

<b>Unit 1 Title:</b> ME Revisited	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 25-35 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
Lesson 1 Goldilocks Revisited	
Materials/Special Preparations Required	
Copy of the story of <i>Goldilocks and the Three Bears</i> .	
Chart Paper or SMART Board	
Markers	
Lesson 2 The Many Roles I Play in My Community	
Materials/Special Preparations Required	
Chart Paper or SMART Board	
Markers/Pencils	
Community Role Web directions	
Plain paper for student webs	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b>	
PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectations (GLEs):</b>	
PS.1.A.02	Express a variety of feelings. (DOK Level - 2)
PS.1.B.02	Identify personal roles in the community. (DOK Level - 1)
PS.1.C.02	Compare and contrast character traits needed for different situations. (DOK Level - 3)
<b>American School Counselor Association (ASCA) National Standard:</b>	
Personal/Social Development	
A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	

**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

**Unit Essential Questions:**

What roles do you play in your community?  
How do your actions and feelings affect your roles?

**Unit Measurable Learning Objectives:**

The student will identify at least three feelings of the characters in the story.  
The student will identify at least three character traits of the characters in the story and label them as positive or negative.  
The student will identify at least four community roles they fulfill.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Guided & Shared – reading, listening, viewing, thinking)  
 Indirect (Concept Mapping)  
 Experiential  
 Independent Study  
 Interactive Instruction (Role Playing; Brainstorming; Think, Pair, Share; Cooperative Learning)

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
Students identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.

**Brief Summary of Unit:**

In lesson one, students reviewed the story of *Goldilocks and the Three Bears*. As the jury of her peers, the students work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family.  
In lesson two, students identified the personal roles that they have in their community by creating a community role web.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students need a basic understanding of feelings, roles, and character traits.