

GES Grades K Social- Emotional Learning (SEL) Scope and Sequence		Gervais School District uses Sanford Harmony: Building Healthy Relationships curriculum with Grade K students to foster and support social connections among all students, and to promote the social, emotional, and cognitive skills students need to successfully negotiate peer interactions, develop positive peer relationships, and thrive in school.		
Semester 1 of 2				
Unit Number or Name Duration	Standards: Oregon SC Student Standards	Learner Outcomes	Required Resources	Common Assessments
Administer Beginning-of-the-Year Kindergarten SEL Assessment Week of 9/6 30 minutes	--	--	Beginning-of-the-Year Kindergarten SEL Assessment: https://docs.google.com/document/d/1Tze5I6fMJuyWUona7D1c7HWDz6LdF5u6zzlGPQY_2w/edit	Beginning-of-the-Year Kindergarten SEL Assessment
Lesson 1.1: Getting to Know One Another Week of 9/11 30 minutes	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being M 3. Sense of belonging in the school environment B-SS 2. Create positive and supportive relationships with other students.	Students will be able to: <ul style="list-style-type: none">• Share information about themselves with classmates• Recall information they have learned about their peers.	Unit 1: Diversity and Inclusion Read and Discuss: "Meet Z"	Sanford Harmony: Lessons and Activities Explore and Practice Activity: Share Your Square

<p>Lesson 1.2: Discovering Commonalities</p> <p>Week of 9/18</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>M 3. Sense of belonging in the school environment</p> <p>B-SS 2. Create positive and supportive relationships with other students.</p>	<p>Students will be able to identify things they have in common with peers.</p>	<p><i>Unit 1: Diversity and Inclusion</i></p> <p>Read and Discuss: "Finding Things in Common"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: How Are We the Same Hunt</p>
<p>Lesson 1.3: Learning from Diversity</p> <p>Week of 9/25</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>M 3. Sense of belonging in the school environment</p> <p>B-SS 2. Create positive and supportive relationships with other students.</p>	<p>Students will be able to name reasons why diversity is beneficial.</p>	<p><i>Unit 1: Diversity and Inclusion</i></p> <p>Read and Discuss: "Celebrating Diversity"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Awesome Us Collages</p>
<p>Lesson 1.4: Building Community</p> <p>Week of 10/2</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Reflect on what it means to be a community. 	<p><i>Unit 1: Diversity and Inclusion</i></p> <p>Read and Discuss: "Belonging Together"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Our Classroom Community</p>

	<p>M 3. Sense of belonging in the school environment</p> <p>B-SS 2. Create positive and supportive relationships with other students.</p>	<ul style="list-style-type: none"> Identify their classroom as a community. Work cooperatively to create a representation of their classroom community. 		
Week of 10/9	Parent-Teacher Conferences			
<p>Review Lessons 1.1 –1.4</p> <p>Week of 10/16</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>M 3. Sense of belonging in the school environment</p> <p>B-SS 2. Create positive and supportive relationships with other students.</p>	<p>Students will review content covered in Lessons 1.1 – 1.4.</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Supplemental Activities:</p> <ul style="list-style-type: none"> Me and Z Get-to-Know-You Ball Learning About My Buddy Personal Treasure Days 	<p>Teacher's choice from Supplemental Activities</p>
<p>Lesson 2.1: Recognizing Feelings</p> <p>Week of 10/23</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 4. Demonstrate empathy</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe and demonstrate how basic emotions feel (internal physical sensations), look and sound (external physical and verbal cues). 	<p><i>Unit 2: Empathy and Critical Thinking</i></p> <p>Read and Discuss: "Feelings on the Outside, Feelings on the Inside"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Feeling Charades</p>

		<ul style="list-style-type: none"> Identify basic emotions based on physical and verbal cues. 		
<p>Lesson 2.2: Predicting Feelings</p> <p>Week of 10/30</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 4. Demonstrate empathy</p>	<p>Students will be able to predict emotions based on situational cues.</p>	<p><i>Unit 2: Empathy and Critical Thinking</i></p> <p>Read and Discuss: "Predicting Feelings"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Peek-a-Boo</p>
<p>Lesson 2.3: Explaining Feelings</p> <p>Week of 11/6</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 4. Demonstrate empathy</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify reasons for emotions based on situational cues. Generate reasons for different emotions. 	<p><i>Unit 2: Empathy and Critical Thinking</i></p> <p>Read and Discuss: "Being a Feelings Detective"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Reasons for Feelings</p>
<p>Lesson 2.4: Empathy</p> <p>Week of 11/13</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 4. Demonstrate empathy</p>	<p>Students will be able to describe ways to show empathy and caring to someone in a given situation.</p>	<p><i>Unit 2: Empathy and Critical Thinking</i></p> <p>Read and Discuss: "Knowing Just How Someone Feels"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: How We Show That We Care</p>
Week of 11/20	Thanksgiving Break			

<p>Review Lessons 2.1 –2.4</p> <p>Week of 11/27</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 4. Demonstrate empathy</p>	<p>Students will review content covered in Lessons 2.1 – 2.4</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Supplemental Activities:</p>	<p>Teacher's choice from Supplemental Activities</p>
<p>Lesson 2. 5: Understanding Stereotypes About People</p> <p>Week of 12/4</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 4. Demonstrate empathy</p> <p>B-SS 5. Demonstrate ethical decision making and social responsibility</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe limitations and problems associated with stereotypes and overgeneralizations. Demonstrate ways to challenge stereotypes. 	<p><i>Unit 2: Empathy and Critical Thinking</i></p> <p>Read and Discuss: "Some Do, Some Don't"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Some Do, Some Don't</p>
<p>Lesson 2.6: Understanding Stereotypes About Objects, Activities, and Roles</p> <p>Week of 12/11</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 4. Demonstrate empathy</p> <p>B-SS 5. Demonstrate ethical decision making and social responsibility</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe limitations and problems associated with stereotypes about objects, activities, and roles. Demonstrate ways to challenge stereotypes. 	<p><i>Unit 2: Empathy and Critical Thinking</i></p> <p>Read and Discuss: "Things Can Be for Everyone"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Things Can Be for Everyone</p>

Weeks of 12/18 & 12/25	Winter Break			
<p>Lesson 2.7: Understanding that People Can Change</p> <p>Week of 1/8</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 4. Demonstrate empathy</p> <p>B-SS 5. Demonstrate ethical decision making and social responsibility</p>	<p>Students will be able to describe ways they have changed or will change.</p>	<p><i>Unit 2: Empathy and Critical Thinking</i></p> <p>Read and Discuss: “Growing, Learning, and Changing”</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: How We Change</p>
<p>Review Lessons 2.5 –2.7</p> <p>Week of 1/15</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 4. Demonstrate empathy</p> <p>B-SS 5. Demonstrate ethical decision making and social responsibility</p>	<p>Students will review content covered in Lessons 2.5 – 2.7.</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Supplemental Activities:</p>	<p>Teacher’s choice from Supplemental Activities</p>
<p>Mini Unit: Digital Safety</p> <p>Week of 1/22</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p>	<p>Students will be able to define digital citizen is and describe how to be safe online.</p>	<p>How Can We Be Good Digital Citizens? PowerPoint and Video:</p> <p>https://docs.google.com/presentation/d/1R-Fc65KoQeRbezowugwrlDV826Xq76v1gac20XhBj</p>	<p>Student Activity: Draw a picture of how you can be a good digital citizen.</p>

	B-SM 9. Demonstrate personal safety skills B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary		0Q/edit#slide=id.gb8eb2a96cf_0_0	
Administer Middle-of-the-Year Kindergarten SEL Assessment Week of 1/29 30 minutes	--	--	Middle-of-the-Year Kindergarten SEL Assessment: https://docs.google.com/document/d/1szCYjJoXgaCc0Z1RybKQeJMc5QX1Js_fjszELbOOWj0/edit	Middle-of-the-Year Kindergarten SEL Assessment
Semester 2 of 2				
Unit Number or Name Duration	Standards: Oregon SC Student Standards	Learner Outcomes	Required Resources	Common Assessments
Lesson 3.1: Listening to Others Week of 2/5 30 minutes	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being B-SS 1. Use effective oral and written communication skills and listening skills B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	Students will be able to: <ul style="list-style-type: none"> Describe and demonstrate attentive listening. Identify examples of attentive listening. 	<i>Unit 3: Communication</i> Read and Discuss: "Being a Good Listener"	<i>Sanford Harmony: Lessons and Activities</i> Explore and Practice Activity: Z Says

<p>Lesson 3.2: Responding to Others</p> <p>Week of 2/12</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 1. Use effective oral and written communication skills and listening skills</p> <p>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</p>	<p>Students will be able to demonstrate taking turns listening and talking with a partner.</p>	<p><i>Unit 3: Communication</i></p> <p>Read and Discuss: “Talking Back and Forth”</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Back and Forth</p>
<p>Lesson 3.3: Being Assertive</p> <p>Week of 2/19</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 1. Use effective oral and written communication skills and listening skills</p> <p>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify situations in which it is appropriate or inappropriate to speak up. Demonstrate respectful, assertive speaking. 	<p><i>Unit 3: Communication</i></p> <p>Read and Discuss: “Our Words Are Important”</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Speak Up, Speak Kindly</p>
<p>Review Lessons 3.1 –3.3</p> <p>Week of 2/26</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental,</p>	<p>Students will review content covered in Lessons 3.1 – 3.3.</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Supplemental Activities:</p>	<p>Teacher’s choice from Supplemental Activities</p>

30 minutes	<p>social/emotional, and physical well-being</p> <p>B-SS 1. Use effective oral and written communication skills and listening skills</p> <p>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</p>			
<p>Mini Unit: Boundaries</p> <p>Week of 3/4</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SM 9. Demonstrate personal safety skills</p> <p>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</p>	<p>Students will be able to explain what boundaries are, how having boundaries can feel, and how to communicate their boundaries.</p>	<p>Boundaries and Limits PowerPoint: https://docs.google.com/presentation/d/1hlzt7zkV2vWC4LgfxdoJ8iflJqcmdG-Il69gpt_6FMs/edit#slide=id.g1256315ae0f_0_35</p> <p>Book: <i>Personal Space Camp</i> by Julia Cook (available in the counselor's office for check-out)</p> <p>How to do a Circle of Friends drawing:</p> <ol style="list-style-type: none"> 1. Draw a picture of yourself or write your name in the middle of a sheet of paper. Draw a circle around yourself. 	<p>Student Activity: Make a Circle of Friends drawing</p>

			<p>2. Draw a larger circle around the first circle. In this circle, draw or write the names of people you are closest to; e.g., family you live with.</p> <p>3. Draw a larger circle around the first two circles. In this circle draw or write the names of people you are close to but not quite as close as those in the first circle; e.g., extended family or your best friends.</p> <p>4. Draw another circle around the others and add acquaintances; e.g., people in your class at school or family friends.</p> <p>5. Draw another circle and add professionals; e.g., teachers and doctors.</p> <p>6. In the outside circle, add strangers. These are people you do not know.</p> <p>Sample Circle of Friends diagram: https://raisingchildren.net.au/_data/assets/pdf_file/0026/94616/Circle-of-friends_rem.pdf</p>	
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Week of 3/11	Parent-Teacher Conferences			
<p>Lesson 4.1: Identifying Problems</p> <p>Week of 3/18</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-LS 1. Demonstrate critical thinking skills to make informed decisions</p> <p>B-SS 6. Use effective collaboration and cooperation skills</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name the first two steps in problem solving (Stop, Talk). • Identify multiple perspectives and state the problem in agiven scenario. 	<p><i>Unit 4: Problem Solving</i></p> <p>Read and Discuss: "Different Feelings Are Okay"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Spot the Problem</p>
Week of 3/25	Spring Break			
<p>Lesson 4.2: Solving Problems</p> <p>Week of 4/1</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-LS 1. Demonstrate critical thinking skills to make informed decisions</p> <p>B-SS 6. Use effective collaboration and cooperation skills</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name the last two steps in problem solving (Think, Try). • Generate fair solutions to given scenarios. • Practice solving problems during a collaborative project with a peer. 	<p><i>Unit 4: Problem Solving</i></p> <p>Read and Discuss: "Deciding Together"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Buddy Butterflies</p>

	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams			
<p>Lesson 4.3: Cooperating</p> <p>Week of 4/8</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-LS 1. Demonstrate critical thinking skills to make informed decisions</p> <p>B-SS 6. Use effective collaboration and cooperation skills</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Name ways to cooperate with others. Practice cooperating with peers in a shared activity. 	<p><i>Unit 4: Problem Solving</i></p> <p>Read and Discuss: "Being a Team"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Teamwork In Action--Puzzles</p>
<p>Lesson 4.4: Being Considerate</p> <p>Week of 4/15</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-LS 1. Demonstrate critical thinking skills to make informed decisions</p> <p>B-SS 6. Use effective collaboration and cooperation skills</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Name and demonstrate ways to calm down. Practice intentionally changing their activity level in a dance. 	<p><i>Unit 4: Problem Solving</i></p> <p>Read and Discuss: "Z Gets the Ziggles"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Turn the Ziggles Up and Down</p>

	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams			
Review 4.1 – 4.4 Week of 4/22 30 minutes	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being B-LS 1. Demonstrate critical thinking skills to make informed decisions B-SS 6. Use effective collaboration and cooperation skills B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	Students will review content covered in Lessons 4.1 – 4.4.	<i>Sanford Harmony: Lessons and Activities</i> Supplemental Activities:	Teacher's choice from Supplemental Activities
Mini Unit: Worries Week of 4/29 30 minutes	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being B-SMS 2. Demonstrate self-discipline and self-control B-SMS 7. Demonstrate effective coping skills	Students will learn that worries are a normal part of life. They will also learn how to identify when their worries are too much, as well as what they can do to manage their worries.	Worries PowerPoint: https://docs.google.com/presentation/d/186D1WaPvk1dupslmC-MJYir4vvJ66NgiM5XUT9lUx9A/edit#slide=id.g11c73944597_0_42	Student Activity: Draw a picture showing what you will do the next time you have the worries.

	when faced with a problem			
<p>Lesson 5.1: Caring for Others</p> <p>Week of 5/6</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well being</p> <p>B-SS 2. Create positive and supportive relationships with other students</p> <p>B-SS 3. Demonstrate empathy</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name Ways to Show Kindness to Others. • Practice Giving Compliments and receiving compliments with gratitude. 	<p><i>Unit 5: Peer Relationships</i></p> <p>Read and Discuss: "Have a Good Day"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Brighten Someone's Day</p>
<p>Lessons 5.2: Being Inclusive</p> <p>Week of 5/13</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 2. Create positive and supportive</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how it feels to be included and excluded. • Identify and practice ways to include others in a cooperative game. 	<p><i>Unit 5: Peer Relationships</i></p> <p>Read and Discuss: "Including Everyone"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Opposite Musical Chairs</p>

	<p>relationships with other students</p> <p>B-SS 3. Demonstrate empathy</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>			
<p>Lesson 5.3: Making Amends and Forgiving</p> <p>Week of 5/20</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 2. Create positive and supportive relationships with other students</p> <p>B-SS 3. Demonstrate empathy</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>B-SS 9. Demonstrate social maturity and behaviors appropriate to</p>	<p>Students will be able to describe and demonstrate ways to make amends in various scenarios.</p>	<p><i>Unit 5: Peer Relationships</i></p> <p>Read and Discuss: "Staying Friends"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Friendship Fix-It Shop</p>

	the situation and environment			
<p>Lesson 5.4: Reflecting and Connecting</p> <p>Week of 5/27</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 2. Create positive and supportive relationships with other students</p> <p>B-SS 3. Demonstrate empathy</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recall memories from the school year. Identify ways they have changed and grown. Describe their feelings about the school year coming to an end. 	<p><i>Unit 5: Peer Relationships</i></p> <p>Read and Discuss: "Remembering Friend"</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Explore and Practice Activity: Memory</p>
<p>Review Lessons 5.1 –5.4</p> <p>Week of 6/3</p> <p>30 minutes</p>	<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being</p> <p>B-SS 2. Create positive and supportive</p>	<p>Students will review content covered in Lessons 5.1 – 5.4.</p>	<p><i>Sanford Harmony: Lessons and Activities</i></p> <p>Supplemental Activities:</p>	<p>Teacher's choice from Supplemental Activities</p> <p>Explore and Practice Activity:</p>

	<p>relationships with other students</p> <p>B-SS 3. Demonstrate empathy</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>			
<p>End-of-the-Year Kindergarten SEL Assessment</p> <p>Week of 6/10</p> <p>30 minutes</p>	--	--	<p>End-of-the-Year Kindergarten SEL Assessment:</p> <p>https://docs.google.com/document/d/193MmjYIFUTmH5kTp1iEFDPaVpLidamLp1Kc3lxehfAo/edit</p>	End-of-the-Year Kindergarten SEL Assessment
End of Semester 2				