<table>
<thead>
<tr>
<th>Strand</th>
<th>Personal and Social Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Understanding Self As an Individual and As a Member of Diverse Local and Global Communities</td>
</tr>
</tbody>
</table>

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

**Alignments:**
- CCSS: K.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**
- Feeling/Friendly Faces: Recognize basic feelings, such as:
  - mad
  - sad
  - happy
  - scared
  through modeling and photographs
- How Are You Feeling?: Demonstrate basic feeling through role play

**Assessments/Evaluations**
- Participation in group discussions
- Observation: The teacher will see if the students can appropriately demonstrate the 4 feeling faces

**Sample Assessment Questions**
- What are the four basic feeling faces? (mad, sad, happy, scared)
### Instructional Resources/Tools

- iPad applications:
  - “Feeling Frenzy”
  - “Moody Monsters”

### Literacy Connections

- *The Way I Feel* by Janan Cain
- *Today I Feel Silly* by Jamie Lee Curtis
- *What Are You So Grumpy About?* by Tom Lichtenheld

### Cross Curricular Connections

- ELA: Communication through body language
- Social Studies: Relationships
- Health: Principles and practices of physical and mental health
<table>
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<tbody>
<tr>
<td>B. Demonstrates citizenship and contribution within a diverse community</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>• Identify character traits needed for different situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: K.SL.1a,b; K.SL.2; K.SL.3; K.L.5c; K.L.6</td>
</tr>
<tr>
<td>Performance: 2.3</td>
</tr>
<tr>
<td>Knowledge: (SS) 6</td>
</tr>
<tr>
<td>MGGLE: PSD.1.C</td>
</tr>
<tr>
<td>NETS: 3</td>
</tr>
<tr>
<td>DOK: 1</td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- Identify friendship skills such as:
  - sharing
  - including others
  - being safe
  - using kind words

**Assessments/Evaluations**

- Participation in whole group discussions
- Teacher observation of individuals during follow-up activities
- Role play: Random students will be selected for role-play opportunities as observed by the teacher

**Sample Assessment Questions**

- How would you make/keep a friend?

**Instructional Resources/Tools**

- Sesame Street “Making Friends”
- [www.sesamestreet.org/parents/topicsandactivities/topics/friends](http://www.sesamestreet.org/parents/topicsandactivities/topics/friends)
## Literacy Connections

- *Just Be Nice & Let Everyone Play* by Leslie McGuire

## Cross Curricular Connections

- ELA: Communicating with others
- Social Studies: Relationships
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<tbody>
<tr>
<td>Big Idea</td>
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</tr>
<tr>
<td>Standards</td>
<td><strong>Learning Targets</strong></td>
</tr>
</tbody>
</table>
| C. Identifies quality relationships | 1.  
|                |   • Demonstrate how to be a friend |

**Alignments:**  
CCSS: K.SL.5; K.SL.6  
Performance: 1.10, 2.3  
Knowledge: (CA) 6 (SS) 6  
HEGLE: FIS.2.A  
MGGLE: PSD.2.A  
NETS: 3  
DOK: 2

**Instructional Strategies**  
• Interpret and apply the skills needed to be a friend

**Assessments/Evaluations**  
• Role play: Random students will be selected for role-play opportunities as observed by the teacher  
• Participation in whole group discussions  
• Teacher observation of individuals during follow-up activities

**Sample Assessment Questions**  
• What are some ways you are going to show you are a friend?  
• How are you different and the same as a friend?

**Instructional Resources/Tools**  
• Printable from [www.bucketfillers101.com](http://www.bucketfillers101.com)

**Literacy Connections**  
• *Crayon Box That Talked* by Shane DeRolf  
• *Have You Filled a Bucket Today?* by Carol McCloud
<table>
<thead>
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<tr>
<td>• ELA:</td>
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</tr>
<tr>
<td>• Discussion of issues and ideas</td>
</tr>
<tr>
<td>• Social Studies: Communicating with others</td>
</tr>
<tr>
<td>Strand</td>
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<td>Standards</td>
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<tr>
<td>Learning Targets</td>
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</table>

**Alignments:**
- CCSS: K.RL.2; K.RL.3
- Performance: 2.3
- Knowledge: (SS) 6
- HEGLE: FIS.2.A
- MGGLE: PSD.2.B
- NETS: 3
- DOK: 2

**Instructional Strategies**
- Organize how people/children can be both similar and different by creating a:
  - T-chart
  - Venn diagram
  - list of characteristics as a whole group activity

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

**Sample Assessment Questions**
- In the story, which ways were the characters alike/similar and/or different?
- In your family, which ways are you and your family alike and different?

**Instructional Resources/Tools**
- Various literature
## Literacy Connections

- *We’re Different, We’re the Same* by Bobbi Jane Kates
- *Ellison the Elephant* by Eric Drachman
- *Calico the Colorful Cat* by Connie Miller

## Cross Curricular Connections

- ELA:
  - Reading
  - Comparing and contrasting
- Social Studies: Relationships
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<td>E. Recognizes personal responsibility in relationships</td>
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<tr>
<td></td>
<td>• Identify feelings of others</td>
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</table>

**Alignments:**
- CCSS: K.L.5c; K.L.6
- Performance: 2.3
- Knowledge: (CA) 5,6 (SS) 6
- HEGLE: FIS.2.C
- MGGLE: PSD.2.C
- NETS: 3
- DOK: 1

**Instructional Strategies**
- Recognize appropriate ways to ask questions to identify how others are feeling
- Feeling Faces – identify what others may be feeling by reading facial/body cues, such as:
  - happy
  - sad
  - mad
  - scared

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

**Sample Assessment Questions**
- If someone looks like this (show a picture), how might they be feeling?
- If you are not sure how someone is feeling, how might you ask how they are feeling?
- How are you feeling today? Show me by making one of the facial cues we learned today.
### Model Guidance
#### Kindergarten

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
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<tbody>
<tr>
<td>• iPad app: Emoticons (free)</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• <em>Just Be Nice &amp; Let Everyone Play</em> by Leslie McGuire</td>
</tr>
<tr>
<td>• <em>Face Your Feelings</em> by Lawrence Shapiro</td>
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<td>• ELA:</td>
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<tr>
<td>• Language – making connections</td>
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<tr>
<td>• Non-verbal communication skills</td>
</tr>
<tr>
<td>• Comprehending story telling</td>
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<td>• Discussion of issues and ideas</td>
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<td>Applying Personal Safety Skills and Coping Strategies</td>
</tr>
<tr>
<td>Standards</td>
<td></td>
</tr>
<tr>
<td>F. Defines safe and healthy choices</td>
<td>Learning Targets</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Identify safe and healthy choices at home and school</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: K.SL.1b; K.SL.3
- Performance: 4.7
- Knowledge: (CA) 6 (H/PE) 2,5
- HEGLE: RAR.2.A; RAR.3.A
- MGGLE: PS.3.A
- NETS: 3
- DOK: 1

**Instructional Strategies**
- Stranger, Danger: Name the people and identify situations that are safe/unsafe
- Yum, Yum, Yuk, Yuk: Identify together items that are considered to be harmful or healthful for our bodies

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

**Sample Assessment Questions**
- Let’s name what situations and people are safe/unsafe.
- Let’s identify together items that are considered to be harmful or healthful for our bodies.
## Instructional Resources/Tools

- YouTube:
  - Child Safety Tips from Kindervision
  - Stranger Danger, Mesquite ISD
  - ABCs of Safety
  - Run, Run, Run and Tell! Child Safety Education
  - Health by Michele Lowe
  - Wise Owl’s Drug Safety
  - Kit: What’s a Drug?
  - Bobby Gets Cool – drugs and alcohol awareness film
  - I’m Only Me If I’m Drug Free

## Literacy Connections

- Aesop’s Fable: Wolf and Goat (peer pressure)
- *Your Body Belongs to You* by Cornelia Spelman

## Cross Curricular Connections

- Health: Making healthy choices and avoiding danger
- ELA:
  - Reading
  - Speaking and listening
  - Discussions of issues and ideas
## Model Guidance

### Kindergarten

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<tbody>
<tr>
<td>G. Recognizes personal safety of self and others</td>
<td>2. Identify safe/unsafe situations</td>
</tr>
</tbody>
</table>

#### Alignments:
- CCSS: K.L.6
- Performance: 1.10; 3.3
- Knowledge: (H/PE) 5
- MGGLE: PS.3.B
- NETS: 3
- DOK: 1

#### Instructional Strategies
- Identify three safe side adults
- Define and identify a:
  - “kind-of-know”
  - “don’t know”

#### Assessments/Evaluations
- Participation in whole group discussions
- Teacher observation of individuals during follow-up activities

#### Sample Assessment Questions
- Include w/ DVD instructional resources:
  - Who is your safe side adult?
  - What is a kind-of-know and don’t know?

#### Instructional Resources/Tools
- DVD by John Walsh and Julie Clark: “The Safe Side, Stranger Safety”
## Literacy Connections

- *Berenstain Bears Learn about Strangers*
- *Never Talk to Strangers* by Irma Joyce

## Cross Curricular Connections

- ELA: Vocabulary
- Health: Avoid high risk behaviors
### Model Guidance
#### Kindergarten

<table>
<thead>
<tr>
<th>Strand</th>
<th>Academic Development</th>
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<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Applying Skills Needed for Educational Achievement</td>
</tr>
</tbody>
</table>

#### Standards

| H. Defines the importance of life-long learning |

#### Learning Targets

<table>
<thead>
<tr>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and follow classroom and school routines</td>
</tr>
</tbody>
</table>

#### Alignments:

CCSS: K.SL.1a; K.SL.2; K.SL.3  
Performance: 4.3, 4.6  
Knowledge: (SS) 6  
MGGLE: AD.4.A  
NETS: 3  
DOK: 2

#### Instructional Strategies

- Identify, interpret and relate what classroom and school behavior and learning expectations are

#### Assessments/Evaluations

- Participation in whole group discussions
- Teacher observation of individuals during follow-up activities

#### Sample Assessment Questions

- Why is it important to follow classroom/school expectations?  
- What are our eyes, ears, etc., used for at school to be good learners?

#### Instructional Resources/Tools

- SW – PBS – school matrix  
- DUSO: Underwater Problem Solvers  
- Learning Like Mr. Potato Head

#### Literacy Connections

- N/A
## Cross Curricular Connections

- **ELA:**
  - Following rules (directions)
  - Speaking and listening
- **Social Studies:** Relationships of individuals to an institution
<table>
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<tr>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Applying Skills Needed for Educational Achievement</td>
</tr>
</tbody>
</table>

**Standards**

1. Develops self-management for educational achievement

**Learning Targets**

2. 
   - Identify work habits necessary for school success

**Alignments:**
- CCSS: K.SL.1a; K.SL.3
- Performance: 1.10
- Knowledge: (CA) 6 (SS) 6
- MGGL: AD.4.B
- NETS: 3
- DOK: 1

**Instructional Strategies**

- List what students should do/look like to be good listeners:
  - Eyes on the person talking
  - Ears listen to what speaker says
  - Brain thinks about what is heard
  - Mouth is quiet

**Assessments/Evaluations**

- Participation in whole group discussions
- Teacher observation of individuals during follow-up activities

**Sample Assessment Questions**

- What parts of our body do we use to be good listeners at school?
- Why is it important to listen, pay attention, work hard, follow directions, etc., while at school?

**Instructional Resources/Tools**

- Staff-created resources
- Teacher-created resources

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**Literacy Connections**

- *Listen Up, Tigger* by Sheryl Berk
- *Bearable Behaviors* by Connie Miller

**Cross Curricular Connections**

- **ELA:**
  - Following directions
  - Discussion of issues and ideas
  - Relationships of individuals to an institution
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<tr>
<td>Big Idea</td>
<td>Developing and Monitoring Personal Educational Plans</td>
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<tr>
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<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Defines the importance of educational planning for life-long learning</td>
<td>1. Identify the skills needed to be a successful learner</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: K.SL.1a; K.SL.3
- Performance: 1.10
- Knowledge: (CA) 6 (SS) 6
- MGGL: AD.6.A
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- List and discuss the work habits for school, such as:
  - being a good listener
  - following directions
  - working hard

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

**Sample Assessment Questions**
- How would you describe a good listener, hard worker, etc., at school?
- What can you do to be the best learner you can be at school?

**Instructional Resources/Tools**
- Staff/teacher-created resources
## Literacy Connections

- PBS School Matrix
- *Listen Up, Tigger* by Sheryl Berk
- *Bearable Behaviors* by Connie Miller

## Cross Curricular Connections

- **ELA:**
  - Following directions
  - Speaking and listening
  - Discussions of issues and ideas
- **Social Studies:** Relationships of individuals to an institution
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<tr>
<td>Big Idea</td>
<td>Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</td>
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</table>

**Standards**

K. Develops respect for all workers

<table>
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<th>Learning Targets</th>
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<tbody>
<tr>
<td>3.</td>
</tr>
<tr>
<td>• Recognize that all work is important</td>
</tr>
</tbody>
</table>

**Alignments:**

CCSS: K.SL.3; K.SL.4; K.L.5c
Performance: 1.10, 2.6
Knowledge: (CA) 6 (SS) 6
MGGLE: CD.7.C
NETS: 3
DOK: 1

**Instructional Strategies**

- The teacher will help the students make a connection that their independent work as a student contributes to the whole class learning experience, and that by doing their part they are doing a job well done. Apply to the world of work
- Students will identify why work is important (we do our part and feel good when we contribute)

**Assessments/Evaluations**

- Participation in whole group discussions
- Teacher observation of individuals during follow-up activities

**Sample Assessment Questions**

- What is your job when you come to school?
- When you do your work, how/who does that help?
- Why is work important?
- Is all work important?
### Instructional Resources/Tools

- Career Wheel
- Cookie's Career
- Websites:
  - [www.paws.bridges.com](http://www.paws.bridges.com) - Jobs in Pawsland
  - [www.vacareerview.org](http://www.vacareerview.org) - Career Town
  - [www.pbskids.org](http://www.pbskids.org) - Curious George on the Job

### Literacy Connections

- *1, 2, 3 Careers for Me* by Judith Sahlin

### Cross Curricular Connections

- **ELA:**
  - Making connections
  - Speaking and listening
  - Discussions of issues and ideas
- **Social Studies:** Relationships of individuals to an institution
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<td>L. Defines career decision making</td>
<td>1. Identify roles and responsibilities of family members in the world of work</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: K.SL.3; K.SL.4; K.L.5c
- Performance: 1.10
- Knowledge: (CA) 6 (SS) 6
- MGGLE: CD.8.A
- NETS: 3
- DOK: 2

**Instructional Strategies**
- Students will identify/explain the roles and responsibilities of their working family members/friends and or neighbors in the world of work

**Assessments/Evaluations**
- Talk to a partner about what parents need for their job

**Sample Assessment Questions**
- What are some of the jobs that people you are close to do and get paid for?
- What do they do at their job?

**Instructional Resources/Tools**
- Career Wheel
- Cookie's Career
- Websites:
  - [www.paws.bridges.com](http://www.paws.bridges.com) - Jobs in Pawsland
  - [www.vacareerview.org](http://www.vacareerview.org) - Career Town
  - [www.pbskids.org](http://www.pbskids.org) - Curious George on the Job
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## Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussion of issues and ideas
- **Social Studies:** Relationships of individuals to an institution
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<tbody>
<tr>
<td>M. Education and career requirements</td>
<td>2. • Identify the skills family members use in their work</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: K.SL.3; K.SL.4; K.L.5c
- Performance: 1.10
- Knowledge: (CA) 6 (SS) 6
- MGGLE: CD.8.B
- NETS: 3
- DOK: 2

**Instructional Strategies**
- Students will distinguish and compare the skills that are needed for community members to use in their work

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

**Sample Assessment Questions**
- What does your family member/friend or neighbor have to know how to do (skill) to be able to do their job?

**Instructional Resources/Tools**
- Career’s Wheel
- Cookie’s Career
- Websites:
  - [www.paws.bridges.com](http://www.paws.bridges.com) - Jobs in Pawsland
  - [www.vacareerview.org](http://www.vacareerview.org) - Career Town
  - [www.pbskids.org](http://www.pbskids.org) - Curious George on the Job

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### Literacy Connections

- *1, 2, 3 Careers for Me* by Judith Sahlin

### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Making connections
  - Discussion of issues and ideas
- **Social Studies:** Relationships of individuals to an institution
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<td>Big Idea</td>
<td>Applying Employment Readiness Skills and the Skills for On-The-Job Success</td>
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</tbody>
</table>

### Standards

N. Identifies personal skills for job success

### Learning Targets

1. Identify personal and ethical skills needed to work cooperatively with others in a group at school

### Alignments:

- CCSS: K.RL.1; K.RL.2; K.RL.3
- Performance: 1.10, 2.3
- Knowledge: (SS) 6
- MGGLE: CD.9.A
- NETS: 3
- DOK: 2

### Instructional Strategies

- Students will:
  - show, through role playing, skills needed to work cooperatively with others at school
  - compare how the characters of the stories work cooperatively

### Assessments/Evaluations

- Participation in whole group discussions
- Teacher observation of individuals during follow-up activities
- Role play: Random students will be selected for role-play opportunities as observed by the teacher

### Sample Assessment Questions

- What does working cooperatively with others mean?
- What did [character’s name] do to work cooperatively with others in the story?

### Instructional Resources/Tools

- Teacher-created resources
## Literacy Connections

- *Crayon Box That Talked* by Shane DeRolf
- *The Little Engine That Could* by Watty Piper
- *The Little Red Hen* (various authors)
- *I Can Cooperate* by David Parker

## Cross Curricular Connections

- **ELA:**
  - Reading
  - Listening
- **Social Studies:** Relationships of individuals to an institution