>, Julia Cook</p> <p><i>What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety</i>, Dawn Huebner</p>	
<p>Lesson 25: Self-Esteem</p> <p>Week of 5/20</p> <p>40-50 minutes</p>	<p>M1. Belief in development of whole self, including a healthy balance of mental, social, emotional, and physical well being</p>	<p>Students will begin to learn about self-esteem by realizing that they may not be good at the same things as others.</p> <ul style="list-style-type: none"> self-esteem 	<p>BASE Education: Self-Esteem Educator Guide</p> <p>G3 – G5</p> <p>Supplemental Reading:</p> <p><i>Chicken Soup for the Soul: Think Positive for Kids: 101 Stories About Good Decisions, Self-Esteem, and Positive Thinking</i>, Kevin Sorbo and Amy Newmark</p> <p><i>I Can Do Hard Things: Mindful Affirmations for Kids</i>, Gabi Garcia</p> <p><i>Being Me: A Kid's Guide to Boosting Confidence and Self-Esteem</i>, Wendy L. Moss</p>	<p>G3 Video: Self-Esteem</p> <p>G4 and G5 Worksheet and Activity: Medals for Me</p>

Review Lessons 21-25 Week of 5/27	--	Students will review content covered in Lessons 21-25.	--	Teacher Resources Folder: Review Lessons 21-25
End-of-the-Year SEL Assessment Week of 6/3 minutes	--	--	--	G3 – G5: End-of-the-Year SEL Assessment
Week of 6/10	--	--	--	--
End of Semester 2				

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