

<p>Grade, Subject/Course: 1st 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 M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 5. Perseverance to achieve long-term and short-term goals B-SMS 7. Effective coping skills 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.1.3 CCSS.ELA-Literacy.1.5 CCSS.ELA-Literacy.1.8</p> <p>Language Arts: Language CCSS.ELA-Literacy.L.1.1 CCSS.ELA-Literacy.L.1.2 CCSS.ELA-Literacy.L.1.5,1.5.C CCSS.ELA-Literacy.L.1.6</p> <p>Language Arts: Speaking and Listening CCSS.ELA-Literacy.SL.1.1,1.1.A,1.1.B, CCSS.ELA-Literacy.SL.1.2 CCSS.ELA-Literacy.SL.1.3 CCSS.ELA-Literacy.SL.1.4 CCSS.ELA-Literacy.SL.1.5 CCSS.ELA-Literacy.SL.6</p>
<p>Essential Questions: How can I describe my feelings using the Zones of Regulation? What triggers me to be in the red and yellow zone? How can I focus on my work? What sensory tools help me to focus on my work? How do I share my feelings in a kind way? How can I care for myself by Sharpening my Saw? How do I set goals for myself? What tools can I use to cope with mistakes and disappointment?</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 they are ready to learn when they are in the ‘green zone.’ 3. Students will understand that when I am ready to learn, I can focus and be on task. 4. Students will learn that sensory tools can help us become more focused by waking us up, or calming us down. 5. Students will understand how to share their feelings.

	<ol style="list-style-type: none"> 6. Students will develop the understanding that everyone has talents and things they are good at. 7. Students will understand they need to take care of themselves by taking time to do activities that bring balance and sharpen their saw. 8. Students will learn how to name roles and goals to help them plan. 9. Students will understand how they can have a growth mindset. 10. Students will learn to celebrate what makes them and others unique and different. 11. Students will understand how to cope when they make a mistake or feel disappointed.
<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Zones of Regulation 2. Feelings 3. Sharpen the Saw 4. Work First, Then Play 5. Growth Mindset 6. Goal Setting 7. Disappointment 	<p>Do/Skills:</p> <ol style="list-style-type: none"> 1. Students will identify triggers that move them into the ‘red’ and ‘yellow zone.’ 2. Students will describe how to focus by paying attention to your work, ignoring distractions in the classroom, and continue working until they are finished. 3. Students will be able to self-regulate their emotions by using tools and strategies. 4. Students will share their feelings by stopping to think about how they are feeling, use language like, “I feel...,” and using kind words. 5. Students will name their talents and strengths. 6. 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. 7. Students will name roles and goals to accomplish a task. 8. Students will apply and understand a growth mindset. 9. Students will realize that everyone makes mistakes and can learn from them. 10. Students will learn to use positive self talk to cope with feelings of disappointment.

<p><u>Vocabulary:</u></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 control may experience frustration, anxiety or excitement. ● <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 ● <i>Trigger</i> - something that causes a reaction ie: hungry or hurt ● <i>Size of the problem</i> - <i>students can solve</i> small problems on their own and may need help from an adult to solve larger problems 2. <i>On Task</i> - concentrating on your teacher and the work in class 3. <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 4. <i>Growth Mindset</i>- believing that you can learn new things with effort and practice. 5. <i>Disappointment</i> - a kind of sadness that you feel when something doesn't turn out the way you hoped it would 6. <i>Positive Self-Talk</i> - When we talk to ourselves in a kind and positive way 	<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
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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 identify personal triggers that prevent them from being ready to learn. 3. Students will identify the steps a student should follow to focus when given a real life scenario. 4. Students will be able to share their top 3 tools to regulate their emotions. 5. Students will share their feelings with a classmate. 6. Students will write/draw their talents and share with their classmates. 7. Students will create a plan to accomplish a task by naming roles and goals. 8. Students will list the ways they can have a growth mindset. 9. Students will provide examples of how to use tools to cope with mistakes and disappointment. 	<p><u>Supplemental Resources:</u></p> <ol style="list-style-type: none"> 1. “Catching the Moon: The Story of a Young Girl’s Baseball Dream” by Crystal Hubbard 2. “Clark the Shark” by Bruce Hale 3. “Beautiful Oops” by Barney Saltzberg 4. “Bubble Gum Brain” by Julia Cook 5. “It’s Okay to Make Mistakes” by Todd Parr 6. “The Smart Cookie” by John Jory and Pete Oswald 7. “Whistle for Willie” by Ezra Jack Keets 8. “The Way I feel” by Janin Cane 9. “You Get What You Get” by Julie Gassman 10. “Big Feelings” by Aleandra Penfold 11. “The Very Hungry Spider” by Eric Carle
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<p><u>Grade, Subject/Course:</u> 1st grade, Children Understanding and Building Skills (CUBS)</p>	
<p><u>Unit:</u> Establishing and Maintaining Relationships</p>	<p><input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> 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 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.1.3 CCSS.ELA-Literacy.1.5 CCSS.ELA-Literacy.1.8</p> <p><u>Language Arts: Language</u> CCSS.ELA-Literacy.L.1.1 CCSS.ELA-Literacy.L.1.2</p>

<p>B-SMS 1,Responsibility for self and actions B-SS 1. Effective oral and written communication skills and listening skills 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 5. Ethical decision-making and social responsibility B-SS 6. Effective collaboration skills</p>	<p>CCSS.ELA-Literacy.L.1.5,1.5.C CCSS.ELA-Literacy.L.1.6 Language Arts: Speaking and Listening CCSS.ELA-Literacy. SL.1.1,1.1.A,1.1.B, CCSS.ELA-Literacy.SL.1.2 CCSS.ELA-Literacy.SL.1.3 CCSS.ELA-Literacy.SL.1.4 CCSS.ELA-Literacy.SL.1.5 CCSS.ELA-Literacy.SL.6</p>
<p>Essential Questions: How can I engage in a conversation with my friends? What can I do to build healthy friendships?</p>	<p>Understandings:</p> <ol style="list-style-type: none"> 1. Students will learn how to talk to new people and create new friendships. 2. Students will understand when it is our turn to talk and how to be respectful when waiting for our turn. 3. Students will understand what qualities make a good listener and the benefits of whole body listening. 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 how to give and receive compliments to others. 6. Students will identify differences between tattling vs. reporting or telling. 7. Students will understand honesty is one way to be a good friend. 8. Students will be able to discuss consequences of being untruthful. 9. Students will describe the importance of keeping promises. 10. Students will understand what a Win/Win solution looks like. 11. Students will understand the definition of ‘respect’ as caring for the feelings, wishes, rights, or traditions of others. 12. Students will understand that they are alike and different.
<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Friendship 2. Conversation Skills - Interrupting 3. Whole Body Listening 4. Compliments 5. Tattle vs. Tell 6. Honesty/Truthfulness 	<p>Do/Skills:</p> <ol style="list-style-type: none"> 1. Students will practice talking to new people and making new friends by introducing themselves, talking about what they like, asking them what they like, and inviting them to play. 2. Students will demonstrate understanding of when to talk and when to wait in a conversation. 3. Students will practice whole body listening.

<ol style="list-style-type: none"> 7. Promises 8. Win/Win Solutions 9. Respect 	<ol style="list-style-type: none"> 4. Students will be able to look for clues to identify how someone is feeling. 5. Students will give a compliment by thinking about what they like about someone, telling the person what they liked, and using positive words like “Awesome!” 6. Students will practice receiving compliments by looking at the person, using a friendly voice, and saying thank you. 7. Students will learn they should report (tell) if something is dangerous, they need help from an adult, or to keep someone safe. 8. Students will be able to explain why honesty is important. 9. Students will identify promises and explain the consequences of keeping or breaking a promise. 10. Students will be able to come up with Win/Win solutions and practice using problem solving strategies. 11. Students will define ‘respect’ and provide examples of respectful behavior.
<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>Interrupting</i> - not waiting your turn to talk 4. <i>Whole Body Listening</i> - Using your eyes, body, mouth, brain, hands and heart to listen 5. <i>Compliments</i> - When you say something nice about somebody or something 6. <i>Tattling</i> - sharing a peers mistake when the situation is safe, an accident, or unimportant, and it is a kid-sized problem that can be handled on their own 7. <i>Reporting/telling</i> - telling to keep someone safe, if something is dangerous, or if you need help from an adult 8. <i>Honest</i> - being truthful in what we say and do 9. <i>Keeping promises</i> - we do what we said we would do 10. <i>Win/Win Scenario</i> - a situation in which everyone has a good result 11. <i>Respect</i> - caring for the feelings, wishes, rights, or traditions of others. 	<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 have conversations with classmates and demonstrate understanding of when to talk and when to wait. 2. Students will explain how interrupting makes others feel. 3. Students will identify and demonstrate whole body listening in conversation with classmates. 4. 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. 5. Students will identify if something is/is not a compliment. 6. Students will practice receiving compliments from classmates. 7. Students will identify whether a situation is tattling or reporting/telling. 8. Students will sort lies vs. truths and identify possible consequences for each. 9. Students will identify if someone kept their promise and consequences if the promises are broken. 10. Students will write or draw examples of how they can show respect. 	<p><u>Supplemental Resources:</u></p> <ol style="list-style-type: none"> 1. “My Mouth is a Volcano” by Julia Cook 2. “Can I Play Too?” by Mo Willems 3. “Don’t Squeal Unless It’s a Big Deal” by Jeanie Franz Ransom 4. “Lying Up a Storm” by Julia Cook 5. “Stick and Stone” by Beth Ferry 6. “The Doorbell Rang” by Pat Hutchins 7. “Howard B. Wigglebottom Learns to Listen” by Howard Binkow 8. “Stand in my Shoes” by Bob Sabson 9. “Bruno and the Power of Words” by Adry Cortez 10. “A Promise” by Gary Bentz 11. “Stand in my Shoes” by Bob Somson
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<p><u>Grade, Subject/Course:</u> 1st grade, Children Understanding and Building Skills (CUBS)</p>	
<p><u>Unit:</u> Social Problem Solving Skills</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> I can demonstrate empathy and respectful choices.</p>	
<p><u>PA Career Ready Skills Continuum:</u> C. Social Problem Solving Skills</p> <p><u>PA Core Content Standards/Anchors (or National Standards):</u> M 2. 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.1.3 CCSS.ELA-Literacy.1.5 CCSS.ELA-Literacy.1.8</p> <p><u>Language Arts: Language</u></p>

<p>B-SS 1. Effective oral and written communication skills and listening skills</p> <p>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</p> <p>B-SS 3. Positive relationships with adults to support success</p> <p>B-SS 4. Empathy</p> <p>B-SS 6. Effective collaboration and cooperation skills</p> <p>B-SS 7. Leadership and teamwork skills to work effectively in diverse groups</p> <p>B-SS8. Advocacy skills for self and others and ability to assert self, when necessary</p> <p>B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p>	<p>CCSS.ELA-Literacy.L.1.1 CCSS.ELA-Literacy.L.1.2 CCSS.ELA-Literacy.L.1.5,1.5.C CCSS.ELA-Literacy.L.1.6</p> <p>Language Arts: Speaking and Listening</p> <p>CCSS.ELA-Literacy. SL.1.1,1.1.A,1.1.B, CCSS.ELA-Literacy.SL.1.2 CCSS.ELA-Literacy.SL.1.3 CCSS.ELA-Literacy.SL.1.4 CCSS.ELA-Literacy.SL.1.5 CCSS.ELA-Literacy.SL.6</p>
<p>Essential Questions: What can I do to help others feel they are part of our school community?</p>	<p>Understandings:</p> <ol style="list-style-type: none"> 1. Students will learn to appreciate what makes themselves and others different and to celebrate those differences. 2. Students will understand what bullying is and what to do if they or something else is being bullied. 3. Students will understand that having courage means standing up for their wins - what they want or what they believe is right. 4. Students will identify barriers to synergy and behavior that promote synergy.
<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Celebrating Differences 2. Bullying 3. Courage and Consideration 4. Synergy 	<p>Do/Skills:</p> <ol style="list-style-type: none"> 1. Students will know what to do if they or someone else is being bullied. 2. Students will be able to identify negative and positive peer pressure. Students will learn strategies to help them with negative peer pressure. 3. Students will identify times when courage helps us say ‘no’ to things we do not want to do or ‘yes’ to things we are nervous to try. 4. Students will compare behaviors and determine if they are barriers to synergy or promote synergy.

<p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> 1. <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 2. <i>Courage</i> - standing up for our wins, including what we want or what we believe is right 3. <i>Synergy</i> - two or more people work together to create something better 	<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 be able to celebrate ways they are different and unique. 2. Students will be able to identify what bullying is and isn't and what to do if they or someone else is being bullied. 3. Students will write or draw examples of ways they can show courage as a leader. 4. Students will list barriers to synergy and behaviors that promote synergy. 	<p><u>Supplemental Resources:</u></p> <ol style="list-style-type: none"> 1. "All Are Welcome" by Alexandra Penfold 2. "The Name Jar" by Yangsook Choi 3. "I Like Myself" by Karen Beaumont 4. "Howard B. Wigglebottom Learns about Bullies" by Howard Bionkow 5. "A Little Spot of Teamwork" by Diane Alber 6. "Grandma" by Jessica Shepherd