

GES Grades 1-2: Social-Emotional Learning (SEL) Scope and Sequence			Gervais School District uses Behavior and Social Emotional (BASE) Education curricula to help students answer questions about themselves, identify potential challenges, and understand their patterns to ultimately find their healthiest way to grow. In this course students learn how to handle bullying, improve self- esteem, manage anger, have healthy communication, control impulsive decisions, set boundaries, be safe online and other social-emotional skills.	
Semester 1 of 2				
Unit Number or Name Duration	Standards: Oregon SC Student Standards	Skills and Essential Vocabulary	Required Resources	Common Assessments
Beginning-of-the-Year SEL Assessment Week of 9/6 15 minutes	--	--	--	G1 and G2: Beginning- of-the-Year SEL Assessment
Lesson 1: Who Am I? Week of 9/11 30 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	Student will describe things that are important to self and identify strengths and areas of desired growth. • me	BASE Education: Who Am I? Educator Guide G1 and G2 Supplemental Reading: <i>The Most Magnificent Thing</i> , Ashley Spires <i>Mary Wears What She Wants</i> , Keith Negley <i>A Bad Case of Stripes</i> , David Shannon	G1 and G2 Worksheet: Who Am I? G2 Video: Who Am I?
Lesson 2: Healthy Communication	B-SS 1. Use effective oral and written	Students will learn to listen to others to hear what they have to say	BASE Education: Healthy Communication Educator Guide	G1 Worksheet: What Does Healthy

Week of 9/18 40-50 minutes	communication skills and listening skills	and speak what's on their minds in a respectful way. <ul style="list-style-type: none">• communication• healthy• healthy communication	G1 and G2 Supplemental Reading: <i>Amelia Bedelia</i> , Peggy Parish <i>Lacey Walker, Nonstop Talker</i> , Christianne C. Jones	Communication Sound/Look Like? G2 Video: What Does Healthy Communication Sound/Look Like?
Lesson 3: Healthy Relationships Week of 9/25 40-50 minutes	B-SS 2. Create positive and supportive relationships with other students	Students will learn healthy relationships are important because we want to surround ourselves with people who treat us well. <ul style="list-style-type: none">• healthy relationship	BASE Education: Healthy Relationships Educator Guide G1 and G2 Supplemental Reading: <i>Finding Kindness</i> , Deborah Underwood <i>We Found a Hat</i> , Jon Klassen <i>The Giving Tree</i> , Shel Silverstein	G1 Worksheet: A Good Friend Is Someone Who... G2 video: Healthy Relationships
Lesson 4: Responsibility Week of 10/2 30-40 minutes	B-SMS1. Demonstrate ability to assume responsibility	Students will learn the definition of responsibility and why it is important. Students will name ways that they show responsibility. <ul style="list-style-type: none">• responsibility	BASE Education: Responsibility Educator Guide G1 and G2 Supplemental Reading: <i>The Ant and the Grasshopper</i> , Aesop <i>Tops and Bottoms</i> , Janet Stevens	G1 Worksheet: I Am Responsible G2 Video: Responsibility

			<i>The Pigeon Wants a Puppy</i> , Mo Willems <i>The Good Egg</i> , Jory John and Pete Oswald	
Week of 10/9	Parent-Teacher Conferences			
Lesson 5: Respect Week of 10/16 30-40 minutes	B-SMS1. Demonstrate ability to assume responsibility	Students will begin to understand the different ways people show respect and to think about they may show respect. They will also explore areas where people might see their behavior as disrespectful. <ul style="list-style-type: none"> • respect • disrespect 	BASE Education: Respect Educator Guide G1 and G2 Supplemental Reading: <i>What If Everybody Did That?</i> Ellen Javernick <i>The Smallest Girl in the Smallest Grade</i> , Justin Roberts <i>Do Unto Otters: A Book About Manners</i> , Laurie Keller	G1 Activity: Building Respect G2 Video: Respect
Review Lessons 1-5 Week of 10/23	--	Students will review content covered in Lessons 1-5.	--	Teacher Resources Folder: Review Lessons 1-5
Lesson 6: Emotions Week of 10/30 30 minutes	B-SMS2. Demonstrate self-discipline and self-control	Students will learn what emotions are, why they are healthy, and how to begin to identify and accept them. Students will also learn the importance of controlling their emotions to act	BASE Education: Emotions Educator Guide G1 and G2 Supplemental Reading:	G1 Worksheet: Fill in the Feelings G2 Video: Emotions

		<p>them out in a healthy manner.</p> <ul style="list-style-type: none"> • emotions • feelings 	<p><i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, Judith Viorst</p> <p><i>The Way I Feel</i>, Janan Cain</p> <p><i>The Color Monster: A Story About Emotions</i>, Anna Llenas</p>	
<p>Lesson 7: Empathy</p> <p>Week of 11/6</p> <p>30 minutes</p>	B-SS4. Demonstrate empathy	<p>Students will learn to identify with or share another person's feelings, situation, or attitude.</p> <ul style="list-style-type: none"> • empathy • considerate 	<p>BASE Education: Empathy Educator Guide</p> <p>G1 and G2 Supplemental Reading:</p> <p><i>Teach Your Dragon Empathy: Help Your Dragon Understand Empathy</i>, Steve Herman</p> <p><i>I Am Human: A Book of Empathy</i>, Susan Verde</p> <p><i>Be Kind</i>, Pat Zietlow Miller</p>	<p>G1 Worksheet: Seeing Feelings</p> <p>G2 Video: Empathy</p>
<p>Lesson 8: Resilience</p> <p>Week of 11/13</p> <p>30-40 minutes</p>	B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	<p>Students will learn the definition of resilience and why resilience is important. Students will talk about how being resilient makes them feel and from where resilience comes.</p>	<p>BASE Education: Resilience Educator Guide</p> <p>G1 and G2 Supplemental Reading:</p>	<p>G1 Activity: Getting Through Hard Times</p> <p>G2 Video: Resilience</p>

		<ul style="list-style-type: none"> resilience 	<i>The Most Magnificent Thing</i> , Ashley Spires <i>A Perfectly Messed-Up Story</i> , Patrick McDonnell <i>Rosie Revere, Engineer</i> , Andrea Beaty	
Week of 11/20	Thanksgiving Break			
Lesson 9: Gratitude Week of 11/27 30-40 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	Students will learn the definition of gratitude and why gratitude is important. Students will identify things for which they are grateful. <ul style="list-style-type: none"> gratitude grateful 	BASE Education: Gratitude Educator Guide G1 and G2 Supplemental Reading: <i>A Chair for My Mother</i> , Vera B. Williams <i>Last Stop on Market Street</i> , Matt de la Pena <i>How Full Is Your Bucket?</i> Tom Rath <i>Sylvester and the Magic Pebble</i> , William Steig	G1 Activity: Feeling Thankful G2 Video: Gratitude
Lesson 10: Coping Strategies Week of 12/4 30-40 minutes	B-SMS 7. Demonstrate effective coping skills when faced with a problem	Students will learn strategies to help themselves feel better or things they can do to solve problems. <ul style="list-style-type: none"> coping strategies 	BASE Education: Coping Strategies Educator Guide G1 and G2 Supplemental Reading:	G1 Activity: My Handy Coping Strategies G2 Video: Coping Strategies

			<i>The Unbudgeable Curmudgeon</i> , Matthew Burgess <i>My Strong Mind</i> , Niels Van Hove <i>Listening to My Body</i> , Gabi Garcia	
Review Lessons 6-10 Week of 12/11	--	Students will review content covered in Lessons 6-10.	--	Teacher Resources Folder: Review Lessons 6-10
Weeks of 12/18 & 12/25	Winter Break			
Lesson 11: Families Week of 1/8 30-40 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	Students will learn how families can look different from their own and talk about how their families make them feel as well as why their families are important to them. <ul style="list-style-type: none"> family 	BASE Education: Families Educator Guide G1 and G2 Supplemental Reading: <i>The Family Book</i> , Todd Parr <i>The Great Big Book of Families</i> , Mary Hoffman <i>Families, Families, Families</i> , Suzanne and Max Lane	G1 Activity: My Family G2 Video: Families
Lesson 12: Self-Regulation Week of 1/15 30-40 minutes	B-SMS 2. Demonstrate self-discipline and self-control	Students will learn ways to stay in control over their emotions or ways to show feelings that are acceptable, safe, and	BASE Education: Self-Regulation Educator Guide	G1 Activity and Worksheet: My Feelings G2 Video: Self-Regulation

		<p>don't hurt themselves or others.</p> <ul style="list-style-type: none"> • self • regulation • self-regulation 	<p>G1 and G2 Supplemental Reading:</p> <p><i>How to Be a Superhero Called Self-Control!</i> <i>Super Powers to Help Younger Children Regulate Their Emotions and Senses</i>, Lauren Brukner</p> <p><i>My Magic Breath: Finding Calm Through Mindful Breathing</i>, Alison Taylor and Nick Ortner</p>	
<p>Lesson 13: Growth Mindset</p> <p>Week of 1/22</p> <p>30-40 minutes</p>	<p>B-SMS 6. Demonstrate ability to overcome barriers to learning</p>	<p>Students will learn what a growth mindset is, why having a growth mindset is important, and how having a growth mindset can feel.</p> <ul style="list-style-type: none"> • growth mindset 	<p>BASE Education: Growth Mindset Educator Guide</p> <p>G1 and G2 Supplemental Reading:</p> <p><i>What Do You Do With a Chance?</i> Kobi Yamada</p> <p><i>Jabari Jumps</i>, Gaia Cornwall</p> <p><i>The Book of Mistakes</i>, Corinna Luyken</p> <p><i>Drum Dream Girl: How One Girl's Courage Changed Music</i>, Margarita Engle</p>	<p>G1 Activity: I Can...</p> <p>G2 Video: Growth Mindset</p>

Middle-of-the-Year SEL Assessment Week of 1/29 15 minutes	--	--	--	G1 and G2: Middle-of-the-Year SEL Assessment
Semester 2 of 2				
Unit Number or Name Duration	Standards: Oregon SC Student Standards	Skills and Essential Vocabulary	Required Resources	Common Assessments
Lesson 14: Setting Goals Week of 2/5 30-40 minutes	B-LS 7. Identify long and short-term academic, career, social/emotional, and community involvement goals	Students will learn how to set strategic, measurable, realistic goals with an action plan and time limit. <ul style="list-style-type: none"> goal setting goals 	BASE Education: Setting Goals Educator Guide G1 and G2 Supplemental Reading: <i>Whistle for Willie</i> , Ezra Jack Keats <i>A Chair for My Mother</i> , Vera Williams <i>The Bee Tree</i> , Patricia Polacco	G1 Activity: My Goal G2 Video: Setting Goals
Lesson 15: Diversity Week of 2/12 30-40 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	Students will learn what diversity is, why diversity is important, and how we experience diversity. Students will feel what makes them diverse and that it's okay to feel different from others. <ul style="list-style-type: none"> diversity 	BASE Education: Diversity Educator Guide G1 and G2 Supplemental Reading: <i>If Kids Ran the World</i> , Leo Dillan and Diane Dillon Mango	G1 Activity: The Diversity Quilt G2 Video: Diversity

			<p><i>Mango, Abuela and Me</i>, Meg Medina</p> <p><i>Tar Beach</i>, Faith Ringgold</p> <p><i>I'm New Here</i>, Anne Sibley O'Brien</p> <p><i>Mama's Nightingale: A Story of Immigration and Separation</i>, Edwidge Danticat</p>	
Review Lessons 11-15 Week of 2/19	--	Students will review content covered in Lessons 11-15.	--	Teacher Resources Folder: Review Lessons 11-15
Lesson 16: Mindfulness Week of 2/26 30-40 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	<p>Students will learn the definition of mindfulness, what mindfulness feels like, and why mindfulness is important.</p> <ul style="list-style-type: none"> mindfulness 	<p>BASE Education: Mindfulness Educator Guide</p> <p>G1 and G2 Supplemental Reading:</p> <p><i>Alphabreaths: The ABCs of Mindful Breathing</i>, Christopher Willard</p> <p><i>The Boy with the Big, Big Feelings</i>, Britney Winn Lee</p> <p><i>I Am Peace: A Book of Mindfulness</i>, Susan Verde</p> <p><i>My Magic Breath: Finding Cal Through</i></p>	<p>G1 Worksheet: Walk Like a Fox</p> <p>G2 Video: Mindfulness</p>

			<i>Mindful Breathing</i> , Nick Ortner	
Lesson 17: Equity Week of 3/4 30 minutes	B-SS 5. Demonstrate ethical decision making and social responsibility	Students will learn that equity means that everyone gets what they need to be successful no matter where they are from, what they look like, or who they are. <ul style="list-style-type: none"> • fair • unfair • equity • equality • successful 	BASE Education: Equity Educator Guide G1 and G2 Supplemental Reading: <i>The Other Side</i> , Jaqueline Woodson <i>The Big Umbrella</i> , Amy June Bates	G1 Activity/Worksheet: Equality vs. Equity G2 Video: Equity
Week of 3/11	Parent-Teacher Conferences			
Lesson 18: Digital Safety Week of 3/18 30-40 minutes	B-SMS 9. Demonstrate personal safety skills	Students will learn the importance of being safe online. <ul style="list-style-type: none"> • digital • safety • online 	BASE Education: Digital Safety Educator Guide G1 and G2 Supplemental Reading: <i>Chicken Clicking</i> , Jeanne Willis and Tony Ross <i>The Technology Tail: A Digital Footprint Story</i> , Julia Cook <i>Once Upon a Time...Online: Happily Ever After Is Only a</i>	G1 Activity: Things I Keep Close to Me G2 Video: Digital Safety

			<i>Click Away!</i> , David Bedford	
Week of 3/25	Spring Break			
<p>Lessons 19: Teasing</p> <p>Week of 4/1</p> <p>30-40 minutes</p>	<p>B-SS 2. Create positive and supportive relationships with other students</p>	<p>Students will learn that although teasing can start as something small and might even feel funny or playful to the person doing the teasing, it is hurtful to the person being teased.</p> <ul style="list-style-type: none"> teasing 	<p>BASE Education: Teasing Educator Guide</p> <p>G1 and G2 Supplemental Reading:</p> <p><i>Tease Monster: A Book About Teasing vs. Bullying</i>, Julia Cook</p> <p><i>Stand Tall</i>, Molly Lou Melon</p> <p><i>Chrysanthemum</i>, Kevin Henkes</p>	<p>G1 Worksheet: Standing Up to Teasing</p> <p>G2 Video: Teasing</p>
<p>Lesson 20: Peer-Pressure</p> <p>Week of 4/8</p> <p>30 minutes</p>	<p>B-SMS 2. Demonstrate self-discipline and self-control</p>	<p>Students will learn the differences between positive and negative peer-pressure.</p> <ul style="list-style-type: none"> peer pressure peer-pressure 	<p>BASE Education: Peer-Pressure Educator Guide</p> <p>G1 and G2 Supplemental Reading:</p> <p><i>What Should Darla Do?</i> Ganit and Adir Levy</p> <p><i>Those Shoes</i>, Maribeth Boelts</p> <p><i>Leaping Lemmings!</i> John Briggs</p>	<p>G1 Worksheet: Peer-Pressure</p> <p>G2 Video: Peer- Pressure</p>

			<i>Odd Dog Out</i> , Rob Biddulph	
Review Lessons 16-20 Week of 4/15	--	Students will review content covered in Lessons 16-20.	--	Teacher Resources Folder: Review Lessons 16-20
Lesson 21: Bullying and Cyberbullying Week of 4/22 30 minutes	B-SS 2. Create positive and supportive relationships with other students	Students will learn that bullying/cyberbullying makes people feel as if they have power over someone which can make them feel as if they are stronger or better. <ul style="list-style-type: none"> bullying cyberbullying 	BASE Education: Bullying and Cyberbullying Educator Guide G1 and G2 Supplemental Reading: <i>The Smallest Girl in the Smallest Grade</i> , Justin Roberts <i>One</i> , Kathryn Otoshi	G1 Activity: Can This Be Bullying? G2 Video: Bullying and Cyberbullying
Lesson 22: Boundaries Week of 4/29 30-40 minutes	B-SMS 9. Demonstrate personal safety skills	Students will learn what boundaries are, how having boundaries can feel, and how to communicate boundaries. <ul style="list-style-type: none"> boundaries 	BASE Education: Boundaries Educator Guide G1 and G2 Supplemental Reading: <i>My Body! What I Say Goes!</i> Jayneen Sanders <i>A World of Pausabilities: An Exercise in Mindfulness</i> , Frank J. Sileo	G1 Worksheet: My Boundaries G2 Video: My Boundaries

			<i>Consent (for Kids!): Boundaries, Respect, and Being in Charge of You,</i> Rachel Brien	
Lessons 23: Anger Week of 5/6 30 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	<p>Students will learn that anger is a healthy feeling that helps to protect us when we feel someone has harmed us or done something to wrong us. Anger can happen slowly and build up like when we are frustrated by something hard, not working or when we have to wait.</p> <ul style="list-style-type: none"> • anger • angry • frustrated • furious • cope 	<p>BASE Education: Anger Educator Guide</p> <p>G1 and G2 Supplemental Reading:</p> <p><i>Cool Down and Work Through Anger</i>, Cheri J. Meiners</p> <p><i>Train Your Angry Dragon</i>, Steve Herman</p> <p><i>A Little Spot of Anger: A Story About Managing Big Emotions</i>, Diane Alber</p>	<p>G1 Worksheet: Angry Faces</p> <p>G2 Video: Anger</p>
Lesson 24: Worries Week of 5/13 30-40 minutes	B-SMS 7. Demonstrate effective coping skills when faced with a problem	<p>Students will learn that worries are a normal part of life, how to identify when their worries are too much, and what they can do to manage their worries.</p> <ul style="list-style-type: none"> • worries 	<p>BASE Education: Worries Educator Guide</p> <p>G1 and G2 Supplemental Reading:</p> <p><i>Wemberly Worried</i>, Kevin Henkes</p> <p><i>What to Do When You Worry Too Much</i>, Dawn Huebner</p>	<p>G1 Worksheet: My Worry Balloon</p> <p>G2 Video: Worries</p>

			<i>Always</i> , Ann Stott <i>The Invisible String</i> , Patrice Karst	
Lesson 25: Self-Esteem Week of 5/20 G40-50 minutes	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	Students will begin to learn about self-esteem by realizing that they may not be good at the same things as others. <ul style="list-style-type: none"> • self • esteem • self-esteem 	BASE Education: Self-Esteem Educator Guide G1 and G2 Supplemental Reading: <i>I Like Myself</i> , Karen Beaumont <i>I Am Enough</i> , Grace Byers <i>The Invisible Boy</i> , Trudy Ludwig	G1 Worksheet: Me Cake G2 Video: Self-Esteem
Review Lessons 21-25 Week of 5/27	--	Students will review content covered in Lessons 21-25.	--	--
End-of-the-Year SEL Assessment Week of 6/3 15 minutes	--	--	--	G1 and G2: End-of-the-Year SEL Assessment
Week of 6/10	--	--	--	--
End of Semester 2				