

Third Grade Essential Questions

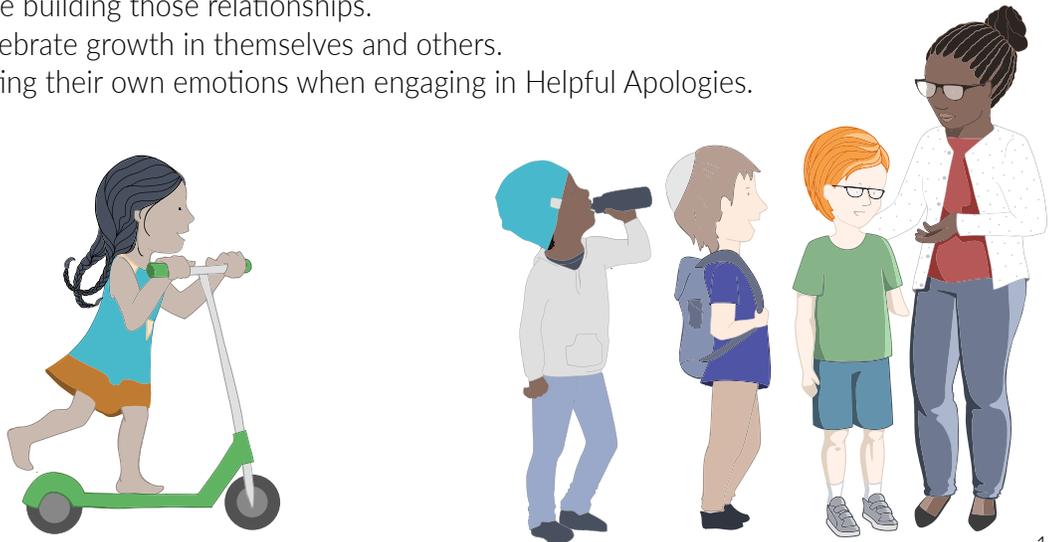
1. What are my Sources of Strength?
2. How do my Strengths help me build healthy relationships with myself and others?

Third Grade Essential Outcomes

The eight bolded outcomes are through-line themes in each curriculum for kindergarten through fifth grade. The skills and concepts are developmentally scaffolded by year; therefore, we have also created grade-level-specific outcomes, which are presented as sub-points under the corresponding outcome.

By the end of the year, students will be able to:

- 1. Identify, utilize, and grow their Strengths.**
- 2. Identify the Helpers and Trusted Adults in their lives.**
- 3. Connect others to the help they need and deserve.**
- 4. Identify when and how to seek help for themselves.**
- 5. Utilize their knowledge of brain and body science to recognize and advocate for their own needs and the needs of others.**
 - a. Identify and respond to what their bodies and brains are communicating with them.
 - b. Identify human stress responses and practice responding versus reacting to their environment.
- 6. Identify and grow in Strengths and strategies that help them regulate their emotions.**
 - a. Recognize and identify different emotions in themselves and others.
 - b. Recognize all people experience emotions.
 - c. Identify strength-based ways to proactively navigate transitions.
- 7. Cultivate skills to navigate conflict in healthy ways.**
 - a. Recognize the benefit of self-regulating before engaging in conflict resolution, and practice this skill.
- 8. Develop and practice skills that contribute to creating a community of belonging.**
 - a. Develop awareness of what respectful relationships with themselves and others look, sound, and feel like, and practice building those relationships.
 - b. Identify and celebrate growth in themselves and others.
 - c. Practice regulating their own emotions when engaging in Helpful Apologies.



SOURCES OF STRENGTH THIRD GRADE SCOPE AND SEQUENCE

UNIT 1: INTRODUCTION TO SOURCES OF STRENGTH

Unit 1 introduces students to the Sources of Strength Wheel, which consists of eight evidence-based protective factors that support the development of resilience, health, and well-being. Through playing games, laughing together, sharing stories of Strength, and establishing structures and norms, Unit 1 intentionally supports adults and students in creating a community of belonging based in healthy and respectful relationships.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
1.1: DISCOVERING AND IDENTIFYING OUR STRENGTHS	<i>I can identify my Strengths.</i>	Self-Awareness, Social Awareness, Relationship Skills
1.2: STORIES OF STRENGTH	<i>I can understand the meaning of the Strengths on the Wheel and share my stories of Strength.</i>	Self-Awareness, Social Awareness
1.3: CONTINUED STORIES OF STRENGTH	<i>I can share personal stories of Strength to explore all eight Strengths on the Sources of Strength Wheel.</i>	Self-Awareness, Social Awareness, Self-Management, Responsible Decision-Making
1.4: AFFIRMATIONS, APOLOGIES, AND AHA'S! LET'S CELEBRATE! (PART 1)	<i>I can practice building healthy and respectful relationships by learning different ways to celebrate growth.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
1.5: AFFIRMATIONS, APOLOGIES, AND AHA'S! LET'S CELEBRATE! (PART 2)	<i>I can practice building healthy and respectful relationships by learning different ways to celebrate growth.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

UNIT 2: BRAIN AND BODY SCIENCE

Unit 2 draws on neuroscience to support students in increasing agency in how they respond to the world around them. The Sources of Strength BrainTree model is introduced as a tool for students to learn about the interconnectedness of their brains and bodies and to normalize the human stress response.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
2.1: BRAIN AND BODY CONNECTIONS	<i>I can name the three parts of the BrainTree and their functions.</i>	Self-Awareness, Self-Management
2.2: GROWING BALANCED BRAINTREES	<i>I can recognize when my BrainTree is out of balance.</i>	Self-Awareness, Social Awareness, Self-Management, Responsible Decision-Making
2.3: STUCK AND UNSTUCK	<i>I can recognize when I am stuck in big emotions and use my Strengths to move through them in healthy ways.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
2.4: STRENGTHENING OUR BRANCHES AND LEAVES	<i>I can grow the Branches and Leaves of my BrainTree.</i>	Self-Awareness, Social Awareness, Self-Management, Responsible Decision-Making
2.5: CELEBRATING OUR BRAIN TREES	<i>I can practice building healthy and respectful relationships by celebrating growth in myself and others.</i>	Self-Awareness, Social Awareness, Relationship Skills

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UNIT 3: EMOTIONAL REGULATION

Unit 3 introduces students to the concept of emotional regulation. The Regulation Railroad is a tool designed to empower students to better understand what their brains and bodies are communicating to them in order to regulate their emotions. Students have many opportunities to practice various healthy emotional regulation strategies, including opportunities to co-regulate with adults and each other.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
3.1: UNDERSTANDING AND NORMALIZING SENSATIONS, EMOTIONS AND THOUGHTS	<i>I can identify sensations, emotions, and thoughts communicated to me through my BrainTree and body.</i>	Self-Awareness, Social Awareness, Self-Management, Responsible Decision-Making
3.2: BIG EMOTIONS	<i>I can use my Strengths to navigate both big and small emotions.</i>	Self-Awareness, Social Awareness, Self-Management, Responsible Decision-Making,
3.3: THE REGULATION RAILROAD	<i>I can listen to my BrainTree and use the Regulation Railroad to regulate in healthy ways.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
3.4: PRACTICING REGULATION	<i>I can use the Regulation Railroad to help me identify Strengths and strategies to regulate in healthy ways.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
3.5: NAVIGATING TRANSITIONS IN OUR DAILY LIVES	<i>I can name different transitions that happen throughout the school day and strength-based regulation strategies to use in future transitions.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
3.6: NAVIGATING CONFLICT USING REGULATION	<i>I can regulate myself before navigating conflict with others.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
3.7: REGULATE AND REPAIR	<i>I can practice building healthy and respectful relationships by celebrating growth in myself and others, including the ability to navigate conflict in healthy ways.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making

UNIT 4: CONNECTING TO HELP

Unit 4 normalizes help-seeking and invites students to identify the Helpers within multiple contexts of their lives, empowering them to seek help when needed. The unit also explores how students can be connectors to help when they see someone hurting physically, mentally, or emotionally.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
4.1: WHO ARE THE HELPERS?	<i>I can identify the Helpers in my life and connect to them in times of need.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
Choose one: 4.2A: CONNECTING TO HELP 4.2B: CONNECTING TO HELP: SUICIDE-SPECIFIC ADAPTATION	<i>I can notice when others are hurting and connect them to the help they need and deserve.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making

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UNIT 5: GROWING IN OUR STRENGTHS

Unit 5 builds on the year-long theme of cultivating healthy and respectful relationships and allows students to revisit each Strength on the Wheel in more detail. Students build on what they have already learned about their Strengths and have additional opportunities to explore the people, practices, and physical and mental health supports that are protective for them.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
5.1: THE PEOPLE WHO GIVE US STRENGTH	<i>I can name how Family Support, Positive Friends, and Mentors show up in my life and how they give me Strength.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
5.2: THE PRACTICES THAT BRING US STRENGTH	<i>I can name how Healthy Activities, Generosity, and Spirituality show up in my life and make me strong.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
5.3: HELPING OUR BODIES AND MINDS FEEL STRONG	<i>I can name ways to care for my Physical Health and Mental Health, both daily and in moments of need.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
5.4: CELEBRATING OUR GROWING STRENGTHS	<i>I can practice building healthy and respectful relationships by celebrating the growing Strengths in our classroom.</i>	Self-Awareness, Social Awareness, Relationship Skills
5.5: CELEBRATING A YEAR OF GROWTH	<i>I can celebrate the growth of my own and others' Strengths.</i>	Self-Awareness, Social Awareness, Relationship Skills