

PAWS (Grade 4 – 6)

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 Introduction

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Suggested Resources	Vocabulary	Standards/ Eligible Content
3 Lessons	Social awareness is integral to academic engagement and success. Empathetic students are more cooperative in class and develop strong interpersonal skills to effectively engage with peers and teachers in learning tasks.	What is empathy?	<p>The key to imparting a growth mindset when encouraging self-awareness is to highlight improvement.</p> <p>Self-discipline is shown when you intentionally choose to pursue something better for yourself, and you do it in spite of factors such as distractions, hard work, or unfavorable odds. Self-discipline is</p>	<p><i>Review identifying emotions of self and others, and managing emotions</i></p> <p>SWBA to explain a growth mindset</p> <p>SWBA to site examples of exhibiting self-discipline.</p> <p>SWBA to define empathy</p> <p>SWBA to discuss perspective taking.</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</p>	<p>empathy</p> <p>compassion</p> <p>community perspective</p> <p>fair</p> <p>equal</p> <p>self-discipline</p> <p>self-awareness</p> <p>control</p> <p>management</p>	<p>1A.2a.5 Describe situations that cause a variety of emotions and behaviors</p> <p>1A.2a.5 Demonstrate ways to express emotions in a socially expected manner.</p> <p>2A.2a.5 identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2A.2b.5 Describe the feelings and perspectives of others.</p>

			<p>different from self-motivation or willpower.</p> <p>Self-control and maturity can be developed through activities like teaching students coping skills such as relaxation strategies. Through a growth mindset approach, teachers can explain to students that it is okay to struggle and experience anxiety, and how self-management skills can help reduce the distress they experience.</p> <p>Social Awareness - the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and</p>		<p>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>		
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			<p>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>				
Unit 2 Establish and Maintain Positive Relationships							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
7 Lessons	Relationship skills are critical to success by providing the ability to establish and maintain healthy relationships, communicate effectively, resolve	How people who have healthy relationships more likely to feel happier with their lives?	Relationship Skills - the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes	<p>SWBA to demonstrate effective Communication.</p> <p>SWBA to discuss the key elements of developing positive relationships</p> <p>SWBA to demonstrating cultural competency</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</p>	<p>relationships communication inclusion diversity culture conflict resolution social pressure</p>	<p>2B2a.5 Identify differences among and contributions of various social and cultural groups.</p> <p>2B.2b.5 Demonstrate how to work effectively with those who are different from oneself.</p> <p>2C.2a.5 Describe and apply approached for</p>

	<p>conflicts, resist peer pressure, and collaborate are all essential in human interaction.</p>		<p>the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p> <p>Build and nurture positive relationships with peers, teachers, and other members of the school community, practice effective communication skills, resolve conflicts peacefully, and foster a sense of belonging for all.</p>	<p>SWBA to practice teamwork and collaborative problem-solving.</p> <p>SWBA to resolve conflicts constructively.</p> <p>SWBA to resist negative social pressure.</p> <p>SWBA to develop leadership in groups</p> <p>SWBA to seeking or offering support and help when needed.</p> <p>SWBA to standing up for the rights of others</p> <p>SWBA to demonstrate and developing healthy/positive friendships.</p>	<p>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>making friends and keeping friends.</p> <p>2C.2b.5 Analyze ways to work effectively in groups.</p> <p>2D.2a.5 Describe causes and consequences of conflict.</p> <p>2D.2b.5 Apply constructive approached to resolving conflicts in and outside of school.</p>
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Unit 3 Make Responsible Decision							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
7 Lessons	A good decision-maker is someone who can analyze the available options, identify potential consequences, and make a choice that aligns with their goals and values. By improving your decision-making skills, you can become a more effective leader and achieve your personal and professional goals	How can responsible decision making help you become an effective leader in school?	<p>Responsible Decision-Making - the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p> <p>Develop critical thinking skills, evaluate the potential consequences of their actions, make ethical choices, and take responsibility for their decisions. By actively participating in this course, students will</p>	<p>SWBA to demonstrate curiosity and open-mindedness.</p> <p>SWBA to learn how to make a reasoned judgment after analyzing information, data, and facts.</p> <p>SWBA to identify solutions for personal and social problems.</p> <p>SWBA to anticipating and evaluate the consequences of one's actions.</p> <p>SWBA to recognize how critical thinking skills are useful both inside and outside of school.</p> <p>SWBA to reflect on one's role to promote personal,</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>Awaken Pgh resources and mindfulness activities.</p> <p>Web based mindfulness resources including Go Noodle, CBS Kindness 101, The Mindfulness Teacher, and other</p>	<p>ethics</p> <p>responsibility</p> <p>consequences</p> <p>respect</p> <p>empathy</p> <p>cooperation</p> <p>leadership</p>	<p>3A.2a.5 Demonstrate the ability to respect the rights of self and others.</p> <p>3A.2a.5 Demonstrate the honesty, respect, fairness and compassion.</p> <p>3A.2b.5 Demonstrate knowledge of how social norms impact decision making.</p> <p>3A.2b.5 Demonstrate how social norms impact behavior.</p> <p>3B.2a.5 Identify and apply the specific steps of decision making.</p> <p>3B.2b.5 Generate alternative solutions to problems that occur in a range of academic and social situations.</p> <p>3B.2b.5 Evaluate the consequences of the alternative solution.</p> <p>3C.2a.5 Identify and perform roles that</p>

			acquire the necessary tools, knowledge, and essential skills to contribute to a thriving school climate, fostering an atmosphere of respect, empathy, and cooperation among all members of the school community.	family, and community well-being. SWBA to evaluate personal, interpersonal, community, and institutional impacts.	previewed resources Fiction and nonfiction books, already in the Carlynton School District Library, related to the “Big Ideas” of the CASEL framework.		contribute to the school community. 3C.2b.5 Identify and perform roles that contribute to the local community.