## Personal and Social Development

### Big Idea
Understanding Self As an Individual and As a Member of Diverse Local and Global Communities

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<th>Standards</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>A. Develops a positive self-concept</td>
<td>1. Identify a variety of feelings</td>
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</table>

### Alignments:
- CCSS: 1.SL.2
- Performance: 2.3
- Knowledge: (H/PE) 2  (SS) 6
- HEGLE: FIS.2.C
- MGGLE: PSD.1.A
- NETS: 3
- DOK: 1

### Instructional Strategies
- Students will discuss different feelings while the teacher reads a book on feelings

### Assessments/Evaluations
- Teacher observation of students identifying different feelings
- Participation in group discussions of feelings

### Sample Assessment Questions
- How can you tell how people are feeling?

### Instructional Resources/Tools
- *Today I Feel Silly* by Jamie Lee Curtis
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Vorst and Ray Cruz

### Literacy Connections
- *Today I Feel Silly* by Jamie Lee Curtis
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Vorst and Ray Cruz
## Cross Curricular Connections

- **ELA:** Speaking and listening  
- **Health:** Mental health  
- **Social Studies:** Relationships
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<td>B. Demonstrates citizenship and contribution within a diverse community</td>
<td>3.</td>
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<tr>
<td></td>
<td>• Recognizing personal character traits</td>
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**Alignments:**
- CCSS: 1.SL.2
- Performance: 2.3
- Knowledge: (SS) 6
- MGGL: PSD.1.C
- NETS: 3
- DOK: 1

**Instructional Strategies**
- While reading a book, the student’s will identify the importance of being responsible in handling 1st grade problems (tattling vs. reporting)

**Assessments/Evaluations**
- Teacher observation during follow-up activities
- Participation in whole group discussions

**Sample Assessment Questions**
- When is telling a teacher reporting vs. tattling?

**Instructional Resources/Tools**
- *Tattlin’ Madeline* by Carol Cummins
- *Responsible Rascal* by Linda Schwartz

**Literacy Connections**
- *Tattlin’ Madeline* by Carol Cummins
- *Responsible Rascal* by Linda Schwartz
Model Guidance
1st Gr.

Cross Curricular Connections

- ELA: Speaking and listening
- Social Studies: Relationships
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<td><strong>Big Idea</strong></td>
<td>Interacting with Others in Ways that Respect Individual and Group Differences</td>
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<td><strong>Standards</strong></td>
<td><strong>Learning Targets</strong></td>
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<tr>
<td>C. Identifies quality relationships</td>
<td>1. Demonstrate the ability to be a friend</td>
</tr>
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**Alignments:**
- CCSS: 1.SL.2; 1.SL.3; 1.SL.5
- Performance: 2.3
- Knowledge: (SS) 6
- MGGL: PSD.2.A
- NETS: 3
- DOK: 2

**Instructional Strategies**
- While reading a book to the class, the students will be able to distinguish between friendly and unfriendly behaviors

**Assessments/Evaluations**
- Teacher observation of role-play involvement
- Participation in group discussions and role-play
- Role-play friendly behaviors

**Sample Assessment Questions**
- What are some ways you are going to show you are a friend?
- What characteristics do you like about your friends?
- Do you show these characteristics?

**Instructional Resources/Tools**
- *Buckethead Families* by Sherry Erb
- *Let’s Be Enemies* by Janice Udry and Maurice Sendak
- *Rainbow Fish* by Marcus Pfister and J. Alison James
Literacy Connections

- *Buckethead Families* by Sherry Erb
- *Let’s Be Enemies* by Janice Udry and Maurice Sendak
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Cross Curricular Connections

- ELA: Speaking and listening
- Social Studies: Relationships
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**Standards**

D. Identifies and demonstrates respect for self and others

**Learning Targets**

2. • Identify similarities and differences among students within the school community

**Alignments:**

CCSS: 1.SL.2; 1.L.5  
Performance: 2.3  
Knowledge: (SS) 6  
HEGLE: FIS.2.B  
MGGLE: PSD.2.B  
NETS: 3  
DOK: 2

**Instructional Strategies**

- Video: “Respecting Differences”  
  • Students will watch the video and discuss how people are different and similar in the video and in their community  
  • The teacher will discuss with the class the importance of respecting differences in people

**Assessments/Evaluations**

- Teacher observation during work on an activity sheet  
- Participation in group discussions

**Sample Assessment Questions**

- Look at the other students in this room, how are you different/same?

**Instructional Resources/Tools**

- Sunburst and videos: “Respecting Differences”
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<tr>
<td>• <em>The Sneeches</em> by Dr. Seuss</td>
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<tr>
<td>• <em>Rainbow of Friends</em> by P.K. Hallinan</td>
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<tr>
<td>• <em>Rainbow Fish</em> by Marcus Pfister and J. Alison James</td>
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<th>Cross Curricular Connections</th>
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<tr>
<td>• ELA: Listening and speaking</td>
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<td>• Social Studies: Relationships of individuals to institutions</td>
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<td>--------</td>
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<tr>
<td>Big Idea</td>
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**Standards**

- E. Recognizes personal responsibility in relationships

**Learning Targets**

- 3. Express feelings effectively, both verbally and non-verbally

**Alignments:**
- CCSS: 1.SL.2
- Performance: 2.3
- Knowledge: (CA) 6 (SS) 6
- HEGLE: FIS.2.C
- MGGLE: PSD.2.C
- NETS: 3
- DOK: 2

**Instructional Strategies**

- While reading a book to the class, the students will be able to identify appropriate ways to express feelings, such as:
  - happy
  - sad
  - mad
  - afraid

**Assessments/Evaluations**

- Teacher observation during group discussions
- Participation in group discussions

**Sample Assessment Questions**

- What are some appropriate ways to show how you feel, when you feel happy, sad, mad or afraid?

**Instructional Resources/Tools**

- Various pictures from books

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## Literacy Connections

- *Today I Feel Silly* by Jamie Lee Curtis
- *How Are You Feeling?* by Saxton Freyman & Joost Elffers
- *The Very angry Day Amy Didn’t Have* by Lawrence Shapiro

## Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions of issues and ideas
- **Social Studies:** Relationships of individuals to institutions
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<td>Applying Personal Safety Skills and Coping Strategies</td>
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<tr>
<td>F. Defines safe and healthy choices</td>
<td>1. Identify steps of problem solving and decision making for personal safety</td>
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**Alignments:**
- CCSS: 1.RL.1; 1.SL.2
- Performance: 2.2, 2.3
- Knowledge: (CA) 6 (H/PE) 5,7
- HEGLE: HME.4.A; RAR.2.A
- MGGL: PS.3.A
- NETS: 3
- DOK: 1

**Instructional Strategies**
- DVD: “Safe Side – Stranger Safety”: Watch the video or read a book and discuss stranger safety strategies

**Assessments/Evaluations**
- Teacher observation during group discussions
- Participation in group discussions

**Sample Assessment Questions**
- Who is a stranger?
- What should you do if a stranger approaches you?

**Instructional Resources/Tools**
- DVD: “Safe Side – Stranger Safety”

**Literacy Connections**
- Scoop by Julia Cook
- Who Is a Stranger and What Should I Do? by Linda Girard
### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions of issues and ideas
- **Health/PE:**
  - Reducing risk factors
  - Responses to emergency situations
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<tr>
<td>Standards</td>
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<td>G. Defines the importance of life-long learning</td>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>• Identify the importance of learning and practice the steps for completing classroom assignments and activities</td>
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<td>Knowledge: (SS) 6</td>
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<td>MGGLE: AD.4.A</td>
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<tr>
<td>DOK: 2</td>
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<tr>
<td>• Using Mr. Potato Head as a model, discuss how we use our whole body to help us listen, which helps us get our assignments completed</td>
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<tbody>
<tr>
<td>• Teacher observation during group discussions</td>
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<tr>
<td>• Participation in class activities</td>
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<tr>
<th>Sample Assessment Questions</th>
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<tbody>
<tr>
<td>• What parts of your body do you use to help you listen?</td>
</tr>
<tr>
<td>• Are there some parts of your body you need to “turn off” to help you listen? (mouth, hand, feet)</td>
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<tr>
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<tbody>
<tr>
<td>• Teacher-created resource: “Learning Like Mr. Potato Head”</td>
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<tr>
<td>• Mr. Potato Head toy</td>
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<td>• <em>Listen Buddy</em> by Helen Lester</td>
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Cross Curricular Connections

- ELA: Speaking and listening
- Social Studies: Relationships of individuals to institutions
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### Standards

- H. Develops self-management for educational achievement

### Learning Targets

2. • Develop and practice work habits necessary for school success

### Alignments:

- CCSS: 1.SL.2
- Performance: 1.10
- Knowledge: (H/PE) 5 (SS) 6
- MGGLE: AD.4.B
- NETS: 3
- DOK: 2

### Instructional Strategies

- • Read a book and discuss why listening is important. Identify what the reasons are for the character’s lack of listening

### Assessments/Evaluations

- • Teacher observation during group discussions
- • Participation in group discussions

### Sample Assessment Questions

- • How can listening help you do well in school?

### Instructional Resources/Tools

- • [www.wedolisten.org](http://www.wedolisten.org)

### Literacy Connections

- • *Listen Buddy* by Helen Lester
- • *Howard B. Wigglebottom Learns to Listen* by Howard Binkow
Cross Curricular Connections

- ELA: Speaking and listening
- Health and PE:
  - Methods used to avoid high-risk behaviors
  - Principles and practices for good mental health
- Social Studies: Relationships of individuals to institutions
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<td>Developing and Monitoring Personal Educational Plans</td>
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### Standards

| I. Recognizes educational planning for life-long learning as important |

### Learning Targets

| 1. Demonstrate the skills needed to be a successful learner |

### Alignments:

| CCSS: 1.SL.2 |
| Performance: 1.10 |
| Knowledge: (CA) 6 (SS) 6 |
| MGGL: AD.6.A |
| NETS: 3 |
| DOK: 2 |

### Instructional Strategies

- Demonstrate how to be a good listener during the story about listening by sitting silently with eyes on the teacher

### Assessments/Evaluations

- Participation in class discussion of book

### Sample Assessment Questions

- How do we listen with our body?
- Why is it important to listen to our teachers?

### Instructional Resources/Tools

- Teacher-created resource: “Learning Like Mr. Potato Head”

### Literacy Connections

- *Listen Buddy* by Helen Lester
- *Howard B. Wigglebottom Learns to Listen* by Howard Binkow
Cross Curricular Connections

- ELA:
  - Speaking and listening
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</table>
| J. Recognizes adaptations to world of work changes | 2.  
• Identify workers in the local community |

**Alignments:**
- CCSS: 1.SL.2
- Performance: 1.10
- Knowledge: (CA) 6 (SS) 6
- MGGLE: CD.7.B
- NETS: 3
- DOK: 1

**Instructional Strategies**
- Read a book and discuss/identify workers in the local community – the teacher will provide examples from the book

**Assessments/Evaluations**
- Teacher observation of group activity
- Participation in the book activity

**Sample Assessment Questions**
- What is a career?
- How many different careers do we see in our community?

**Instructional Resources/Tools**
- Books for activity

**Literacy Connections**
- *ABC of Jobs* by Roger Priddy
- *Berenstain Bears On the Job* by Jan and Stan Berenstain
- *Whose Tools Are These?* by Sharon Katz Cooper
**Cross Curricular Connections**

- **ELA:**
  - Speaking and listening
  - Discussions of issues and ideas
- **Social Studies:** Relationships of individuals to institutions
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### Standards

K. Develops respect for all workers

### Learning Targets

3. • Explain the importance of jobs in the family and school

#### Alignments:

- CCSS: 1.SL.2
- Performance: 1.10, 2.3
- Knowledge: (CA) 6 (SS) 6
- MGGLE: CD.7.C
- NETS: 3
- DOK: 2

### Instructional Strategies

- Students will be able to describe and draw/write about their family job
- The teacher will discuss how that helps their family

### Assessments/Evaluations

- Teacher observation of follow-up activity
- Participation in class activity

### Sample Assessment Questions

- What jobs do you do to help your family?
- Why is it important for everyone to work together in your family?

### Instructional Resources/Tools

- N/A

### Literacy Connections

- *ABC of Jobs* by Roger Priddy
- *Berenstain Bears On the Job* by Jan and Stan Berenstain
- *Whose Tools Are These?* by Sharon Katz Cooper
Cross Curricular Connections

- ELA:
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**Standards**

L. Identifies personal skills for job success

**Learning Targets**

1. Identify and develop personal, ethical, and work habit skills needed for school success

**Alignments:**

CCSS: 1.SL.2  
Performance: 1.10  
Knowledge: (CA) 6 (SS) 6  
MGGLE: CD.9.A  
NETS: 3  
DOK: 2

### Instructional Strategies

- Read a book and discuss how good work habits can help them be successful in school

### Assessments/Evaluations

- Teacher observation  
- Participation in group discussions

### Sample Assessment Questions

- What does it take to be a successful 1st grader?

### Instructional Resources/Tools

- Books for work habit activity

### Literacy Connections

- *ABC of Jobs* by Roger Priddy  
- *Listening Buddy* by Helen Lester

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## Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions of issues and ideas
- **Social Studies:** Relationships of individuals to institutions