



Congress Heights' Scope and Sequence

Character Education

Primary Grades

K-2

Quarters	Units	Character Traits/Skills	Pacing	Key Understandings
1	1	Communication	22 Days	What is the appropriate way to navigate in and outside of a classroom environment? <ul style="list-style-type: none"> ● Model how to positively function and communicate in a classroom environment ● Communicate whether a situation is a little deal vs. big deal
	2	Relationship Building	23 Days	<ul style="list-style-type: none"> ● Create positive peer relationships. ● Demonstrate that encouraging others demonstrates positive relationship building ● Maintain positive peer relationships ● Demonstrate positive communication skills and strategies
2	3	Core Values	21 Days	<ul style="list-style-type: none"> ● Rationalize what character, excellence, and service looks like, sounds like, and feels like. ● Apply knowledge of service
	4	Conflict Resolution & Tolerance	22 Days	<ul style="list-style-type: none"> ● Resolve conflict peacefully ● Define, demonstrate, and communicate tolerance
3	5	Leadership	22 Days	<ul style="list-style-type: none"> ● Define what showing leadership means ● Differentiate between a positive and negative influence ● To display how to exercise self-regulation ● Facilitate a circle discussion on peer pressure ● Understand that consequences can be positive or negative
	6	Excellence	22 Days	<ul style="list-style-type: none"> ● Demonstrate how to avoid classroom distractions ● Evaluate whether or not they are using time in class effectively ● Understand that having a positive self -esteem is important for success in school and at home ● Determine when, and how to address classroom challenges

Quarter One

*** This document is organized by discussion objectives and discussion questions. The activities are optional, but are suggested for use as they align to meet the objectives. Please use this as you see fit. ***

45 Days

Character Skills

Unit 1: Communication

Unit 2: Relationship Building

Unit 1

Discussion Objective:	Discussion Questions	Potential Activities
<p>Students will be able to positively demonstrate and communicate the norms and expectations of their classroom spaces.</p> <p>Students will be able to communicate whether a situation is a little deal or a big deal</p>	<ol style="list-style-type: none"> 1. How do I communicate a want or need to my teacher and/or peers? <ol style="list-style-type: none"> 1.1. Needing to go to the restroom 1.2. Wanting to talk to my peers 1.3. Needing to sharpen 1.4. Needing a classroom material 1.5. Wanting to get something out of my book bag 1.6. Wanting or needing to get some water 1.7. What are the procedures for communicating a work or need? (i.e. Raising of hand ...) 2. How do I communicate (talk) with my teachers in times of conflict and/or peace? <ol style="list-style-type: none"> 2.1. Am I greeting them appropriately? 2.2. Am I yelling when I speak? 3. How do I communicate (talk) with my peers? <ol style="list-style-type: none"> 3.1. Am I greeting them appropriately? 3.2. Am I yelling when I speak? 	<p>Activities for students to practice how they should appropriately greet one another as well as their teachers. In these activities students will be practicing how to not only speak to one another using the proper tone and correct phrasing, but will also understand why it is important to greet and be kind to everyone who is in their school or community. (*These activities relate to discussion questions 1,2,3,9,10)</p> <ul style="list-style-type: none"> ● Color Coded Greeting: pg. 217 <ol style="list-style-type: none"> a. Where to find: “ Appendices” ● Reach out Greeting pg. 217 <ol style="list-style-type: none"> a. Where to find: “ Appendices” ● Introduction Greeting pg. 220 <ol style="list-style-type: none"> a. Where to find: “Appendices ● Gushy Greeting pg. 219 <ol style="list-style-type: none"> a. Where to find: “Appendices” <p>Activities for students to practice active listening skills so that they are better able to respond to their teachers and peers. These activities also help students understand how to formulate questions as well as practice their oral language</p>

4. How do I take turns when participating in different classroom activities?
 - 4.1. Am I ensuring that everyone has had the opportunity to participate?
 - 4.2. Am I ensuring that everyone has had the opportunity to speak?
 - 4.3. Am I ensuring that everyone has had the opportunity to use classroom materials?

5. How do I handle classroom materials?
 - 5.1. How am I walking with sharp objects? (Pencils, scissors, etc..)
 - 5.2. How am I using classroom materials?
 - 5.2.1. Should I throw materials around the classroom?
 - 5.2.2. Should I tear my books apart?
 - 5.2.3. Should I purposely break pencils and/or crayons?

6. How do I transition around the classroom?
 - 6.1.1. Lining up, Walking to a space, and Gathering materials

7. How do I know if I've followed the norms and expectations to completing classwork?
 - 7.1. Is my name and date written on my assignment?
 - 7.2. Is my handwriting neat?
 - 7.3. Did I follow all assignment instructions?

8. How do I represent my best efforts in my work and with my teacher and peers?

9. What is the difference between a little deal and a big deal?

skills. (*These activities relate to discussion questions 2,3,7,8,9,11)

- **Telephone pg. 28**
 - a. **Where to find: "MNLiteracy PDF"**

- **Getting to Know You pg. 14**
 - a. **Where to find: "99 Activities and Greetings"**

- **Secret Elf pg. 19**
 - a. **Where to find: "99 Activities and Greetings"**

- **Take sides pg. 20 in**
 - a. **Where to find: "99 Activities and Greetings Book"**

- **I've Never pg. 17**
 - a. **Where to find: "99 Activities and Greetings"**

- **2-4-6-8 pg. 129**
 - a. **Where to find: "99 Activities and Greetings"**

- **Freeze Game pg. 9**
 - a. **Where to find: "MNLiteracy PDF"**

Activities that teaches students how to communicate non verbally ensuring that they are using other forms of communication appropriately. (*These activities relate to discussion questions 1,2, 3, 5, 6)

- **Non-Verbal Birthday Line- up pg. 8**
 - a. **Where to find: "MNLiteracy PDF"**

- **Electricity pg. 17**
 - a. **Where to find: "MNLiteracy PDF"**

- **Copy Cat pg. 237**

	<p>10. When do I need to get my teacher (s) involved?</p> <p>10.1. How do I know if my classmate is doing something right or wrong?</p> <p>10.2. How many times have I “tattled” on someone today?</p> <p>10.3. Is what is happening harmful to me or my peers?</p> <p>11. How do I know if my concern is really a concern?</p> <p>11.1. Is this “concern” harmful to my peers or me?</p> <p>11.2. Have I assessed if it is a “concern” that can wait to be addressed?</p>	<p>a. Where to find: “Appendices”</p> <ul style="list-style-type: none"> ● Heads or Tails pg. 244 <ul style="list-style-type: none"> a. Where to find: “Appendices” ● 2-4-6-8 pg. 129 <ul style="list-style-type: none"> a. Where to find: “99 Activities and Greetings” ● Ohh Ahh pg. 68 <ul style="list-style-type: none"> a. Where to find: “99 Activities and Greetings” <p>Activities that teach students how to actively listen and follow the directions that are given to them. These activities also teach students the importance of remaining focused when communicating with others. (*These activities relate to discussion questions 2, 3, 4, 9, 10, 11)</p> <ul style="list-style-type: none"> ● Freeze Game pg. 9 <ul style="list-style-type: none"> a. Where to find: “MNLiteracy PDF” ● Name Four pg. 64 <ul style="list-style-type: none"> a. Where to find: “99 Activities and Greetings” ● Copy Cat pg. 237 * This activity can be modified to fit the needs of the students * <ul style="list-style-type: none"> a. Where to find: “Appendices” ● I See pg. 38 <ul style="list-style-type: none"> a. Where to find: “MNLiteracy PDF” ● Rainstorm (Variation) pg. 44 <ul style="list-style-type: none"> a. Where to find: “MNLiteracy PDF” ● Telephone pg. 28 <ul style="list-style-type: none"> a. Where to find: “MNLiteracy PDF” ● If I Were pg. 16 <ul style="list-style-type: none"> a. Where to find: “99 Activities and Greetings” ● Find a Place pg. 8
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a. Where to find: "MNLiteracy PDF"

- **Mother May I pg. 13**

- a. Where to find: "MNLiteracy PDF"

Activities that ensure that all students take turns, allows others to speak, and actively participate in activities or discussions. (*These activities relate to discussion questions 2,3,4,8,9,10,11)

- **Chain Reaction pg. 19**

- a. Where to find: "MNLiteracy PDF"

- **I See pg. 38**

- a. Where to find: "MNLiteracy PDF"

- **Name Four pg. 64**

- a. Where to find: "99 Activities and Greetings"

- **Mother May I pg. 13**

- a. Where to find: "MNLiteracy PDF"

- **Letter (or Word) Search pg. 56**

- a. Where to find: "99 Activities and Greetings" book

- **Greet and Meet Meeting pg. 218**

- a. Where to find: Appendices

Activities that energize students as well as helps students understand the importance of cooperating with their teachers and peers. (*These activities relate to discussion questions 2,3,4,9,10,11)

- **Boog-A-Loo pg. 27**

- a. Where to find: "99 Activities and Greetings"

- **2-4-6-8 pg. 129**

		<ul style="list-style-type: none"> a. Where to find: “99 Activities and Greetings” ● Rainstorm (Variation) pg. 44 <ul style="list-style-type: none"> a. Where to find: “MNLiteracy PDF” ● Ohh Ahh pg. 68 <ul style="list-style-type: none"> a. Where to find: “99 Activities and Greetings” ● Greet and Meet Meeting pg. 218 <ul style="list-style-type: none"> a. Where to find: Appendices
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Unit 2

Discussion Objective	Discussion Questions	Potential Activities
<p>Students will be able to develop positive peer and teacher relationships.</p> <p>Students will practice and model positive sharing practices.</p> <p>Students will participate in the teacher facilitated circle discussion on friendship.</p> <p>Students will be able to understand that encouraging others demonstrates positive relationship building</p>	<ol style="list-style-type: none"> 1. How am I a friend? <ol style="list-style-type: none"> 1.1. What does friendship mean? 1.2. How do we maintain friendships? 1.3. Students will share about who a great friend to them is and why? 1.4. How do I show kindness to others? 2. What is sharing and how do I do it? <ol style="list-style-type: none"> 2.1.1. Am I sharing classroom materials with my peers? 2.1.2. Should I share all of my personal objects with my peers? 3. Why is it important to share? <ol style="list-style-type: none"> 3.1. What types of items should/shouldn't I share? 3.2. With who should I share? 	<p>Activities that help students understand how to create relationships with peers and teachers through the sharing of common interests. (*These activities relate to discussion questions 1,4,5)</p> <ul style="list-style-type: none"> ● Me Too pg. 248 <ul style="list-style-type: none"> a. Where to find: “Appendices” ● Gift Greeting pg. 218 <ul style="list-style-type: none"> a. Where to find: “Appendices” ● Brown Bag Share pg. 229 <ul style="list-style-type: none"> a. Where to find: “Appendices” ● One Thing You Like to Do pg. 61 <ul style="list-style-type: none"> a. Where to find: “MNLiteracy PDF” <p>Activities that teaches students how to build relationships by respecting others opinions, as well as practice how to appropriately respond when their peers and teachers are sharing information. (*These activities relate to discussion questions 1,2,3,5,6)</p> <ul style="list-style-type: none"> ● The Real Me pg. 78

	<p>3.3. Do I only share with those that I like?</p> <p>4. How do I work and play with others?</p> <p>4.1.1. Am I being aggressive?</p> <p>4.1.2. Do I understand when my peers do or don't want to work or play with me?</p> <p>4.1.2.1. What should I do if they don't want to work or play with me?</p> <p>5. How do I participate in-group activities?</p> <p>5.1.1. Am I ensuring that everyone has been given the chance to participate?</p> <p>5.1.2. Am I listening to everyone in my group?</p> <p>5.2. How do I listen and respond to my classroom friends?</p> <p>5.3. How do I show respect for someone else's differences?</p> <p>6. How do I communicate how I am feeling?</p> <p>6.1. Expressing different emotions</p> <p>6.2. Understanding emotions: How do I express happiness, anger, and sadness?</p> <p>7. What is encouragement?</p> <p>7.1. What words and actions must I choose to positively encourage others?</p> <p>7.2. In what ways can I encourage my class, peers, and teachers?</p>	<p>Where to find: "99 activities and greetings" book Teaches them vocal inflections and tone</p> <ul style="list-style-type: none"> ● If I Were pg. 16 <ul style="list-style-type: none"> a. Where to find: "99 Activities and Greetings" ● Me Too pg. 248 <ul style="list-style-type: none"> a. Where to find: "Appendices" ● Famous Pairs pg. 53 <ul style="list-style-type: none"> a. Where to find: "MNLiteracy PDF" ● Greet and Meet Meeting pg. 218 <ul style="list-style-type: none"> a. Where to find: "Appendices" <p>Activities that gives students the opportunity to build relationships with their peers by teaching them how to work and play together. (*These activities relate to discussion questions 2, 3, 4, 5, 7)</p> <ul style="list-style-type: none"> ● Improv pg. 6 <ul style="list-style-type: none"> a. Where to find: "MNLiteracy PDF" ● Find a Place pg. 8 <ul style="list-style-type: none"> a. Where to find: "MNLiteracy PDF" ● Famous Pairs pg. 53 <ul style="list-style-type: none"> a. Where to find: "MNLiteracy PDF" ● Scavenger Hunt pg. 47 <ul style="list-style-type: none"> a. Where to find: "MNLiteracy PDF" <p>14. Group Charades pg. 60</p> <ul style="list-style-type: none"> a. Where to find: "MNLiteracy PDF"
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	7.3. How do I encourage my classmate to do their best?	
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Quarter 2

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43 Days

Character Skills

Unit 3: Core Values

Unit 4: Conflict Resolution and Tolerance

Unit 3

Discussion Objective	Discussion Questions	Potential Activities
Students will be able to rationalize what character, excellence, and service looks like, sounds like, and feels like.	<ol style="list-style-type: none"> 1. What is Character? <ol style="list-style-type: none"> 1.1. Are my opinions and thoughts my own? 1.2. Am I making my own decisions? 1.3. 1.4. How do I show Character in school and at home? 1.5. Am I being myself when I am with my peers and/or family? 2. What is Excellence? <ol style="list-style-type: none"> 2.1. How do I show Excellence in school and at home? 2.2. Am I giving 100% when doing classwork and homework? 2.3. Am I paying attention to given directions? 2.4. Am I following all instructions given? 2.5. Am I encouraging my peers to display excellence? 	<p>Activities that reinforce the objectives and expectations learned in Quarter 1. These activities also serve to help students practice the characteristics necessary for building character, and excellence. (*These activities are related to discussion questions 1,2)</p> <ul style="list-style-type: none"> ● When I grow up pg. 91 <ol style="list-style-type: none"> a. Where to find: “99 Activities and Greetings” ● Rainstorm pg. 44 <ol style="list-style-type: none"> a. Where to find: “MNLiteracy PDF” ● Fruit Game pg. 12 <ol style="list-style-type: none"> a. Where to find: “MNLiteracy PDF” ● Individual Share pg. 229 <ol style="list-style-type: none"> a. Where to find: “Appendices” ● Earth, Air, Water, Fire pg. 38 <ol style="list-style-type: none"> a. Where to find: “ 99 Activities and Greetings” <p>Activities that allows students to practice and discuss what it means to provide a service to others, and the importance of</p>

<p>Class Service Trip Planning Portion: Students will be able to apply their knowledge of service.</p>	<ol style="list-style-type: none"> 1. What is “Service” and what does it mean to serve? <ol style="list-style-type: none"> 1.1. How do I show “Service” in school and at home? 2. How can we help others? <ol style="list-style-type: none"> 2.1. Why is it important to help others? <ol style="list-style-type: none"> 2.1.1. Can helping people be hard? Why? 2.1.2. How does helping people make you feel? How does it make them feel? 3. How can we help others in our school and neighborhoods? How can our parent(s)/ guardian(s) help? 	<p>collaborating with others to do so. These activities also provide students with the opportunity to collaborate and work together to accomplish a common goal. (*These activities are related to discussion questions 1,2,3 for Character, Excellence, and the Service portion)</p> <ul style="list-style-type: none"> ● Rainstorm pg. 44 <ol style="list-style-type: none"> a. Where to find: “MNLiteracy PDF” ● Individual Share pg. 229 <ol style="list-style-type: none"> a. Where to find: “Appendices” ● Three Clues pg. 84 <ol style="list-style-type: none"> a. Where to find: “ 99 Activities and Greetings” ● Earth, Air, Water, Fire pg. 38 <ol style="list-style-type: none"> a. Where to find: “ 99 Activities and Greetings” ● Execute a service experience for students to participate in within the school building, their classroom, or neighboring community.
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Unit 4

Discussion Objective	Discussion Questions	Potential Activities
<p>Students will be able to resolve conflict peacefully. Students will be able to define, demonstrate, and communicate tolerance.</p>	<ol style="list-style-type: none"> 1. How do I tell my peer when something is wrong or bothering me? <ol style="list-style-type: none"> 1.1. Body Language 1.2. Eye Contact 1.3. Words 1.4. Tone 2. How do I use “I” statements to communicate positively? 3. Who can I talk to, to help me through the conflict? <ol style="list-style-type: none"> 3.1. Who is my school counselor? What supports do I have? 4. How are we all the same? 	<p>Activities that reinforce the objectives of how students should interact with their peers. These activities give students the opportunity to work through disagreements by practicing how to engage in discussions/conversations. (*These activities are related to discussion questions 1,2,3)</p> <ul style="list-style-type: none"> ● Greet and Meet Greeting (Topic Introduction) pg. 218 <ol style="list-style-type: none"> a. Where to find: “Appendices” ● Take Sides pg. 20 <ol style="list-style-type: none"> a. Where to find: “ 99 Activities and Greetings” ● Partner Share pg. 230 <ol style="list-style-type: none"> a. Where to find: “Appendices”

	<p>4.1.1. Parts of the body (i.e. eyes, ears, hair etc....)</p> <p>4.1.2. In ___ grade</p> <p>4.1.3. We are humans</p> <p>5. How are we all different?</p> <p>5.1.1. Parts of the body (i.e. color of eyes, hair, etc....)</p> <p>5.1.2. Where we live</p> <p>5.1.3. How we get to school each day</p> <p>6. Being different is good for our classroom, school, community, world</p> <p>6.1.1. It teaches us how to interact with others who are different from us</p> <p>6.1.2. It allows for more creativity because of different perspectives</p> <p>7. Should I ever treat anyone that is different from me, differently?</p> <p>7.1. Some who looks differently</p> <p>7.2. Someone who dresses differently</p> <p>7.3. Someone who is in a wheelchair</p> <p>8. What can I do to help someone who is being treated unkindly because they are different?</p>	<ul style="list-style-type: none"> ● Chain Reaction pg. 19 <ul style="list-style-type: none"> a. Where to find: MNLiteracy PDF <p>Activities that help students to see that they can use their similarities and differences to develop stronger peer relationships, as well as positively deal with conflict. (*These activities are related to discussion questions 4,5,6,7)</p> <ul style="list-style-type: none"> ● Commonalities <ul style="list-style-type: none"> a. Where to find: “ 99 Activities and Greetings” ● A Warm Wind Blows pg. 18 <ul style="list-style-type: none"> a. Where to find: “ MNLiteracy PDF) ● What did I do? Pg. 34 <ul style="list-style-type: none"> a. Where to find: “ MNLiteracy PDF”
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Quarter 3

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44 Days

Character Skills

Unit 5: Leadership

Unit 6: Excellence

Unit 5

Discussion Objective

Discussion Questions

Potential Activities

<p>Students will be able to define what showing leadership means.</p> <p>Students will be able to differentiate between a positive and negative influence</p> <p>Students will be able to display how to exercise self-regulation</p> <p>Students will facilitate a circle discussion on peer pressure</p> <p>Students will understand that consequences can be positive or negative</p>	<ol style="list-style-type: none"> 1. What is leadership? <ol style="list-style-type: none"> 1.1. What is the definition of a leader? 1.2. Who are the leaders in my school and why are they important? 1.3. How do I become a leader? 1.4. What are the characteristics of a leader? 1.5. Am I a leader within' my classroom? 1.6. How do I know if I am being a leader? 1.7. How do I know who the leaders are in my class? 2. What helps me make good choices? <ol style="list-style-type: none"> 2.1. Am I leading my classmates to make good choices at home and in school? 3. How do I lead my classmates to make good choices at home and in school at all times? <ol style="list-style-type: none"> 3.1. How can you tell the difference between right and wrong? 3.2. What are some examples of doing something right? 3.3. What are some examples of doing something wrong? 3.4. What should you do if someone is doing something right? 3.5. What should you do if someone is doing something wrong? 4. What is self- regulation? <ol style="list-style-type: none"> 4.1. Why is it important to exercise self-regulation? <ol style="list-style-type: none"> 4.1.1. What are some examples of how one can and can't exercise self- regulation? 4.1.2. What can happen if I don't think before I act or speak? 4.1.3. How can I display self-regulation in school and at home? <p style="text-align: center;">***Circle***</p> 5. What is peer pressure, and how should we respond to peer pressure? 	<p>Activities that teach students how to be led and why it is important to follow directions. (*These activities relate to discussion questions 1,2,4)</p> <ul style="list-style-type: none"> • Electricity pg. 17 a. Where to find: "MNLiteracy PDF" • Find a Place pg. 8 a. Where to find: "MNLiteracy PDF" • Mimic Greeting pg. 221 a. Where to find: "Appendices" • Ooh- Ahh pg. 68 a. Where to find: "99 Activities and Greetings" • Follow the leader pg. 7 a. Where to find: "MNLiteracy PDF" • Line in a Snake pg. 46 a. Where to find: "MNLiteracy PDF" • Freeze Game pg. 9 a. Where to find: "MNLiteracy PDF" <p>Activities for students to critically think about how to make positive decisions when being led by others and when leading others. These activities also teach students how to be effective leaders. (*These activities relate to discussion questions 1, 2, 3, 4, 5, 6)</p> <ul style="list-style-type: none"> • Copy Cat pg. 237 a. Where to find: "Appendices" • Human Protractor pg. 6 a. Where to find: "MNLiteracy PDF" • Mirror Image pg. 24 a. Where to find: "MNLiteracy PDF"
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	<p>5.1. Have I ever fallen peer pressure? 5.2. Why do we fall to peer pressure? 5.3. Why do people pressure their peers? 5.4. How do I cope with peer pressure when I see it happening to myself and/or others? 5.4.1. Share a time when you were pressured, or when you pressured another peer. How did this action make you feel?</p> <p>6. How do we define what a consequence is? 6.1. Why is it important to understand that there are consequences? 6.2. What are examples of positive consequences? 6.3. What are examples of negative consequences? 6.4. What are some best practices for avoiding certain consequences?</p>	<ul style="list-style-type: none"> • Hot and Cold pg. 27 a. Where to find: “MNLiteracy PDF” • I see pg. 38 a. Where to find: “MNLiteracy PDF” • Incorporations pg. 6 a. Where to find: “MNLiteracy PDF” <p>*Offer scenarios to students for decision making*</p>
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Unit 6

Discussion Objective	Discussion Questions	Potential Activities
<p>Students will be able to demonstrate how to avoid classroom distractions</p> <p>Students will be able to evaluate whether or not they are using time in class effectively</p> <p>Students will understand that having a positive self-esteem is important for success in school and at home.</p>	<p>1. How do I pay attention in class? 1.1. What does paying attention look like? 1.2. Why is it important to pay attention? 1.3. What may happen if I let my classmates distract me from my schoolwork?</p> <p>1.4. How do I help my classmates pay attention? How do I know if I am doing what my teacher has asked me?</p> <p>2. How do I know if I am finished with my classwork? 2.1. What should I do if I don’t finish my classwork? (ex. should I cry, tell the teacher, place finished assignment it in a specific spot in the classroom) Why is it important to finish schoolwork?</p>	<p>Activities that teach students the importance of paying attention, accepting one's own self, and how developing these skills creates a positive classroom environment socially and academically. (*These activities relate to discussion questions 1, 2, 3, 4)</p> <ul style="list-style-type: none"> • What did I do? Pg. 34 a. Where to find: “MNLiteracy PDF” • Ooh- Ahh a. Where to find: “99 Activities and Greetings” • Incorporations pg. 6 a. Where to find: “MNLiteracy PDF” • Freeze Game a. Where to find: “MNLiteracy PDF”

Students will be able to determine when, and how to address classroom challenges.

- 2.1.1. To continuously demonstrate excellence
- 2.1.2. To begin understanding commitments and how to follow through with them
- 2.2. Did I check my work before handing in my schoolwork?
 - 2.2.1. Did I make the corrections that my teacher has given me?
3. How do we define what self- esteem is?
 - 3.1. Do we have a healthy view of who we are as individuals?
 - 3.2. Why is it important to have a positive self-esteem?
 - 3.3. How does having a positive self esteem effect is in school and at home?
 - 3.4. Is someone being unkind to me?
 - 3.5. How do I know if I am being harmed?
 - 3.6. Am I getting along with my peers or a specific peer?
 - 3.7. Is what is happening to me making me sad and/or angry?
 - 3.8. Is what is happening to me causing pain?
4. How do I know when I need help in school or at home socially and academically?
 - 4.1. Am I taking longer than others to finish my schoolwork?
 - 4.2. How do I tell my teacher (s) and/ or my parent (s) that I need help socially and academically?

- **Electricity pg.11**
 - a. **Where to find: “MNLiteracy PDF”**
- **Mimic Greeting pg. 221**
 - a. **Where to find: “Appendices”**
- **Zoom pg. 47**
 - a. **Where to find: “MNLiteracy PDF”**
- **Description pg. 46**
 - a. **Where to find: “MNLiteracy PDF”**
- **Partner Share pg. 230**
 - a. **Where to find: “Appendices”**
- **Commonalities**
 - a. **Where to find: “ 99 Activities and Greetings”**
- **Group Charades pg. 60**
 - a. **Where to find: “MNLiteracy PDF”**

