SOURCES OF STRENGTH FIFTH GRADE SCOPE AND SEQUENCE

Fifth Grade Essential Questions

1. What are my Sources of Strength?
2. What does belonging look, feel, and sound like?
3. What people, places, and practices help me experience belonging?
4. How can I help contribute to an environment in which others experience more belonging?

Fifth 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. Identify and grow in Strengths and strategies that help them regulate their emotions.
    a. Recognize emotions as normal, temporary human experiences and increase their range of regulation strategies to navigate big emotions.
    b. Proactively identify life changes along with the tools and strategies to help navigate these transitions in healthy ways.
    c. Identify regulation strategies that will support them in proactively addressing stress responses.
6. Cultivate skills to navigate conflict in healthy ways.
    a. Understand that everyone makes mistakes and faces challenges at times, and there are healthy ways to respond to these moments.
    b. Identify and utilize Strength-based strategies that help to navigate conflict in healthy ways, including emotional regulation, perspective-taking, "I" statements, active listening, and recognizing times when adult support is needed and helpful.
7. Grow in their knowledge of brain and body science to recognize and advocate for their own needs and those of others.
    a. Recognize signs of dysregulation in themselves and others.
    b. Recognize how their BrainTrees communicate to them about stress, and differentiate between healthy and unhealthy stress.
8. Develop and practice skills that contribute to creating a community of belonging.
    a. Identify and celebrate their own and others' unique contributions to a community of belonging.
    b. Develop a greater awareness of what belonging means to themselves and others, and develop practices that foster an environment of belonging.

SOURCES OF STRENGTH FIFTH 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: CONNECTING THROUGH STRENGTHS	*I can begin to identify my Sources of Strength and connect with others.*	Self-Awareness, Social Awareness, Relationship Skills
1.2: WORKING OUR WHEELS	*I can connect personal experiences to the eight Strengths on the Wheel.*	Self-Awareness, Social Awareness, Relationship Skills
1.3: CELEBRATING MYSELF AND OTHERS	*I can practice building a community of belonging by learning different ways to celebrate growth in myself and others.*	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. Students also learn how their brains and bodies communicate their own needs and the needs of others.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
2.1: INTRODUCTION TO THE BRAINTREE	*I can understand how the three parts of my BrainTree function and communicate with me about my needs.*	Self-Awareness, Self-Management, Responsible Decision-Making
2.2: FINDING HEALTHY STRESS	*I can recognize when my BrainTree is communicating about healthy and unhealthy stress.*	Self-Awareness, Self-Management, 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: WAVES OF EMOTIONS	*I can notice when I'm experiencing big or multiple emotions and use regulation strategies to find balance.*	Self-Awareness, Self-Management, Responsible Decision-Making
3.2: EMOTIONS IN MOTION	*I can name and understand different levels of emotions and apply regulation strategies for different contexts.*	Self-Awareness, Self-Management, Responsible Decision-Making
3.3: CELEBRATING OUR GROWING BRAINTREES	*I can practice building a community of belonging by celebrating growth in myself and others.*	Self-Awareness, Social Awareness, Relationship Skills

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 can identify the Helpers in my life and connect to them in times of need.*	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 can notice when others are hurting and connect them to the help they need and deserve.*	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 cultivating a community of belonging and allows students to revisit the Strengths Wheel in more detail. Students dive more deeply into what they have already learned about each Strength on the Wheel, focusing on the Practices Strengths: Healthy Activities, Generosity, and Spirituality.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
5.1: REGULATING WITH HEALTHY ACTIVITIES	*I can name and use my Healthy Activities to regulate big emotions.*	Self-Awareness, Self-Management
5.2: LEARNING THROUGH FAILURE	*I can learn from failure and use my Strengths to become more resilient.*	Self-Awareness, Self-Management

UNIT 5: GROWING IN OUR STRENGTHS CONTINUED...

LESSON	SPOTLIGHT	CASEL COMPETENCIES
5.3: NAVIGATING CONFLICT THROUGH HELPFUL CONVERSATIONS	*I can use the steps of a Helpful Conversation when conflict arises.*	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
5.4: CELEBRATING LEARNING AND GROWING	*I can practice building a community of belonging by celebrating the learning and growing that can happen when I face challenges or make mistakes.*	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
5.5: THE POWER OF GENEROSITY	*I can practice Generosity in big and small ways.*	Self-Awareness, Social Awareness, Relationship Skills
5.6: PRACTICING GENEROSITY	*I can practice Generosity with the purpose of growing this Strength for myself.*	Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
5.7: CELEBRATE AND SPREAD GENEROSITY	*I can notice and celebrate others for their Generosity.*	Self-Awareness, Social Awareness, Self-Management
5.8: WHAT LIFTS OUR SPIRIT	*I can grow my Spirituality Strength by practicing thankfulness.*	Self-Awareness, Self-Management
5.9: THE MOSAIC OF SPIRITUALITY	*I can identify ways that I and others practice Spirituality.*	Self-Awareness, Social Awareness, Relationship Skills
5.10: CELEBRATING THE PRACTICES THAT BRING US STRENGTH	*I can practice building a community of belonging by celebrating the similar and different practices that bring us Strength.*	Self-Awareness, Social Awareness, Relationship Skills
5.11: THE PEOPLE WHO MAKE ME FEEL LIKE I BELONG	*I can name what I look for and appreciate in the people who bring me Strength, even as my relationships and I grow and change.*	Self-Awareness, Social-Awareness, Relationship Skills
5.12: HEALTH AND HYDRATION	*I can grow in my Physical and Mental Health Strengths by staying well hydrated.*	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
5.13: NAVIGATING TRANSITIONS	*I can navigate transitions by identifying and adapting my Strengths and strategies.*	Self-Awareness, Self-Management, Responsible Decision-Making
5.14: STRENGTHS SCAVENGER HUNT	*I can grow my Mental Health Strength by engaging with my other Strengths.*	Self-Awareness, Social Awareness, Self-Management
5.15: CELEBRATING A YEAR OF GROWTH	*I can celebrate the growth of my own and others' Strengths.*	Self-Awareness, Social Awareness, Relationship Skills