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| **UNIT/ORGANIZING PRINCIPLE: Develop Self Awareness Skills**  | **PACING: August and September**  |
| **ESSENTIAL QUESTIONS:** | 1. **How can self-awareness skills develop self-efficacy, optimism, gratitude and confidence**  |
| **STANDARDS** | **PREP & POST****ASSESMENT**  | **CURRICULUM ALIGNMENT** | **ADDITIONAL RESOURCES** |
| * Identify one’s emotions
* Maintain an accurate and positive self-concept
* Recognize individual strengths
* Experience a sense of self-efficacy
 |  | **Second Step Curriculum** **Unit 1:** Mindset and Goals**Unit 3:** Thoughts, Emotions and Friendship**6th Grade*** 1.1 Welcome
* 3.13 What are Emotions
* 3.15 Spot the Thought

**7th Grade** * 1.1 Welcome
* 3.12 The Roles of Emotion
* 3.14 Unhelpful Thoughts

**8th Grade*** 1.1Welcome
* 3.12 Emotions and Decisions
* 3.14 Handling Rejection
 | **RULER:** * Mood Meter

**Additional Lesson Plans:** * Personal Mission Statement
* Describing Me

SOCIAL STUDIES: READING:  |

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| **UNIT/ORGANIZING PRINCIPLE: Develop Self-Management Skills** | **PACING: October**  |
| **ESSENTIAL QUESTIONS:** | 1. How self-management skills can help me manage my behavior in pro-social ways  |
| **STANDARDS** | **PRE & POST** **ASSESSMENT**  | **CURRICULUM ALIGNMENT** | **ADDITIONAL RESOURCES** |
| * Students demonstrate ability to regulate emotions
* Manage stress
* Students use effective strategies to achieve behaviors related to school and life success
 |  | **Second Step Curriculum** **Unit 1:** Mindset and Goals**Unit 3:** Thoughts, Emotions and Friendship**6th Grade*** 3.14 Values and Emotions
* 1.5 Can Personalities Change
* 3.17 Slow Breathing

**7th Grade** * 3.13 Handling Emotions
* 1.5 Setting Goals
* 3.16 Frustration

**8th Grade*** 3.13 Responding to Anger
* 1.5 SMART Goals
* 3.16 Anxiety
 | **RULER**: * Meta- Moment
* Best Self Reflection

**Additional Activities:*** Controlling Emotions
* Control and Responsibility
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| **UNIT/ORGANIZING PRINCIPLE: Social Awareness Skills** | **PACING: November and December** |
| **ESSENTIAL QUESTIONS:** | 1. How can I demonstrate awareness of diversity and develop empathy for others |
| **STANDARDS** | **PRE & POST** **ASSESMENTS**  | **CURRICULUM ALIGNMENT** | **ADDITIONAL RESOURCES** |
| * Students appreciate diversity and respect for human dignity
* Demonstrate empathy and ability to share the feelings of others
* Recognize family, school, and community supports
* Analyze ways their behavior may affect others and adjust accordingly
 |  | **Second Step Curriculum** **Unit 2:** Values & Friendship**Unit 4:** Serious Peer Conflict**6th Grade*** 2.8 Values and Decision
* 2.9 Social Values
* 4.25 Bullying

**7th Grade** * 2.7 Values and Decision
* 2.8 Online Values
* 4.24 Gender Harassment

**8th Grade*** 2.7 Values and Decision
* 2.8 Positive Relationships
* 4.24 Sexual Harassment
 | **RULER**: * Meta- Moment
* Best Self Reflection

**Additional Activities*** Walk in their shoes
* Teaching Empathy
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| **UNIT/ORGANIZING PRINCIPLE: Relationship Skills** | **PACING: January** |
| **ESSENTIAL QUESTIONS:** | 1. How can I interact with others in a meaningful and productive way |
| **STANDARDS** | **PRE & POST****ASSESSMENT** | **CURRICULUM ALIGNMENT** | **ADDITIONAL RESOURCES** |
| * Build and maintain relationships with diverse groups & individuals
* Demonstrate the ability to use positive communicate to affectively to solve problem
 |  | Second Step Curriculum **Unit 2:** Values & Friendship**Unit 4**: Serious Peer Conflict **6th Grade:** * 2.10 What’s a Friend
* 2.11 Making Friends
* 4.24 Making Amends

**7th Grade:** * 2.10 Strengthening Friendships
* 2.11 Challenges: Friendships
* 4.23 Taking Responsibility

**8th Grade:*** 2.10 Negative Relationships
* 2.11 Challenge: Relationships
* 4.21 Helping Friends Resolve Conflict
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| **UNIT/ORGANIZING PRINCIPLE: Responsible Decision Making** | **PACING: February** |
| **ESSENTIAL QUESTIONS:** | 1. How can I identify and avoid serious conflict
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| **STANDARDS** | **PRE & POST****ASSESSMENT** | **CURRICULUM ALIGNMENT** | **ADDITIONAL RESOURCES** |
| * Problem solve effectively
* Maintain accountable behaviors in school, personal, and community contexts
 |  | Second Step Curriculum Unit 4: Serious Peer Conflict **6th Grade**: • 4.18 Perspective * 4.19 Challenge: Perspective
* 4.20 Recognize Serious Conflict

**7th Grade:** • 4.17 Jumping to Conclusion* 4.18 Challenge: Conclusion
* 4.19 Avoiding Serious Conflict

**8th Grade**:• 4.17 Assumptions * 4.18 Challenge: Assumptions
* 4.19 Helping Friends Avoid Conflict
 | **RULER**: * Blueprint

**Additional Activities** * Decision Making
* Better Choices
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| **UNIT/ORGANIZING PRINCIPLE: Growth Mindset** | **PACING: March** |
| **ESSENTIAL QUESTIONS:** | 1. How can I develop a growth mindset and apply it to my social and academic life
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| **STANDARDS** | **PRE & POST****ASSESSMENT** | **CURRICULUM ALIGNMENT** | **ADDITIONAL RESOURCES** |
|  |  | Second Step Curriculum Unit 1: Mindset & Goals 6th Grade: • 1.3 Growing your Brain 1* 1.4 Growing your Brain 2
* 1.6 Setting Goals

7th Grade: • 1.4 Personality Change• 1.5 Setting Goals* 1.6 If-Then Goals

8th Grade:• 1.4 Labels • 1.5 Smart Goal* 4.25 High School
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| **UNIT/ORGANIZING PRINCIPLE:**  | **PACING: March****Unit Number:**  |
| **ESSENTIAL QUESTIONS:** |  |
| **STANDARDS** | **BENCHMARKS** | **TEXTBOOK ALIGNMENT** | **RESOURCES** |
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