### Strand
Personal and Social Development

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

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

#### Alignments:
- CCSS: 2.SL.5
- Performance: 2.1, 4.1
- Knowledge: (CA) 6 (SS) 6
- HEGLE: FIS.2.C
- MGGLE: PSD.1.A
- NETS: 3
- DOK: 1

#### Instructional Strategies
- Students will:
  - discuss a book that describes a variety of feelings
  - identify feelings by facial expressions

#### Assessments/Evaluations
- Student participation in class discussion about feelings and how people’s faces look for different feelings
- Teacher observation of correct facial expressions

#### Sample Assessment Questions
- When have you felt ______?
- What can you do when you are (mad) that won’t hurt other people?

#### Instructional Resources/Tools
- *Magic Coloring Book of Feelings* by Robert Bowman and Kim Frank
- *Today I Feel Silly* by Jamie Lee Curtis
**Literacy Connections**

- *Magic Coloring Book of Feelings* by Robert Bowman and Kim Frank
- *Today I Feel Silly* by Jamie Lee Curtis

**Cross Curricular Connections**

- **ELA:**
  - Communication through body language or speaking
  - Discussions of issues and ideas
- **Social Studies:** Relationships
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<tr>
<td>B. Demonstrates citizenship and contribution within a diverse community</td>
<td>2. • Compare and contrast character traits needed for different situations</td>
</tr>
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</table>

**Alignments:**
- CCSS: 2.SL.1a
- Performance: 2.1, 4.1
- Knowledge: (CA) 6 (SS) 6
- MGGLE: PSD.1.C
- NETS: 3
- DOK: 3

**Instructional Strategies**
- Students will watch and discuss character traits needed for different situations

**Assessments/Evaluations**
- Student participation in class discussion of character traits that are needed in different situations
- Teacher observation of student’s knowledge of character traits

**Sample Assessment Questions**
- When would you need to use __________?  
- How would that be different if you were at school? at home? at a restaurant?

**Instructional Resources/Tools**
- “Getting Better at Getting Along” – DVD – Sunburst Videos
- Friendship Pizza
- Circle of Friends

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Literacy Connections

- *Facts about Friends* by Elaine Travis
- *How to Lose All Your Friends* by Nancy Carlson
- *Teaching Friendship Skills* by Pat Huggins, Larry Moen and Donna Wood Marion

Cross Curricular Connections

- ELA:
  - Speaking and listening
  - Discussions of issues and ideas
- Social Studies: Relationships
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<td>Big Idea</td>
<td>Interacting with Others in Ways that Respect Individual and Group Differences</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td></td>
</tr>
<tr>
<td>C. Recognizes and applies concepts of quality relationships</td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Identify and demonstrate the interpersonal skills needed to make and keep a friend</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 2.SL.1a; 2.SL.2; 2.SL.3
- Performance: 1.10; 2.3
- Knowledge: (H/PE) 2 (SS) 6
- MGGLE: PSD.2.A
- NETS: 3
- DOK: 1

**Instructional Strategies**
- Students will:
  - demonstrate how to be a good friend
  - discuss a book about friendship skills

**Assessments/Evaluations**
- Class discussion of what skills make a good friend
- Teacher observation of peer relationships

**Sample Assessment Questions**
- What qualities do you think your friends are looking for in you?
- What qualities are you looking for in a friend?
### Instructional Resources/Tools

- *Facts about Friends* by Elaine Travis
- *Recess Queen* by Alexis O’Neill and Laura Huliska-Beith
- *How to Lose All Your Friends* by Nancy Carlson
- *Berenstain Bears Trouble with Friends* by Stan and Jan Berentain
- *Enemy Pie* by Derek Munson
- Friendship Pizza
- Circle of Friends

### Literacy Connections

- *Facts about Friends* by Elaine Travis
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### Cross Curricular Connections

- Social Studies: Relationships
- ELA: Speaking and listening
- Health/PE: Principles and practices of mental health

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<td>D. Shows respect for self and others</td>
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</tr>
<tr>
<td></td>
<td>• Identify similarities and differences among families and their traditions</td>
</tr>
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**Alignments:**
CCSS: 2.RI.9; 2.SL.2; 2.SL.3  
Performance: 1.9, 2.3  
Knowledge: (H/PE) 2 (SS) 6  
MGGLE: PSD.2.B  
NETS: 3  
DOK: 1

**Instructional Strategies**
- Students will:  
  - complete a family coat of arms  
  - compare shields to identify similarities and differences among families and their traditions

**Assessments/Evaluations**
- Observation of family shield completed by the student

**Sample Assessment Questions**
- How is your shield the same as others?  
- How is it different?

**Instructional Resources/Tools**
- A teacher-created copy of a Coat of Arms for each student

**Literacy Connections**
- N/A
Cross Curricular Connections

- Social Studies: Relationships
- ELA:
  - Speaking and listening
  - Discussions of issues and ideas
## Personal and Social Development

### Interacting with Others in Ways that Respect Individual and Group Differences

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<td>E. Identifies personal responsibility in relationships</td>
<td>3. • Identify the steps of solving problems and conflicts with others</td>
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</table>

**Alignments:**
- CCSS: 2.SL.2; 2.SL.3
- Performance: 3.2; 3.3
- Knowledge: (CA) 6 (SS) 6
- HEGLE: FIS.2.B; HME.4.A
- MGGLE: PSD.2.C
- NETS: 3
- DOK: 1

### Instructional Strategies
- Students will listen to a book and then discuss the steps for solving problems and conflicts with others

### Assessments/Evaluations
- Observation of students in peer groups

### Sample Assessment Questions
- What is your role in a relationship with your friends? your family? your scout troop?

### Instructional Resources/Tools
- *Simon’s Hook* by Karen Burnett and Laurie Barrows
- *Recess Queen* by Alexis O’Neill and Laura Huliska-Beith
- *Helping Kids Handle Anger* by Pat Huggins:
  - “Anger Thermometer”
  - “Pick the Best Thing to Do”
### Literacy Connections

- *Simon’s Hook* by Karen Burnett and Laurie Barrows
- *Recess Queen* by Alexis O’Neill and Laura Huliska-Beith

### Cross Curricular Connections

- Social Studies: Relationships
- ELA:
  - Speaking and listening
  - Discussions of issues and ideas
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<td>Big Idea</td>
<td>Applying Personal Safety Skills and Coping Strategies</td>
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<td>Standards</td>
<td>Learning Targets</td>
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<tr>
<td>F. Identifies safe and healthy choices</td>
<td>1. Identify the steps of problem solving and decision making for personal safety</td>
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**Alignments:**
- CCSS: 2.SL.2; 2.SL.3
- Performance: 3.1, 3.3
- Knowledge: (CA) 6 (H/PE) 2 (SS) 6
- HEGLE: HME.4.A
- MGGLE: PS.3.A
- NETS: 3
- DOK: 1

**Instructional Strategies**
- Students will watch the “Staying Safe: Strangers, Cyberspace and More” DVD and discuss the steps of problem solving and decision making for personal safety

**Assessments/Evaluations**
- Ask questions about the DVD to assess students’ comprehension of what was said

**Sample Assessment Questions**
- What should you do if a person asks you to get in their car to help them find their dog?
- What should you do if a person stops asks you if you want some of their candy?

**Instructional Resources/Tools**
- *Who Is a Stranger and What Should I Do* by Helen Cogancherry and Linda Walvoord Girard
- DVD: “Staying Safe: Strangers, Cyberspace and More”

**Literacy Connections**
- *Who Is a Stranger and What Should I Do* by Helen Cogancherry and Linda Walvoord Girard

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<td>-----------------</td>
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<td>Big Idea</td>
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### Standards

G. Applies concepts of personal safety of self and others

### Learning Targets

2. • Apply personal safety strategies as they relate to different situations

### Alignments:

- CCSS: 2.SL.2; 2.SL.3
- Performance: 3.1, 3.3
- Knowledge: (CA) 6 (H/PE) 2
- HEGLE: RAR.2.A
- MGGLE: PS.3.B
- NETS: 3
- DOK: 2

### Instructional Strategies

- Students will demonstrate personal safety strategies as they relate to different situations

### Assessments/Evaluations

- Ask comprehension questions about the story to determine the students’ level of understanding

### Sample Assessment Questions

- What should you do if a person asks you to get in their car to help them find their dog?
- What should you do if a person stops and asks you if you want some of their candy?

### Instructional Resources/Tools

- DVD: “Staying Safe: Strangers, Cyberspace and More”

### Literacy Connections

- *Who Is a Stranger and What Should I Do* by Helen Cogancherry and Linda Walvoord Girard
Cross Curricular Connections

- Health/PE: Principles and practices of mental health
- ELA:
  - Speaking and listening
  - Discussions of issues and ideas
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### Standards

H. Recognizes and demonstrates the skills for life-long learning

### Learning Targets

1. Demonstrate skills needed to complete classroom tasks independently

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<td>Performance: 1.8, 3.6</td>
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<td>Knowledge: (CA) 6 (SS) 6</td>
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<tr>
<td>MGGLE: AD.4.A</td>
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<td>NETS: 3</td>
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<tr>
<td>DOK: 2</td>
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### Instructional Strategies

- Students will be able to demonstrate the skills needed to complete classroom tasks independently

### Assessments/Evaluations

- When they achieve a Bingo, have them pick one of the squares and tell how that responsibility helps other people or themselves

### Sample Assessment Questions

- How does (keeping your eyes on the teacher) help you?
- How does that help your teacher?

### Instructional Resources/Tools

- Responsibility BINGO – from MAR-CO
- *Capable Kites* by Connie Miller

### Literacy Connections

- *Capable Kites* by Connie Miller
Cross Curricular Connections

- Social Studies: Relationships
- ELA:
  - Speaking and listening
  - Discussions of issues and ideas
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<td>Applying Skills Needed for Educational Achievement</td>
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<tr>
<td>Standards</td>
<td>Learning Targets</td>
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<tr>
<td>I. Shows self-management for educational achievement</td>
<td>2. Build individual work habits and study skills that apply to a variety of learning situations</td>
</tr>
<tr>
<td>Alignments:</td>
<td></td>
</tr>
<tr>
<td>CCSS: 2.SL.2; 2.SL.3</td>
<td></td>
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<tr>
<td>Performance: 4.4, 4.5</td>
<td></td>
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<tr>
<td>Knowledge: (CA) 6 (SS) 6</td>
<td></td>
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<td>MGGLE: AD.4.B</td>
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<td>NETS: 3</td>
<td></td>
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<tr>
<td>DOK: 2</td>
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</table>

**Instructional Strategies**

- Students will identify and apply a variety of work habits necessary in a variety of learning environments

**Assessments/Evaluations**

- Assess how well the students were able to color the parts of the picture with the correct colors they were given

**Sample Assessment Questions**

- What did the room sound like when you were listening and following directions?
- Why is that helpful?

**Instructional Resources/Tools**

- *Matt’s Birthday Party* listening page
- *Study Skills II* packet by JoAnn Cooper and Arden Martenz

**Literacy Connections**

- *Listen Buddy* by Helen Lester and Lynn Munsinger
- *Howard B. Wigglebottom Learns to Listen* by Howard Binkow and Susan F. Cornelison
- *Basic Skill Series: Listening Skills* by Jamie Schmidt
- *Study Skills II* packet by JoAnn Cooper and Arden Martenz
Cross Curricular Connections

- Social Studies: Relationships of individuals to institutions
- ELA:
  - Speaking and listening
  - Discussion of issues and ideas
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<td>Big Idea</td>
<td>Developing and Monitoring Personal Educational Plans</td>
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<tbody>
<tr>
<td>J. Identifies educational planning for life-long learning</td>
<td>1. • Identify goals that lead to learner success</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 2.W.8; 2.SL.2; 2.SL.3  
Performance: 1.10, 3.4  
Knowledge: (CA) 6  
MGGLE: AD.6.A  
NETS: 3  
DOK: 1

**Instructional Strategies**
• Students will identify goals necessary for learner success

**Assessments/Evaluations**
• Assess how well the students were able to:  
  • color the parts of the picture correctly  
  • follow study skills activities in MAR·CO packet

**Sample Assessment Questions**
• What does it look like when we are listening?  
• When should we be listening?  
• What does a learner look like?

**Instructional Resources/Tools**
• *Basic Skill Series: Listening Skills* by Janie Schmidt  
• *Study Skills II* from MAR·CO
## Literacy Connections

- *Listen Buddy* by Helen Lester and Lynn Munsinger
- *Howard B. Wigglebottom Learns to Listen* by Howard Binkow and Susan F. Cornelison
- *Basic Skill Series* by Jamie Schmidt
- *Study Skills II* packet by JoAnn Cooper and Arden Martenz

## Cross Curricular Connections

- ELA:
  - Speaking and listening
  - Discussion of issues and ideas
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<td>Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</td>
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<tr>
<td>K. Identifies adaptations to world of work changes</td>
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<tr>
<td>1.</td>
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<tr>
<td>• Identify the academic skills necessary for workers</td>
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**Alignments:**
- CCSS: 2.SL.2; 2.SL.3
- Performance: 3.4, 4.8
- Knowledge: (CA) 6 (SS) 6
- MGGLE: CD.7.B
- NETS: 3
- DOK: 1

**Instructional Strategies**
- Students will identify jobs and skills by answering a series of riddles

**Assessments/Evaluations**
- Assess how well students are able to label the job that goes with the riddle (from the activity) being read

**Sample Assessment Questions**
- How do people find jobs?
- How do they decide what they want to do in their life?

**Instructional Resources/Tools**
- Career Fun by Marianne Vandawalker
- Curious George by pbskids.org

**Literacy Connections**
- Career Fun by Marianne Vandawalker
- Curious George by pbskids.org
## Cross Curricular Connections

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

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<td>L. Shows respect for all workers</td>
<td>2.</td>
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<td></td>
<td>• Explain the importance of jobs and workers in the community</td>
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</tbody>
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**Alignments:**  
CCSS: 2.W.8; 2.SL.2; 2.SL.3  
Performance: 2.6, 4.8  
Knowledge: (CA) 6 (SS) 6  
MGGLE: CD.7.C  
NETS: 3  
DOK: 1

**Instructional Strategies**  
• Students will explain the importance of jobs and workers in the community

**Assessments/Evaluations**  
• Assess how well students are able to label the job that goes with the riddle (from the activity) being read

**Sample Assessment Questions**  
• How do people find jobs?  
• How do they decide what they want to do in their life?

**Instructional Resources/Tools**  
• Career Fun by Marianne Vandawalker  
• *Curious George* by pbskids.org

**Literacy Connections**  
• Career Fun by Marianne Vandawalker  
• *Curious George* by pbskids.org
## Cross Curricular Connections

- **Social Studies:** Relationships of individuals to institutions
- **ELA:**
  - Speaking and listening
  - Discussion of issues and ideas
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<td><strong>Big Idea</strong></td>
<td>Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education</td>
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<td>M. Analyzes career decision making</td>
<td>1. Identify and compare roles and responsibilities of workers within the community</td>
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**Alignments:**
- CCSS: 2.RI.9; 2.SL.2; 2.SL.3
- Performance: 2.6, 4.8
- Knowledge: (CA) 4 (SS) 6
- MGGLE: CD.8.A
- NETS: 3
- DOK: 1

**Instructional Strategies**
- Students will identify and compare roles and responsibilities of workers within the community

**Assessments/Evaluations**
- Assess how well students are able to label the job that goes with the riddle (from the activity) being read

**Sample Assessment Questions**
- How do people find jobs?
- How do they decide what they want to do in their life?

**Instructional Resources/Tools**
- Career Fun by Marianne Vandawalker
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**Literacy Connections**
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- *Curious George* by pbskids.org

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## Cross Curricular Connections

- Social Studies: Relationships of individuals to institutions
- ELA:
  - Speaking and listening
  - Discussion of issues and ideas
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<td>N. Identifies educational and career requirements</td>
<td>1. Identify the skills needed by workers in the community</td>
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**Alignments:**
CCSS: 2.WI.8; 2.SL.2; 2.SL.3  
Performance: 2.6, 4.8  
Knowledge: (CA) 4 (SS) 6  
MGGLE: CD.8.B  
NETS: 3  
DOK: 1

**Instructional Strategies**
- Students will identify skills needed by workers in the community

**Assessments/Evaluations**
- Assess how well students are able to label the job that goes with the riddle (from the activity) being read

**Sample Assessment Questions**
- How do people find jobs?  
- How do they decide what they want to do in their life?

**Instructional Resources/Tools**
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- *Curious George* by pbskids.org

**Literacy Connections**
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- *Curious George* by pbskids.org

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**Cross Curricular Connections**

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