

PAWS (Grade K – 3)

P - Positivity: Embrace happy thoughts and feelings. A - Awareness: Understand our feelings and those of others.
W - Warmth: Show kindness and caring to everyone. S - Sharing: Work together and share with our friends

The objective of the PAWS class is to build and deepen a positive school climate and culture by equipping students with essential skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Through thoughtful instruction and engaging activities, students will develop a strong foundation of essential skills, enabling them to cultivate a supportive and respecting environment within the school community.

Unit 1 Understand and Manage Emotions

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Suggested Resources	Vocabulary	Standards/ Eligible Content
6 Lessons	Strong self-awareness skills continue to benefit students into adulthood. Knowing how to set, plan, and achieve short and long-term goals is critical for college and career success	What effects do emotions have on our thoughts and actions?	<p>Self-Awareness - It is the ability to understand your own emotions, thoughts, and values and how they influence behaviors in different contexts, such as home or school. This includes being able to recognize your strengths and limitations.</p> <p>Recognize and identify their own emotions and those of others, develop</p>	<p>SWBA to Identify emotions (range of emotions).</p> <p>SWBA to identify how emotions feel physically.</p> <p>SWBA to identify how emotions affect our thoughts.</p> <p>SWBA to develop interests and a sense of purpose.</p>	<p>Teacher created and purchased, CASEL aligned resources and worksheets.</p> <p>AHN Chill Project classroom resources and mindfulness activities.</p> <p>Community speakers and field trips approved by district administration.</p> <p>Community and school based projects approved by district administration</p>	<p>emotions</p> <p>feelings</p> <p>happy</p> <p>sad</p> <p>hurt</p> <p>mad</p> <p>elated</p> <p>blue</p> <p>down</p> <p>rejected</p> <p>disappointed</p> <p>angry</p> <p>irate</p> <p>strengths</p> <p>limitations</p>	<p>1A.2a.3 Identify a variety of emotions and the range of intensity.</p> <p>1A.2b.3 Describe socially acceptable behavior</p> <p>1B.2a.3 Identify personal interests</p>

			strategies to regulate and express emotions appropriately, and create a positive atmosphere within the school.	SWBA to demonstrate honesty and integrity SWBA to develop a growth mindset.	Awaken Pgh resources and mindfulness activities. Web based mindfulness resources including Go Noodle, CBS Kindness 101, The Mindfulness Teacher, and other previewed resources. Fiction and nonfiction books, already in the Carlynton School District Library, related to the “Big Ideas” of the CASEL framework.		
Unit 2 Set and Achieve Positive Goals							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
6 Lessons	Self-management skills will provide students with the ability to navigate and shift in a healthy way one's thoughts, emotions, and behaviors in	Why is it important for everyone to self-manage??	Self-Management - is the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to	SWBA to manage one's emotions. SWBA to identify and use stress management strategies. SWBA to develop and demonstrate self-	Teacher created and purchased, CASEL aligned resources and worksheets. AHN Chill Project classroom resources and mindfulness activities. Community speakers and field trips approved by district administration.	emotions thoughts behaviors goals aspirations motivation self-discipline personal collective	1B.2b.3 Explain how family members can support success and responsible behavior. 1C.2a.3 With prompting and support, describe the steps in setting a goal. 1C.2a.3 With prompting and support, describe

	order to make decisions and reach goals that benefit oneself and others.		<p>accomplish personal and collective goals.</p> <p>Learn the importance of setting meaningful goals, develop strategies for goal-setting and planning, and persistently work towards accomplishing personal and academic objectives</p>	<p>discipline and self-motivation</p> <p>SWBA to set personal and collective goals.</p> <p>SWBA to using planning and organizational skills.</p> <p>SWBA to showing the courage to take initiative.</p> <p>SWBA to demonstrating personal and collective agency</p>	<p>Community and school based projects approved by district administration</p> <p>Awaken Pgh resources and mindfulness activities.</p> <p>Web based mindfulness resources including Go Noodle, CBS Kindness 101, The Mindfulness Teacher, and other previewed resources</p> <p>Fiction and nonfiction books, already in the Carlynton School District Library, related to the "Big Ideas" of the CASEL framework.</p>		<p>the steps in working towards a goal.</p> <p>1C.2b.3 Identify a short term academic and short term classroom behavior goal for school success.</p>
Unit 3 Feel and Show Empathy for Others							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Lessons	Social awareness is integral to academic engagement and success. Empathetic students are	What are the benefits of having the ability to read and accurately interpret	Social Awareness - the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.	<p>SWBA to taking others' perspectives.</p> <p>SWBA to recognizing strengths in others.</p>	<p>Teacher created and purchased, CASEL aligned resources and worksheets.</p> <p>AHN Chill Project classroom resources and mindfulness activities.</p>	<p>empathy</p> <p>compassion</p> <p>perspective</p> <p>fair</p> <p>equal</p> <p>community</p> <p>positive</p> <p>negative</p>	<p>2A.2a.3 Identify verbal and physical cues that indicate how others may feel.</p> <p>2A.2B.3 Describe the expressed feelings of others.</p>

	more cooperative in class and develop strong interpersonal skills to effectively engage with peers and teachers in learning tasks.	social situations?	<p>This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</p> <p>Cultivate an empathetic mindset, understand and appreciate different perspectives, demonstrate compassion and understanding towards others, and actively engage in acts of kindness to create a positive school environment.</p>	<p>SWBA to demonstrate empathy and compassion.</p> <p>SWBA to showing concern for the feelings of others.</p> <p>SWBA to understand and express gratitude.</p> <p>SWBA to identifying diverse social norms, including unjust ones.</p> <p>SWBA to recognize situational demands and opportunities.</p> <p>SWBA to understanding the influences of organizations and systems on behavior</p>	<p>Community speakers and field trips approved by district administration.</p> <p>Community and school based projects approved by district administration</p> <p>Awaken Pgh resources and mindfulness activities.</p> <p>Web based mindfulness resources including Go Noodle, CBS Kindness 101, The Mindfulness Teacher, and other previewed resources</p> <p>Fiction and nonfiction books, already in the Carlynton School District Library, related to the “Big Ideas” of the CASEL framework.</p>		<p>2b.2b.3 Identify similarities and differences among social and cultural groups.</p> <p>2B.2b.3 With prompting and support, identify how to work effectively with those who are different from oneself.</p>