

<p>Grade, Subject/Course: 2nd grade, Children Understanding and Building Skills (CUBS)</p>	
<p>Unit: Self Awareness and Self Management</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p>Big Idea: I can recognize and regulate my emotions.</p>	
<p>PA Career Ready Skills Continuum: A. Self-Awareness and Self-Management</p> <p>ASCA Student standards: Mindsets & Behaviors for Student Success: M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes B-LS 4. Self-motivation and self-direction for learning B-LS 7. Long-and short-term academic, career and social/emotional goals B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 5. Perseverance to achieve long-and short term goals B-SMS 7. Effective coping skills B-SMSM 8. Balance of school, home and community activities B-SS-1. Effective oral and written communication skills and listening skills</p>	<p>Interdisciplinary Standards (if applicable):</p> <p>Language Arts: Writing CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.2.5 CCSS.ELA-Literacy.W.2.8</p> <p>Language Arts: Language CCSS.ELA-Literacy.L.2.1 CCSS.ELA-Literacy.L.2.2, L.2.2.D CCSS.ELA-Literacy.L.2.3 CCSS.ELA-Literacy.L.2.5, L.2.5.A CCSS.ELA-Literacy.L.2.6</p> <p>Language Arts: Speaking and Listening CCSS.ELA-Literacy.SL.2.1, SL.2.1.A, SL.2.1.B CCSS.ELA-Literacy.SL.2.3 CCSS.ELA-Literacy.SL.2.4 CCSS.ELA-Literacy.SL.2.6</p>
<p>Essential Questions: How can I describe my feelings using the Zones of Regulation? What sensory tools help me regulate my emotions? How can I care for myself by Sharpening my Saw? How can I make a plan to achieve my goals?</p>	<p>Understandings:</p> <ol style="list-style-type: none"> 1. Students will understand the Zones of Regulation and identify which zone they are in. 2. Students will learn that sensory tools can help us become more focused by waking us up, or calming us down. 3. Students will understand how different tools can help change their Zones and self-regulate. 4. Students will understand that self-esteem is liking and believing in yourself. 5. Students will understand they need to take care of themselves by taking time to do activities that bring balance and sharpen their saw.

	<ol style="list-style-type: none"> 6. Students will understand the benefits of gratitude and ways that they can show gratitude. 7. Students will understand how they can have a growth mindset. 8. Students will understand the word ‘perseverance’ and the mindset we need to persevere. 9. Students will be able to identify a negative thought and how to catch it, check it (is it true or kind) and change it. 10. Students will understand how to set goals in order to achieve something we want to do. 11. Students will understand the benefits of organization and prioritizing and strategies to help them organize and prioritize.
<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Zones of Regulation 2. Feelings 3. Self-control 4. Self-Esteem 5. Sharpen the Saw 6. Gratitude 7. Growth Mindset 8. Perseverance 9. Goal Setting 	<p>Do/Skills:</p> <ol style="list-style-type: none"> 1. Students will be able to self-regulate their emotions by using tools and strategies. 2. Students will be able to utilize sensory tools to help them with self-control. 3. Students will identify positive thoughts about themselves. 4. Students will demonstrate how they can take care of themselves and be more balanced by learning, being relational, moving my body, and making a difference. 5. Students will share ways they can demonstrate gratitude. 6. Students will define and apply a growth mindset. 7. Students will be able to identify a negative thought by catching it, checking it and changing it. 8. Students will be able to identify how to set a WIG (Wildly Important Goal). 9. Students will identify organizational strategies and how to prioritize.
<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. <i>Zones of Regulation</i>-a program to support children to self-regulate. Feelings and the states of alertness are separated into 4 different colored zones. <ul style="list-style-type: none"> ● <i>Blue Zone</i>- low state of alertness, sad, tired, sick, body moving slowly ● <i>Green Zone</i>-regulated state of alertness, calm, happy, focused, most control ● <i>Yellow Zone</i>- heightened state of alertness with some 	<p>Core Resources:</p> <ol style="list-style-type: none"> 1. Zones of Regulation Curriculum by Leah M. Kuypers 2. Leader In Me 3. Be Good People 4. SAS Supportive Practices

<p>control may experience frustration, anxiety or excitement.</p> <ul style="list-style-type: none"> ● <i>Red Zone</i>- Heightened state of alertness or intense feeling: anger, rage or explosive behavior. Not in control ● <i>Tool box</i>- specific strategies to each child that can be used to calm or wake up ● <i>Tools or strategies</i> - a sensory item, action, or thinking strategy that can be used to calm or wake-up <ol style="list-style-type: none"> 2. <i>Self-control</i> - being able to regulate one’s emotions, thoughts, and behavior by using strategies ie. hitting our pause button. 3. <i>Self-esteem</i>- liking yourself and feeling worthwhile and believing in yourself and what you can accomplish. Gives children the confidence to try hard things and try again when they don’t go as planned 4. <i>Negative thought</i>- Unkind untrue thought about yourself 5. <i>Positive Self-Talk</i> -When we talk to ourselves in a kind and positive way 6. <i>Growth Mindset</i>- believing that you can learn new things with effort and practice. 7. <i>Perseverance</i> - telling myself “<i>I can do this</i>” when I think about quitting 8. <i>Fixed Mindset</i>- believing you can’t learn new things with effort and practice. 9. <i>Sharpen the Saw</i>- focusing on things that renew you and bring more balance in our life by focusing on all of these areas: learning, moving our body, relationships, and our mission or purpose 10. <i>Gratitude</i> - showing appreciation for a person or thing that did something good for them and made them happy, strategy to sharpen our heart 11. <i>Prioritize</i> - to rank in the order of importance (work first and then play) 12. <i>Organize</i> - having things you need and knowing where to find them 	
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<p><u>Common Assessment(s):</u></p> <ol style="list-style-type: none"> 1. Students will be able complete a daily Zones of Regulation check-in. 2. Students will be able to share their top 3 strategies to regulate their emotions. 3. Students will be able to identify positive traits about themselves. 4. Students will show gratitude through written notes to their classmates, friends, or family. 5. Students will list the ways they can have a growth mindset. 6. Students will provide examples of how to persevere given real life scenarios. 7. Students will be able to identify a negative thought and how to catch it, check it (is it true or kind), and change it. 8. Students will be able to identify organization strategies and prioritize activities. 	<p><u>Supplemental Resources:</u></p> <ol style="list-style-type: none"> 1. “My Gratitude Jar” by Kristen Weins 2. “Jabari Jumps” by Gaia Cornwall 3. “A Little Spot of Organization” by Dienae Alber 4. “I’m Special I’m Me” by Ann Meek and Sarah Massini 5. “I Think I Am” by Louise L. Hay 6. “Jeremiah Learns to Read” by Jo Bogart 7. “Mindset Matter” by Bryan Smith
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<p><u>Grade, Subject/Course:</u> 2nd grade, Children Understanding and Building Skills (CUBS)</p>	
<p><u>Unit:</u> Establishing and Maintaining Relationships</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> I can communicate and collaborate with others.</p>	
<p><u>PA Career Ready Skills Continuum:</u> B. Establishing and Maintaining Relationships</p> <p><u>ASCA Student standards: Mindsets & Behaviors for Student Success:</u> M1 Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being M2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p><u>Language Arts: Writing</u> CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.2.5 CCSS.ELA-Literacy.W.2.8</p> <p><u>Language Arts: Language</u> CCSS.ELA-Literacy.L.2.1 CCSS.ELA-Literacy.L.2.2, L.2.2.D</p>

<p>B-SMS 1. Responsibility for self and actions B-SS 2. Positive, respectful and supportive relationships with students who are similar and different from them B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups B-SS 8 Advocacy skills for self and others and ability to assert self, when necessary</p>	<p>CCSS.ELA-Literacy.L.2.3 CCSS.ELA-Literacy.L.2.5, L.2.5.A CCSS.ELA-Literacy.L.2.6 Language Arts: Speaking and Listening CCSS.ELA-Literacy. SL.2.1, SL.2.1.A, SL.2.1.B CCSS.ELA-Literacy.SL.2.3 CCSS.ELA-Literacy.SL.2.4 CCSS.ELA-Literacy.SL.2.6</p>
<p>Essential Questions: What qualities make a good friend? How can I be an empathetic listener? What tools and strategies can I use to problem solve and cope with big feelings in relationships?</p>	<p>Understandings:</p> <ol style="list-style-type: none"> 1. Students will be able to identify qualities of a good friend. 2. Students will learn how to share attention with other people. 3. Students will describe how to listen with my eyes, ears, and heart. 4. Students will be able to understand they can look for clues to identify how someone is feeling by looking at their face, their body language, voice tone, and what they are saying 5. Students will understand that a social filter helps them to filter their thoughts so they don't say everything that they are thinking. 6. Students will understand what a Win/Win solution looks like. 7. Students will understand different problem solving strategies. 8. Students will learn it is okay to disagree with someone. 9. Students will learn how to cope with feeling left out. 10. Students will learn how to pay attention when there is a distraction. 11. Students will understand what bucket filling and bucket dipping are. 12. Students will learn the steps to a responsible apology.
<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Friendship 2. Empathetic Listening 3. Social Filter 4. Think Win/Win 5. Conflict Resolution/Problem Solving 6. Bucket Fillers/Emotional Bank Account 7. Apologizing 	<p>Do/Skills:</p> <ol style="list-style-type: none"> 1. Students will be able to identify qualities of a good friend. 2. Students will practice sharing attention and taking turns in a conversation. 3. Students will demonstrate listening with their eyes, ears, and heart. 4. Students will be able to look for clues to identify how someone is feeling. 5. Students will be able to filter their thoughts before saying them and identify what is appropriate to say out loud, what they can say in a better way, and what they should not say at all.

	<ol style="list-style-type: none"> 6. Students will be able to identify Win/Win solutions. 7. Students will be able to practice using conflict resolution strategies. 8. Students will be able to identify steps to follow if we disagree with someone else. 9. Students will identify steps to take if they are feeling left out. 10. Students will practice ignoring distractions to focus on their work. 11. Students will learn how to fill others' buckets through inside and outside compliments. 12. Students will be able to give a responsible apology.
<p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> 1. <i>Friendship</i>- people that you can have fun with. Friends share, play together, and laugh together 2. <i>Conversation</i> - two or more people are talking to each other 3. <i>Social Filter</i> - when you think about or filter what you're going to say before you say it 4. <i>Think Win/Win</i> a situation in which everyone has a good result. It becomes a win-win situation 5. <i>Conflict Resolution/Problem Solving solutions</i> - learn how to deal with disputes or conflict by learning strategies or best solutions on their own <ul style="list-style-type: none"> ● Win/Win ● I Message- talk it out (I feel _ when you _please) ● Take turns or share ● Game of chance (rock paper scissors) ● Ignore what's annoying me ● Do something else ● Ask for help (kid sized problems I can handle myself) ● Say words that mean no (please stop) ● Responsible apology (I am sorry for, it was wrong because, next time I will, will you forgive me) 6. <i>Disagree</i> - having different thoughts or feelings about something 7. <i>Distraction</i> - something that makes it hard to focus and pay 	<p><u>Core Resources:</u></p> <ol style="list-style-type: none"> 1. Zones of Regulation Curriculum by Leah M. Kuypers 2. Leader In Me 3. Be Good People 4. SAS Supportive Practices

<p>attention</p> <ol style="list-style-type: none"> 8. <i>Bucket Filling</i>- relies on the analogy that every person carries with them an invisible bucket that contains a person’s feelings and emotions. When the bucket is full, it represents them feeling happy and content. When it is empty we feel low and upset. 9. <i>Responsible Apology</i> <ol style="list-style-type: none"> 1. Show regret (I am sorry for...) 2. Admit responsibility (It was wrong because...) 3. Make up for wrongdoing (Next time I will...) 4. Promise it won’t happen again and learn from your mistake. (Will you forgive me?) 	
<p><u>Common Assessment(s):</u></p> <ol style="list-style-type: none"> 1. Students will be able to identify qualities that make a good friend. 2. Students will be able to demonstrate what empathetic listening looks like, sounds like, and feels like. 3. Students will be able to identify how someone is feeling by looking for clues by looking at their face, tone of voice, body language, and what a person is saying. 4. Students will identify thoughts that are appropriate to say out loud and what thoughts need to be filtered and said in a better way or not said at all. 5. Students will understand why a social filter is helpful and how it makes others feel when a social filter is not used. 6. Students will be able to identify a win/win solution. 7. Students will identify strategies that they can use to deal with conflict or problems. 8. Students will practice how to disagree with a classmate. 9. Students will identify a time they felt left out and reflect on what they could have done in that scenario. 10. Students will identify what steps someone should follow to ignore distractions given a real life scenario. 11. Students will be able to participate in filling others buckets. 12. Students will be able to give a responsible apology for different situations. 	<p><u>Supplemental Resources:</u></p> <ol style="list-style-type: none"> 1. “The Hula Hoopin’ Queen” by Thelma Lynne Godin 2. “I Can’t Believe You Said That” by Julia Cook 3. “Talk and Work it Out” by Cheri J. Meiners 4. “How Full is your Bucket?” by Mary Reckmeyer and Tom Rath 5. “Sorry!” by Trudy Ludwig 6. “The Rabbit Listened” by Cori Doerrfield 7. “Fix it with Focus” by Bryan Smith 8. “Making Friends is a Work of Art” by Julia Cook 9. “Feeling Left Out” by Kate Petty 10. “Empathy is my Super Power” by Cori Bussolari 11. “Herman Jiggle say Hello” by Julia Cook

<p>Grade, Subject/Course: 2nd grade, Children Understanding and Building Skills (CUBS)</p>	
<p>Unit: Social Problem Solving Skills</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p>Big Idea: I can demonstrate empathy and respectful choices.</p>	
<p>PA Career Ready Skills Continuum: C. Social Problem Solving Skills</p> <p>PA Core Content Standards/Anchors (or National Standards): B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 3. Positive relationships with adults to support success B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups B-SS8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p>	<p>Interdisciplinary Standards (if applicable):</p> <p>Language Arts: Writing CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.2.5 CCSS.ELA-Literacy.W.2.8</p> <p>Language Arts: Language CCSS.ELA-Literacy.L.2.1 CCSS.ELA-Literacy.L.2.2, L.2.2.D CCSS.ELA-Literacy.L.2.3 CCSS.ELA-Literacy.L.2.5, L.2.5.A CCSS.ELA-Literacy.L.2.6</p> <p>Language Arts: Speaking and Listening CCSS.ELA-Literacy.SL.2.1, SL.2.1.A, SL.2.1.B CCSS.ELA-Literacy.SL.2.3 CCSS.ELA-Literacy.SL.2.4 CCSS.ELA-Literacy.SL.2.6</p>
<p>Essential Questions: How can I solve problems with others?</p>	<p>Understandings:</p> <ol style="list-style-type: none"> 1. Students will learn the difference between teasing and bullying and how to handle both. 2. Students will learn one way to offer help to others is to be generous. 3. Students will understand peer pressure is when people their own age influence the decisions that they make. 4. Students will recognize that peer pressure can be both positive and negative. 5. Students will be able to take ownership of the things they can control and let go of the things they can't control.

<p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 1. Teasing and Bullying 2. Offering help 3. Peer Pressure 4. Circle of Control 5. Acting with Courage and Consideration 6. Using my Voice to help others 	<p><u>Do/Skills:</u></p> <ol style="list-style-type: none"> 1. Students will identify the difference between teasing and bullying. 2. Students will describe steps to follow if they or someone they know is being teased or bullied. 3. Students will be able to offer help by practicing generosity. 4. Students will be able to identify negative and positive peer pressure. 5. Students will learn strategies to help them with negative peer pressure. 6. Students will be able to identify what is in and out of their control.
<p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> 1. <i>Teasing</i> - saying or doing things to make fun of someone, could be name calling, pushing, or taking a toy, can be friendly or unkind 2. <i>Bullying</i>- When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you are upset and it keeps happening 3. <i>Generous</i> - giving of your time, food, money or kindness to people in need 4. <i>Peer Pressure</i>- others your same age influence your decisions 5. <i>Positive Peer Pressure</i>- others your same age encourage you to make good decisions 6. <i>Negative Peer Pressure</i> - others your same age encourage you to make poor decisions 7. <i>Circle of Control</i>- be proactive, focus on what you can control instead of what you can't 	<p><u>Core Resources:</u></p> <ol style="list-style-type: none"> 1. Zones of Regulation Curriculum by Leah M. Kuypers 2. Leader In Me 3. Be Good People 4. SAS Supportive Practices

<p><u>Common Assessment(s):</u></p> <ol style="list-style-type: none">1. Students will identify whether a real life situation is teasing or bullying.2. Students will describe steps to follow if they or someone they know is being teased or bullied.3. Students will share ways that they can plan to offer help.4. Students will be able to share what areas are in and out of their circle of control.5. Students will be able to identify positive and negative peer pressure along with ways to deal with negative peer pressure.6. Students will be able to identify ways to be kind in their families, school, and communities.	<p><u>Supplemental Resources:</u></p> <ol style="list-style-type: none">1. “Alexander and the No Good Horrible Day” by Judith Viorst2. “The Tease Monster” by Julia Cook3. “Extra Yarn” by Mac Barnett4. “The Invisible Boy” by Patrice Barton5. “They All Saw a Cat” by Brendan Wentzel
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