

Fourth Grade Essential Questions

1. What are my Sources of Strength?
2. What would a community look, feel, and sound like if each unique person was included and accepted?
3. How can I use my Strengths to help create this community of belonging?

Fourth 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. Recognize how their brains and bodies communicate to them about others' experiences, and use this information to build empathy.
 - b. Identify and grow in Strengths and strategies that help them regulate their emotions.
6. Identify when additional or alternative regulation strategies may be helpful.
 - a. Practice co-regulation strategies by empathizing with others' experiences.
 - b. Identify Strengths and strategies to proactively navigate transitions and other dysregulating events.
 - c. Cultivate skills to navigate conflict in healthy ways.
7. Deepen their perspective-taking skills by practicing curiosity over assumption-making.
 - a. Develop and practice skills that contribute to creating a community of belonging.
8. Use Affirmations, Apologies, and Aha's to celebrate different Strengths within the classroom.
 - a. Practice acknowledging the dignity of ourselves and others, even when we are different or disagree.



SOURCES OF STRENGTH FOURTH 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 on healthy and respectful relationships that recognize everyone's dignity.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
1.1: WE ALL HAVE STRENGTHS	<i>I can identify my Strengths and recognize the Strengths of others.</i>	Self-Awareness, Social Awareness, Relationship Skills
1.2: STRENGTHS ARE ALL AROUND US	<i>I can identify the eight Strengths on the Sources of Strength Wheel and how they show up in my life.</i>	Self-Awareness, Social Awareness, Relationship Skills
1.3: CELEBRATING OUR STRENGTHS!	<i>I can practice recognizing my own and others' dignity by learning different ways to celebrate our growth.</i>	Self-Awareness, Social Awareness, Self-Management, 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. Students also learn how their brains and bodies communicate their own needs and the needs of others.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
2.1: USING THE BRAINTREE TO UNDERSTAND MYSELF	<i>I can understand how the three parts of my BrainTree function, what happens when I have a Lopsided Tree, and how to balance my BrainTree.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
2.2: HOW WE ARE CONNECTED	<i>I can understand how my BrainTree helps me build empathy to better understand others.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making

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: ROUND AND ROUND THE REGULATION RAILROAD	<i>I can use the Regulation Railroad to listen to my BrainTree and identify Strengths and strategies for regulating in healthy ways.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
3.2: CO-REGULATING WITH OTHERS	<i>I can use healthy co-regulation strategies to help myself and others.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
3.3: CELEBRATING OUR BRAINTREES	<i>I can practice recognizing dignity by celebrating growth in myself and others.</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

UNIT 5: GROWING IN OUR STRENGTHS

Unit 5 builds on the year-long theme of acknowledging dignity and allows students to revisit the Strengths Wheel in more detail. Students build on what they have already learned about each Strength on the Wheel, focusing on the People Strengths: Family Support, Positive Friends, and Mentors.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
5.1: STRENGTH THROUGH TRANSITIONS	<i>I can use my Strengths and regulation strategies to move through transitions in healthy ways.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
5.2: CELEBRATING REGULATION	<i>I can practice recognizing my own and others' dignity by planning ahead for regulation.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making

SOURCES OF STRENGTH FOURTH GRADE SCOPE AND SEQUENCE

UNIT 5: GROWING IN OUR STRENGTHS CONTINUED...		
LESSON	SPOTLIGHT	CASEL COMPETENCIES
5.3: SOLAR SYSTEM OF SUPPORT	<i>I can identify members of my Family Support who make me feel cared for, loved, and connected.</i>	Self-Awareness, Social Awareness
5.4: GROWING OUR FAMILY SUPPORT	<i>I can strengthen my Family Support connections by exploring family customs, routines, and traditions.</i>	Self-Awareness, Social Awareness, Relationship Skills
5.5: WHAT MAKES A POSITIVE FRIEND?	<i>I can be a Positive Friend to others and turn to my Positive Friends when I am hurting.</i>	Self-Awareness, Social Awareness, Relationship Skills
5.6: BELONGING AND CONNECTION	<i>I can help create an environment of belonging for everyone.</i>	Self-Awareness, Social Awareness, Relationship Skills
5.7: NAVIGATING CONFLICT: PERSPECTIVE-TAKING	<i>I can try to understand events from others' perspectives then regulate and practice healthy communication during conflict.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills
5.8: CELEBRATING OUR DIFFERENT PERSPECTIVES	<i>I can practice recognizing my own and others' dignity by trying to understand other perspectives, even when they differ from my own.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
5.9: WHAT MAKES A MENTOR?	<i>I can name and identify various Mentors in my life who support me.</i>	Self-Awareness, Relationship Skills
5.10: LEARNING FROM MENTORS	<i>I can learn from my Mentors.</i>	Self-Awareness, Relationship Skills
5.11: THE MENTOR IN ME	<i>I can be a Mentor to others.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
5.12: THE PRACTICES THAT BRING US STRENGTH	<i>I can name how Healthy Activities, Generosity, and Spirituality show up in my life and give me strength.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
5.13: PRACTICING PHYSICAL HEALTH EVERY DAY	<i>I can use my Strengths to care for and grow my Physical Health.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
5.14: TAKING CARE OF OUR MENTAL HEALTH	<i>I can name how each of my Strengths supports my Mental Health.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
5.15: CELEBRATING A YEAR OF GROWTH	<i>I can celebrate the growth of my own and others' Strengths.</i>	Self-Awareness, Social Awareness, Relationship Skills