

**PATHS[®] Curriculum
Preschool/Kindergarten**

Alignment Report by Standard

to

**Common Core State Standards
for English Language Arts**

January 2011

Alignment Report by Standard

PATHS® Curriculum—Preschool/Kindergarten

Subject: English Language Arts

Standard: Common Core State Standards for English Language Arts

Source: Common Core State Standards Initiative

Note: The correlations between the PATHS Curriculum and common standards were created by an independent third party. They are applicable to the best of our knowledge as of the date they were created. As with any educational product, the effectiveness of this product depends on many factors, including teacher effectiveness and a child's learning pace and receptiveness. (12/2010)

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PATHS® Preschool/Kindergarten Curriculum Common Core State Standards for English Language Arts		
Reading Literature: Key Ideas and Details		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/ To introduce key social and emotional concepts that will lay the foundation for the development of self-control.
		PATHS-PK/K, V2, U5, L23 Advanced Compliments/ To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.
		PATHS-PK/K, V2, U6, L25 Making Choices/ To have children understand the process of making choices.
		PATHS-PK/K, V2, U6, L26 Solving Problems/ To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”
		PATHS-PK/K, V2, U8, L35 Worried/ To define the feeling “worried.” To help children recognize the facial expressions and body postures associated with feeling worried. To use a story to illustrate the meaning of the word “worried.” To informally introduce the idea of changing feelings. To provide visual representations of the feeling “worried.”
		PATHS-PK/K, V2, U8, L38 Furious/ To define the emotion “furious.” To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.
		PATHS-PK/K, V2, U8, L39 Guilty/ To define the feeling “guilty.” To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.
RL.K.2	With prompting and support, retell familiar stories, including key details.	PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/ To introduce key social and emotional concepts that will lay the foundation for the development of self-control.
		PATHS-PK/K, V1, U4, L15 Twiggle Learns to Do Turtle, Part 2/ To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.
		PATHS-PK/K, V2, U6, L25 Making Choices/ To have children understand the process of making choices.
		PATHS-PK/K, V2, U6, L26 Solving Problems/ To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	PATHS-PK/K, V1, U1, L1 Circle Rules/ To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.

		<p>PATHS-PK/K, V1, U2, L8 Twiggle Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p> <p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p> <p>PATHS-PK/K, V2, U6, L26 Solving Problems/To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p> <p>PATHS-PK/K, V2, U8, L34 Love/To help children better understand the feeling “love.” To informally discuss clues for understanding how other people feel. To informally introduce the idea that people can feel two conflicting feelings at the same time (such as love and anger). To encourage children to ask other people about their feelings. To illustrate that imagining something doesn’t make it real.</p> <p>PATHS-PK/K, V2, U8, L35 Worried/To define the feeling “worried.” To help children recognize the facial expressions and body postures associated with feeling worried. To use a story to illustrate the meaning of the word “worried.” To informally introduce the idea of changing feelings. To provide visual representations of the feeling “worried.”</p> <p>PATHS-PK/K, V2, U8, L37 Jealous/To define the emotion “jealous.” To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L38 Furious/To define the emotion “furious.” To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L39 Guilty/To define the feeling “guilty.” To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.</p>
<p>Reading Literature: Craft and Structure</p>		
RL.K.4	Ask and answer questions about unknown words in a text.	<p>PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p> <p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p> <p>PATHS-PK/K, V2, U6, L26 Solving Problems/To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p>

		<p>PATHS-PK/K, V2, U8, L34 Love/To help children better understand the feeling “love.” To informally discuss clues for understanding how other people feel. To informally introduce the idea that people can feel two conflicting feelings at the same time (such as love and anger). To encourage children to ask other people about their feelings. To illustrate that imagining something doesn’t make it real.</p> <p>PATHS-PK/K, V2, U8, L35 Worried/To define the feeling “worried.” To help children recognize the facial expressions and body postures associated with feeling worried. To use a story to illustrate the meaning of the word “worried.” To informally introduce the idea of changing feelings. To provide visual representations of the feeling “worried.”</p> <p>PATHS-PK/K, V2, U8, L37 Jealous/To define the emotion “jealous.” To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L38 Furious/To define the emotion “furious.” To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L39 Guilty/To define the feeling “guilty.” To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.</p>
<p>Reading Literature: Integration of Knowledge and Ideas</p>		
<p>RL.K.7</p>	<p>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>PATHS-PK/K, V1, U1, L1 Circle Rules/To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.</p> <p>PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS-PK/K, V1, U4, L14 Twiggie Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L15 Twiggie Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p> <p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p> <p>PATHS-PK/K, V2, U8, L37 Jealous/To define the emotion “jealous.” To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.</p>

Reading Literature: Range of Reading and Level of Text Complexity		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	PATHS-PK/K, V1, U1, L1 Circle Rules/ To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.
		PATHS-PK/K, V1, U1, L2 PATHS Animals/ To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.
		PATHS-PK/K, V1, U1, L3 PATHS Kid for Today/ To have children associate PATHS lessons with responsibility and fun.
		PATHS-PK/K, V1, U1, L4 Compliments I/ To teach children the meaning of the word "compliment." To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children's self-esteem.
		PATHS-PK/K, V1, U2, L5 We All Have Feelings/ To help children understand other people's feelings. To promote a sense of community between children.
		PATHS-PK/K, V1, U2, L6 Happy/ To define the feeling "happy." To help children recognize the facial expressions and body postures associated with the feeling "happy." To present common situations that cause people to feel happy. To help children understand other people's feelings.
		PATHS-PK/K, V1, U2, L7 Sad/ To define the feeling "sad." To help children recognize the facial expressions and body postures associated with the feeling "sad." To provide examples of different reasons for feeling sad. To help children understand other people's emotions.
		PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/ To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.
		PATHS-PK/K, V1, U2, L9 Compliments II/ To develop children's prosocial skills. To encourage children's support and respect for each other. To enhance children's self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.
		PATHS-PK/K, V1, U3, L10 Mad or Angry I/ To define the feeling "mad." To help children recognize the facial expressions and body postures associated with the feeling "mad." To provide examples of different reasons for feeling angry. To provide visual representations of the feeling "mad." To help children understand other people's feelings.
		PATHS-PK/K, V1, U3, L11 Scared or Afraid/ To define the feeling "scared." To help children recognize the facial expressions and body postures associated with the feeling "scared." To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people's feelings.
		PATHS-PK/K, V1, U3, L12 My Feelings/ To review the four basic feelings. To help children understand that all emotions should be valued and are OK.
		PATHS-PK/K, V1, U3, L13 Mad II/ To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people's feelings.
		PATHS-PK/K, V1, U4, L14 Twiggie Learns to Do Turtle, Part 1/ To introduce key social and emotional concepts that will lay the foundation for the development of self-control.

		<p>PATHS-PK/K, V1, U4, L15 Twiggle Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p>
		<p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p>
		<p>PATHS-PK/K, V1, U4, L18 Appropriate Turtles II/To expand children's knowledge of appropriate times to do Turtle. To reinforce children's awareness that doing Turtle is a signal to others.</p>
		<p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling "calm" or "relaxed." To introduce some of the facial cues and body postures associated with the feeling "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p>
		<p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p>
		<p>PATHS-PK/K, V2, U5, L21 Sharing and Caring II/To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling "confused" and the concepts "jealousy," "greed" and "selfishness."</p>
		<p>PATHS-PK/K, V2, U5, L22 Twiggle's Special Day/To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.</p>
		<p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p>
		<p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p>
		<p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p>
		<p>PATHS-PK/K, V2, U6, L26 Solving Problems/To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word "solution."</p>
		<p>PATHS-PK/K, V2, U6, L27 Solving Problems with Friends/To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p>
		<p>PATHS-PK/K, V2, U7, L28 Comfortable and Uncomfortable/To teach children the meaning of the words "comfortable" and "uncomfortable."</p>
		<p>PATHS-PK/K, V2, U7, L29 Different Types of Feelings/To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.</p>

		<p>PATHS-PK/K, V2, U7, L30 Excited/To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p> <p>PATHS-PK/K, V2, U7, L31 Tired/To define the feeling “tired.” To help children recognize the facial expressions and body postures associated with the feeling “tired.” To provide examples of different reasons for feeling tired. To explain that “tired” is an uncomfortable feeling. To provide visual representations of the feeling “tired.”</p> <p>PATHS-PK/K, V2, U7, L32 Frustrated/To define the feeling “frustrated.” To teach children the facial expressions and body postures associated with the feeling “frustrated.” To provide examples of things that make people feel frustrated. To explain that “frustrated” is an uncomfortable feeling. To provide visual representations of the feeling “frustrated.”</p> <p>PATHS-PK/K, V2, U7, L33 Proud/To define the feeling “proud.” To teach children the facial expressions and body postures associated with the feeling “proud.” To provide examples of things that might make people feel proud. To explain that “proud” is a comfortable feeling. To provide visual representations of the feeling “proud.”</p> <p>PATHS-PK/K, V2, U8, L34 Love/To help children better understand the feeling “love.” To informally discuss clues for understanding how other people feel. To informally introduce the idea that people can feel two conflicting feelings at the same time (such as love and anger). To encourage children to ask other people about their feelings. To illustrate that imagining something doesn’t make it real.</p> <p>PATHS-PK/K, V2, U8, L35 Worried/To define the feeling “worried.” To help children recognize the facial expressions and body postures associated with feeling worried. To use a story to illustrate the meaning of the word “worried.” To informally introduce the idea of changing feelings. To provide visual representations of the feeling “worried.”</p> <p>PATHS-PK/K, V2, U8, L36 Disappointed/To define the emotion “disappointed.” To help children recognize the facial expressions and body postures associated with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling “disappointed.” To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings.</p> <p>PATHS-PK/K, V2, U8, L37 Jealous/To define the emotion “jealous.” To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L38 Furious/To define the emotion “furious.” To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L39 Guilty/To define the feeling “guilty.” To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.</p>
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Reading Informational Text: Integration of Knowledge and Ideas		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	PATHS-PK/K, V1, U1, L1 Circle Rules /To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.
		PATHS-PK/K, V1, U4, L16 Turtle Technique Review /To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.
Reading Informational Text: Range of Reading and Level of Text Complexity		
RI.K.10	Actively engage in group reading activities with purpose and understanding.	PATHS-PK/K, V1, U1, L2 PATHS Animals /To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.
		PATHS-PK/K, V1, U1, L3 PATHS Kid for Today /To have children associate PATHS lessons with responsibility and fun.
		PATHS-PK/K, V1, U1, L4 Compliments I /To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.
		PATHS-PK/K, V1, U2, L5 We All Have Feelings /To help children understand other people’s feelings. To promote a sense of community between children.
		PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings /To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.
		PATHS-PK/K, V1, U2, L6 Happy /To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.
		PATHS-PK/K, V1, U2, L7 Sad /To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.
		PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends /To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.
		PATHS-PK/K, V1, U2, L9 Compliments II /To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.
		PATHS-PK/K, V1, U3, ESS2 Sharing Mad and Scared Feelings /To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.

		<p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U4, ESS3 Sharing Feelings: Basic Emotions/To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings “happy,” “sad,” “mad,” “scared,” and “calm.” To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling “calm.”</p> <p>PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L15 Twiggle Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS-PK/K, V1, U4, L17 Appropriate Turtles I/To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L18 Appropriate Turtles II/To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p> <p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p>
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		<p>PATHS-PK/K, V2, U7, L33 Proud/To define the feeling “proud.” To teach children the facial expressions and body postures associated with the feeling “proud.” To provide examples of things that might make people feel proud. To explain that “proud” is a comfortable feeling. To provide visual representations of the feeling “proud.”</p>
		<p>PATHS-PK/K, V2, U8, ESS5 Sharing Emotions: Advanced Emotions/To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause emotions. To reinforce the facial and behavioral cues associated with feelings.</p>
		<p>PATHS-PK/K, V2, U8, L35 Worried/To define the feeling “worried.” To help children recognize the facial expressions and body postures associated with feeling worried. To use a story to illustrate the meaning of the word “worried.” To informally introduce the idea of changing feelings. To provide visual representations of the feeling “worried.”</p>
		<p>PATHS-PK/K, V2, U8, L36 Disappointed/To define the emotion “disappointed.” To help children recognize the facial expressions and body postures associated with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling “disappointed.” To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings.</p>
		<p>PATHS-PK/K, V2, U8, L37 Jealous/To define the emotion “jealous.” To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.</p>
		<p>PATHS-PK/K, V2, U8, L38 Furious/To define the emotion “furious.” To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.</p>
		<p>PATHS-PK/K, V2, U8, L39 Guilty/To define the feeling “guilty.” To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.</p>
		<p>PATHS-PK/K, V2, U8, L40 Generous/To define the feeling “generous.” To teach children the facial expressions and body postures associated with the feeling “generous.” To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as “happy” and “proud.” To show that caring for our friends can result in feeling generous.</p>
		<p>PATHS-PK/K, V2, U9, L41 PATHS Preschool/Kindergarten Review/To review all of the feelings vocabulary learned in PATHS lessons. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS lessons. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.</p>
		<p>PATHS-PK/K, V2, U9, L42 Saying Goodbye/To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings.</p>

		<p>PATHS-PK/K, V2, U9, L43 Ending and Transitioning/To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p> <p>PATHS-PK/K, V2, U9, L44 PATHS Party/To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.</p>
Reading – Foundational Skills: Print Concepts		
RF.K.1b	Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.	PATHS-PK/K, V2, U5, L23 Advanced Compliments /To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.
Reading – Foundational Skills: Phonological Awareness		
RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.	<p>PATHS-PK/K, V1, U1, L2 PATHS Animals/To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U4, L14 Twiggie Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L15 Twiggie Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p>

		<p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS-PK/K, V2, U5, L21 Sharing and Caring II/To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling “confused” and the concepts “jealousy,” “greed” and “selfishness.”</p> <p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p> <p>PATHS-PK/K, V2, U6, L27 Solving Problems with Friends/To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p> <p>PATHS-PK/K, V2, U7, L28 Comfortable and Uncomfortable/To teach children the meaning of the words “comfortable” and “uncomfortable.”</p> <p>PATHS-PK/K, V2, U7, L30 Excited/To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p> <p>PATHS-PK/K, V2, U7, L31 Tired/To define the feeling “tired.” To help children recognize the facial expressions and body postures associated with the feeling “tired.” To provide examples of different reasons for feeling tired. To explain that “tired” is an uncomfortable feeling. To provide visual representations of the feeling “tired.”</p>
RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.	PATHS-PK/K, V1, U2, L5 We All Have Feelings /To help children understand other people’s feelings. To promote a sense of community between children.
Reading – Foundational Skills: Phonics and Word Recognition		
RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p>PATHS-PK/K, V1, U1, L1 Circle Rules/To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.</p> <p>PATHS-PK/K, V1, U1, L2 PATHS Animals/To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.</p> <p>PATHS-PK/K, V1, U1, L3 PATHS Kid for Today/To have children associate PATHS lessons with responsibility and fun.</p> <p>PATHS-PK/K, V1, U1, L4 Compliments I/To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p>

	<p>PATHS-PK/K, V1, U2, L5 We All Have Feelings/To help children understand other people’s feelings. To promote a sense of community between children.</p>
	<p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p>
	<p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p>
	<p>PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p>
	<p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p>
	<p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p>
	<p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p>
	<p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p>
	<p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p>
	<p>PATHS-PK/K, V1, U4, L14 Twiggie Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p>
	<p>PATHS-PK/K, V1, U4, L15 Twiggie Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p>
	<p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p>
	<p>PATHS-PK/K, V1, U4, L18 Appropriate Turtles II/To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p>
	<p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p>

	<p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p>
	<p>PATHS-PK/K, V2, U5, L21 Sharing and Caring II/To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling “confused” and the concepts “jealousy,” “greed” and “selfishness.”</p>
	<p>PATHS-PK/K, V2, U5, L22 Twiddle’s Special Day/To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.</p>
	<p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p>
	<p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p>
	<p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p>
	<p>PATHS-PK/K, V2, U6, L26 Solving Problems/To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p>
	<p>PATHS-PK/K, V2, U6, L27 Solving Problems with Friends/To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p>
	<p>PATHS-PK/K, V2, U7, L28 Comfortable and Uncomfortable/To teach children the meaning of the words “comfortable” and “uncomfortable.”</p>
	<p>PATHS-PK/K, V2, U7, L29 Different Types of Feelings/To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.</p>
	<p>PATHS-PK/K, V2, U7, L30 Excited/To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p>
	<p>PATHS-PK/K, V2, U7, L31 Tired/To define the feeling “tired.” To help children recognize the facial expressions and body postures associated with the feeling “tired.” To provide examples of different reasons for feeling tired. To explain that “tired” is an uncomfortable feeling. To provide visual representations of the feeling “tired.”</p>
	<p>PATHS-PK/K, V2, U7, L32 Frustrated/To define the feeling “frustrated.” To teach children the facial expressions and body postures associated with the feeling “frustrated.” To provide examples of things that make people feel frustrated. To explain that “frustrated” is an uncomfortable feeling. To provide visual representations of the feeling “frustrated.”</p>

		<p>PATHS-PK/K, V2, U7, L33 Proud/To define the feeling “proud.” To teach children the facial expressions and body postures associated with the feeling “proud.” To provide examples of things that might make people feel proud. To explain that “proud” is a comfortable feeling. To provide visual representations of the feeling “proud.”</p> <p>PATHS-PK/K, V2, U8, L34 Love/To help children better understand the feeling “love.” To informally discuss clues for understanding how other people feel. To informally introduce the idea that people can feel two conflicting feelings at the same time (such as love and anger). To encourage children to ask other people about their feelings. To illustrate that imagining something doesn’t make it real.</p> <p>PATHS-PK/K, V2, U8, L35 Worried/To define the feeling “worried.” To help children recognize the facial expressions and body postures associated with feeling worried. To use a story to illustrate the meaning of the word “worried.” To informally introduce the idea of changing feelings. To provide visual representations of the feeling “worried.”</p> <p>PATHS-PK/K, V2, U8, L36 Disappointed/To define the emotion “disappointed.” To help children recognize the facial expressions and body postures associated with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling “disappointed.” To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings.</p> <p>PATHS-PK/K, V2, U8, L37 Jealous/To define the emotion “jealous.” To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L38 Furious/To define the emotion “furious.” To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L39 Guilty/To define the feeling “guilty.” To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U9, L42 Saying Goodbye/To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings.</p> <p>PATHS-PK/K, V2, U9, L44 PATHS Party/To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.</p>
Reading – Foundational Skills: Fluency		
RF.K.4	Read emergent-reader texts with purpose and understanding.	PATHS-PK/K, V1, U1, L1 Circle Rules /To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.

	<p>PATHS-PK/K, V1, U1, L2 PATHS Animals/To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.</p> <p>PATHS-PK/K, V1, U1, L3 PATHS Kid for Today/To have children associate PATHS lessons with responsibility and fun.</p> <p>PATHS-PK/K, V1, U1, L4 Compliments I/To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p> <p>PATHS-PK/K, V1, U2, L5 We All Have Feelings/To help children understand other people’s feelings. To promote a sense of community between children.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U4, L14 Twiggie Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L15 Twiggie Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS-PK/K, V1, U4, L18 Appropriate Turtles II/To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p>
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		<p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p> <p>PATHS-PK/K, V2, U5, L21 Sharing and Caring II/To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling “confused” and the concepts “jealousy,” “greed” and “selfishness.”</p> <p>PATHS-PK/K, V2, U5, L22 Twiggie’s Special Day/To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.</p> <p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p> <p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p> <p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p> <p>PATHS-PK/K, V2, U6, L26 Solving Problems/To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p> <p>PATHS-PK/K, V2, U6, L27 Solving Problems with Friends/To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p> <p>PATHS-PK/K, V2, U7, L28 Comfortable and Uncomfortable/To teach children the meaning of the words “comfortable” and “uncomfortable.”</p> <p>PATHS-PK/K, V2, U7, L29 Different Types of Feelings/To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.</p> <p>PATHS-PK/K, V2, U7, L30 Excited/To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p> <p>PATHS-PK/K, V2, U7, L31 Tired/To define the feeling “tired.” To help children recognize the facial expressions and body postures associated with the feeling “tired.” To provide examples of different reasons for feeling tired. To explain that “tired” is an uncomfortable feeling. To provide visual representations of the feeling “tired.”</p>
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<p>Writing: Text Types and Purposes</p>		
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some	PATHS-PK/K, V2, U9, L41 PATHS Preschool/Kindergarten Review /To review all of the feelings vocabulary learned in PATHS lessons. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS lessons. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.

	information about the topic.	PATHS-PK/K, V2, U9, L43 Ending and Transitioning /To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V2, U6, L27 Solving Problems with Friends/To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p> <p>PATHS-PK/K, V2, U7, L32 Frustrated/To define the feeling “frustrated.” To teach children the facial expressions and body postures associated with the feeling “frustrated.” To provide examples of things that make people feel frustrated. To explain that “frustrated” is an uncomfortable feeling. To provide visual representations of the feeling “frustrated.”</p> <p>PATHS-PK/K, V2, U9, L41 PATHS Preschool/Kindergarten Review/To review all of the feelings vocabulary learned in PATHS lessons. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS lessons. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.</p>
Writing: Production and Distribution of Writing		
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p> <p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p> <p>PATHS-PK/K, V2, U6, L27 Solving Problems with Friends/To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p> <p>PATHS-PK/K, V2, U9, L41 PATHS Preschool/Kindergarten Review/To review all of the feelings vocabulary learned in PATHS lessons. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS lessons. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.</p> <p>PATHS-PK/K, V2, U9, L43 Ending and Transitioning/To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p>

W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p> <p>PATHS-PK/K, V2, U9, L41 PATHS Preschool/Kindergarten Review/To review all of the feelings vocabulary learned in PATHS lessons. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS lessons. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.</p>
<p>Writing: Research to Build and Present Knowledge</p>		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>PATHS-PK/K, V1, U1, L4 Compliments I/To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p> <p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p> <p>PATHS-PK/K, V2, U7, L32 Frustrated/To define the feeling “frustrated.” To teach children the facial expressions and body postures associated with the feeling “frustrated.” To provide examples of things that make people feel frustrated. To explain that “frustrated” is an uncomfortable feeling. To provide visual representations of the feeling “frustrated.”</p> <p>PATHS-PK/K, V2, U9, L41 PATHS Preschool/Kindergarten Review/To review all of the feelings vocabulary learned in PATHS lessons. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS lessons. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.</p>

		PATHS-PK/K, V2, U9, L43 Ending and Transitioning /To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.
Speaking and Listening: Comprehension and Collaboration		
SL.K.1a	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	PATHS-PK/K, V1, U1, L1 Circle Rules /To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.
		PATHS-PK/K, V1, U1, L3 PATHS Kid for Today /To have children associate PATHS lessons with responsibility and fun.
		PATHS-PK/K, V1, U1, L4 Compliments I /To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.
		PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings /To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.
		PATHS-PK/K, V1, U2, L5 We All Have Feelings /To help children understand other people’s feelings. To promote a sense of community between children.
		PATHS-PK/K, V1, U2, L6 Happy /To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.
		PATHS-PK/K, V1, U2, L7 Sad /To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.
		PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends /To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.
		PATHS-PK/K, V1, U2, L9 Compliments II /To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.
		PATHS-PK/K, V1, U3, ESS2 Sharing Mad and Scared Feelings /To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.
PATHS-PK/K, V1, U3, L10 Mad or Angry I /To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.		

		<p>PATHS-PK/K, V1, U4, ESS3 Sharing Feelings: Basic Emotions/To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings “happy,” “sad,” “mad,” “scared,” and “calm.” To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling “calm.”</p> <p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS-PK/K, V1, U4, L17 Appropriate Turtles I/To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L18 Appropriate Turtles II/To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p> <p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p> <p>PATHS-PK/K, V2, U5, L21 Sharing and Caring II/To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling “confused” and the concepts “jealousy,” “greed” and “selfishness.”</p> <p>PATHS-PK/K, V2, U5, L22 Twiggie’s Special Day/To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.</p> <p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p> <p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p> <p>PATHS-PK/K, V2, U7, ESS4 Sharing Feelings: Intermediate Emotions/To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause different feelings. To reinforce the facial and behavioral cues associated with different feelings.</p> <p>PATHS-PK/K, V2, U8, ESS5 Sharing Emotions: Advanced Emotions/To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause emotions. To reinforce the facial and behavioral cues associated with feelings.</p>
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		<p>PATHS-PK/K, V2, U8, L36 Disappointed/To define the emotion “disappointed.” To help children recognize the facial expressions and body postures associated with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling “disappointed.” To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings.</p> <p>PATHS-PK/K, V2, U9, L41 PATHS Preschool/Kindergarten Review/To review all of the feelings vocabulary learned in PATHS lessons. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS lessons. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.</p> <p>PATHS-PK/K, V2, U9, L44 PATHS Party/To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.</p>
<p>SL.K.1b</p>	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Continue a conversation through multiple exchanges.</p>	<p>PATHS-PK/K, V1, U1, L2 PATHS Animals/To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.</p> <p>PATHS-PK/K, V1, U1, L4 Compliments I/To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p> <p>PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings/To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p> <p>PATHS-PK/K, V1, U2, L5 We All Have Feelings/To help children understand other people’s feelings. To promote a sense of community between children.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p> <p>PATHS-PK/K, V1, U3, ESS2 Sharing Mad and Scared Feelings/To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p>

		<p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U4, ESS3 Sharing Feelings: Basic Emotions/To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings “happy,” “sad,” “mad,” “scared,” and “calm.” To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling “calm.”</p> <p>PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L15 Twiggle Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS-PK/K, V1, U4, L17 Appropriate Turtles I/To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L18 Appropriate Turtles II/To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p> <p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V1, U1, L1 Circle Rules/To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.</p>
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	<p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p>
	<p>PATHS-PK/K, V2, U5, L21 Sharing and Caring II/To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling “confused” and the concepts “jealousy,” “greed” and “selfishness.”</p>
	<p>PATHS-PK/K, V2, U5, L22 Twiggle’s Special Day/To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.</p>
	<p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p>
	<p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p>
	<p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p>
	<p>PATHS-PK/K, V2, U6, L26 Solving Problems/To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p>
	<p>PATHS-PK/K, V2, U6, L27 Solving Problems with Friends/To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p>
	<p>PATHS-PK/K, V2, U7, ESS4 Sharing Feelings: Intermediate Emotions/To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause different feelings. To reinforce the facial and behavioral cues associated with different feelings.</p>
	<p>PATHS-PK/K, V2, U7, L28 Comfortable and Uncomfortable/To teach children the meaning of the words “comfortable” and “uncomfortable.”</p>
	<p>PATHS-PK/K, V2, U7, L29 Different Types of Feelings/To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.</p>
	<p>PATHS-PK/K, V2, U7, L30 Excited/To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p>
	<p>PATHS-PK/K, V2, U7, L31 Tired/To define the feeling “tired.” To help children recognize the facial expressions and body postures associated with the feeling “tired.” To provide examples of different reasons for feeling tired. To explain that “tired” is an uncomfortable feeling. To provide visual representations of the feeling “tired.”</p>

		<p>PATHS-PK/K, V2, U7, L32 Frustrated/To define the feeling “frustrated.” To teach children the facial expressions and body postures associated with the feeling “frustrated.” To provide examples of things that make people feel frustrated. To explain that “frustrated” is an uncomfortable feeling. To provide visual representations of the feeling “frustrated.”</p> <p>PATHS-PK/K, V2, U7, L33 Proud/To define the feeling “proud.” To teach children the facial expressions and body postures associated with the feeling “proud.” To provide examples of things that might make people feel proud. To explain that “proud” is a comfortable feeling. To provide visual representations of the feeling “proud.”</p> <p>PATHS-PK/K, V2, U8, L34 Love/To help children better understand the feeling “love.” To informally discuss clues for understanding how other people feel. To informally introduce the idea that people can feel two conflicting feelings at the same time (such as love and anger). To encourage children to ask other people about their feelings. To illustrate that imagining something doesn’t make it real.</p> <p>PATHS-PK/K, V2, U8, L35 Worried/To define the feeling “worried.” To help children recognize the facial expressions and body postures associated with feeling worried. To use a story to illustrate the meaning of the word “worried.” To informally introduce the idea of changing feelings. To provide visual representations of the feeling “worried.”</p> <p>PATHS-PK/K, V2, U8, L36 Disappointed/To define the emotion “disappointed.” To help children recognize the facial expressions and body postures associated with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling “disappointed.” To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings.</p> <p>PATHS-PK/K, V2, U8, L37 Jealous/To define the emotion “jealous.” To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L38 Furious/To define the emotion “furious.” To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L39 Guilty/To define the feeling “guilty.” To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.</p> <p>PATHS-PK/K, V2, U8, L40 Generous/To define the feeling “generous.” To teach children the facial expressions and body postures associated with the feeling “generous.” To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as “happy” and “proud.” To show that caring for our friends can result in feeling generous.</p> <p>PATHS-PK/K, V2, U9, L41 PATHS Preschool/Kindergarten Review/To review all of the feelings vocabulary learned in PATHS lessons. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS lessons. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.</p>
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		<p>PATHS-PK/K, V2, U9, L42 Saying Goodbye/To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings.</p> <p>PATHS-PK/K, V2, U9, L43 Ending and Transitioning/To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p> <p>PATHS-PK/K, V2, U9, L44 PATHS Party/To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.</p>
<p>SL.K.2</p>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>PATHS-PK/K, V1, U1, L1 Circle Rules/To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.</p> <p>PATHS-PK/K, V1, U1, L2 PATHS Animals/To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.</p> <p>PATHS-PK/K, V1, U1, L3 PATHS Kid for Today/To have children associate PATHS lessons with responsibility and fun.</p> <p>PATHS-PK/K, V1, U1, L4 Compliments I/To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p> <p>PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings/To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p> <p>PATHS-PK/K, V1, U2, L5 We All Have Feelings/To help children understand other people’s feelings. To promote a sense of community between children.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p>

		<p>PATHS-PK/K, V1, U3, ESS2 Sharing Mad and Scared Feelings/To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U4, ESS3 Sharing Feelings: Basic Emotions/To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings “happy,” “sad,” “mad,” “scared,” and “calm.” To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling “calm.”</p> <p>PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L15 Twiggle Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS-PK/K, V1, U4, L17 Appropriate Turtles I/To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L18 Appropriate Turtles II/To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p> <p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p>
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		<p>PATHS-PK/K, V2, U9, L43 Ending and Transitioning/To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p>
		<p>PATHS-PK/K, V2, U9, L44 PATHS Party/To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.</p>
<p>SL.K.3</p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>PATHS-PK/K, V1, U1, L1 Circle Rules/To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.</p> <p>PATHS-PK/K, V1, U1, L2 PATHS Animals/To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.</p> <p>PATHS-PK/K, V1, U1, L3 PATHS Kid for Today/To have children associate PATHS lessons with responsibility and fun.</p> <p>PATHS-PK/K, V1, U1, L4 Compliments I/To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p> <p>PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings/To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p> <p>PATHS-PK/K, V1, U2, L5 We All Have Feelings/To help children understand other people’s feelings. To promote a sense of community between children.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p>

		<p>PATHS-PK/K, V1, U3, ESS2 Sharing Mad and Scared Feelings/To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U4, ESS3 Sharing Feelings: Basic Emotions/To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings “happy,” “sad,” “mad,” “scared,” and “calm.” To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling “calm.”</p> <p>PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L15 Twiggle Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS-PK/K, V1, U4, L17 Appropriate Turtles I/To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L18 Appropriate Turtles II/To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p> <p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p>
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<p>Speaking and Listening: Presentation of Knowledge and Ideas</p>		
<p>SL.K.4</p>	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>PATHS-PK/K, V1, U1, L1 Circle Rules/To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn appropriate classroom behavior for Circle Time and other classroom activities. To help children generate logical consequences. To establish a physically and emotionally safe classroom environment. To create and model a calm and positive learning atmosphere that is built on trust and warmth.</p> <p>PATHS-PK/K, V1, U1, L2 PATHS Animals/To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.</p> <p>PATHS-PK/K, V1, U1, L4 Compliments I/To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p> <p>PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings/To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p> <p>PATHS-PK/K, V1, U2, L5 We All Have Feelings/To help children understand other people’s feelings. To promote a sense of community between children.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p>

		<p>PATHS-PK/K, V1, U3, ESS2 Sharing Mad and Scared Feelings/To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U4, ESS3 Sharing Feelings: Basic Emotions/To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings “happy,” “sad,” “mad,” “scared,” and “calm.” To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling “calm.”</p> <p>PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L15 Twiggle Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS-PK/K, V1, U4, L17 Appropriate Turtles I/To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L18 Appropriate Turtles II/To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p> <p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p>
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		<p>PATHS-PK/K, V2, U9, L42 Saying Goodbye/To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings.</p> <p>PATHS-PK/K, V2, U9, L43 Ending and Transitioning/To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p> <p>PATHS-PK/K, V2, U9, L44 PATHS Party/To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.</p>
<p>SL.K.5</p>	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>PATHS-PK/K, V1, U1, L2 PATHS Animals/To have children become familiar with turtles and the other animals that are used throughout the PATHS Preschool/Kindergarten curriculum.</p> <p>PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings/To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p> <p>PATHS-PK/K, V1, U2, L5 We All Have Feelings/To help children understand other people’s feelings. To promote a sense of community between children.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p> <p>PATHS-PK/K, V1, U3, ESS2 Sharing Mad and Scared Feelings/To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p>

		<p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U4, L14 Twiggie Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L15 Twiggie Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p> <p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V2, U5, L20 Sharing and Caring I/To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.</p> <p>PATHS-PK/K, V2, U5, L21 Sharing and Caring II/To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling “confused” and the concepts “jealousy,” “greed” and “selfishness.”</p> <p>PATHS-PK/K, V2, U5, L22 Twiggie’s Special Day/To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.</p> <p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p> <p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p> <p>PATHS-PK/K, V2, U6, L26 Solving Problems/To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p>
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<p>SL.K.6</p>	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings/To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L8 Twiggie Makes Friends/To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p>

	<p>PATHS-PK/K, V1, U4, L14 Twiggle Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p>
	<p>PATHS-PK/K, V1, U4, L15 Twiggle Learns to Do Turtle, Part 2/To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p>
	<p>PATHS-PK/K, V1, U4, L16 Turtle Technique Review/To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p>
	<p>PATHS-PK/K, V2, U5, L21 Sharing and Caring II/To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling “confused” and the concepts “jealousy,” “greed” and “selfishness.”</p>
	<p>PATHS-PK/K, V2, U5, L22 Twiggle’s Special Day/To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.</p>
	<p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p>
	<p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p>
	<p>PATHS-PK/K, V2, U6, L27 Solving Problems with Friends/To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p>
	<p>PATHS-PK/K, V2, U7, L28 Comfortable and Uncomfortable/To teach children the meaning of the words “comfortable” and “uncomfortable.”</p>
	<p>PATHS-PK/K, V2, U7, L30 Excited/To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p>
	<p>PATHS-PK/K, V2, U7, L31 Tired/To define the feeling “tired.” To help children recognize the facial expressions and body postures associated with the feeling “tired.” To provide examples of different reasons for feeling tired. To explain that “tired” is an uncomfortable feeling. To provide visual representations of the feeling “tired.”</p>
	<p>PATHS-PK/K, V2, U8, L34 Love/To help children better understand the feeling “love.” To informally discuss clues for understanding how other people feel. To informally introduce the idea that people can feel two conflicting feelings at the same time (such as love and anger). To encourage children to ask other people about their feelings. To illustrate that imagining something doesn’t make it real.</p>
	<p>PATHS-PK/K, V2, U9, L42 Saying Goodbye/To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings.</p>

		PATHS-PK/K, V2, U9, L44 PATHS Party /To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.
Language: Vocabulary Acquisition and Use		
L.K.5a	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	PATHS-PK/K, V2, U5, L23 Advanced Compliments /To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.
		PATHS-PK/K, V2, U7, L29 Different Types of Feelings /To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.
		PATHS-PK/K, V2, U7, L30 Excited /To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”
		PATHS-PK/K, V2, U8, L36 Disappointed /To define the emotion “disappointed.” To help children recognize the facial expressions and body postures associated with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling “disappointed.” To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings.
		PATHS-PK/K, V2, U8, L40 Generous /To define the feeling “generous.” To teach children the facial expressions and body postures associated with the feeling “generous.” To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as “happy” and “proud.” To show that caring for our friends can result in feeling generous.
		PATHS-PK/K, V2, U9, L41 PATHS Preschool/Kindergarten Review /To review all of the feelings vocabulary learned in PATHS lessons. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS lessons. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.
L.K.5b	With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	PATHS-PK/K, V2, U5, L21 Sharing and Caring II /To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling “confused” and the concepts “jealousy,” “greed” and “selfishness.”
		PATHS-PK/K, V2, U7, L28 Comfortable and Uncomfortable /To teach children the meaning of the words “comfortable” and “uncomfortable.”
		PATHS-PK/K, V2, U7, L29 Different Types of Feelings /To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.
		PATHS-PK/K, V2, U9, L42 Saying Goodbye /To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings.

		<p>PATHS-PK/K, V2, U9, L43 Ending and Transitioning/To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p>
		<p>PATHS-PK/K, V2, U9, L44 PATHS Party/To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.</p>
<p>L.K.5c</p>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings/To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p> <p>PATHS-PK/K, V1, U3, ESS2 Sharing Mad and Scared Feelings/To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p>

		<p>PATHS-PK/K, V1, U4, ESS3 Sharing Feelings: Basic Emotions/To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings “happy,” “sad,” “mad,” “scared,” and “calm.” To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling “calm.”</p> <p>PATHS-PK/K, V1, U4, L14 Twiggie Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p> <p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p> <p>PATHS-PK/K, V2, U6, L26 Solving Problems/To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p> <p>PATHS-PK/K, V2, U7, ESS4 Sharing Feelings: Intermediate Emotions/To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause different feelings. To reinforce the facial and behavioral cues associated with different feelings.</p> <p>PATHS-PK/K, V2, U7, L28 Comfortable and Uncomfortable/To teach children the meaning of the words “comfortable” and “uncomfortable.”</p> <p>PATHS-PK/K, V2, U7, L29 Different Types of Feelings/To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.</p> <p>PATHS-PK/K, V2, U7, L30 Excited/To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p> <p>PATHS-PK/K, V2, U7, L31 Tired/To define the feeling “tired.” To help children recognize the facial expressions and body postures associated with the feeling “tired.” To provide examples of different reasons for feeling tired. To explain that “tired” is an uncomfortable feeling. To provide visual representations of the feeling “tired.”</p> <p>PATHS-PK/K, V2, U7, L32 Frustrated/To define the feeling “frustrated.” To teach children the facial expressions and body postures associated with the feeling “frustrated.” To provide examples of things that make people feel frustrated. To explain that “frustrated” is an uncomfortable feeling. To provide visual representations of the feeling “frustrated.”</p> <p>PATHS-PK/K, V2, U7, L33 Proud/To define the feeling “proud.” To teach children the facial expressions and body postures associated with the feeling “proud.” To provide examples of things that might make people feel proud. To explain that “proud” is a comfortable feeling. To provide visual representations of the feeling “proud.”</p>
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		<p>PATHS-PK/K, V2, U9, L43 Ending and Transitioning/To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p> <p>PATHS-PK/K, V2, U9, L44 PATHS Party/To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.</p>
<p>L.K.6</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>PATHS-PK/K, V1, U2, ESS1 Sharing Happy and Sad Feelings/To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p> <p>PATHS-PK/K, V1, U2, L6 Happy/To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U2, L7 Sad/To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p> <p>PATHS-PK/K, V1, U2, L9 Compliments II/To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p> <p>PATHS-PK/K, V1, U3, ESS2 Sharing Mad and Scared Feelings/To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p> <p>PATHS-PK/K, V1, U3, L10 Mad or Angry I/To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L11 Scared or Afraid/To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p> <p>PATHS-PK/K, V1, U3, L12 My Feelings/To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p> <p>PATHS-PK/K, V1, U3, L13 Mad II/To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p>

		<p>PATHS-PK/K, V1, U4, ESS3 Sharing Feelings: Basic Emotions/To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings “happy,” “sad,” “mad,” “scared,” and “calm.” To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling “calm.”</p> <p>PATHS-PK/K, V1, U4, L14 Twiggie Learns to Do Turtle, Part 1/To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS-PK/K, V1, U4, L19 Calm or Relaxed/To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS-PK/K, V2, U5, L23 Advanced Compliments/To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p> <p>PATHS-PK/K, V2, U5, L24 Feelings Review/To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p> <p>PATHS-PK/K, V2, U6, L25 Making Choices/To have children understand the process of making choices.</p> <p>PATHS-PK/K, V2, U6, L26 Solving Problems/To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p> <p>PATHS-PK/K, V2, U7, ESS4 Sharing Feelings: Intermediate Emotions/To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause different feelings. To reinforce the facial and behavioral cues associated with different feelings.</p> <p>PATHS-PK/K, V2, U7, L28 Comfortable and Uncomfortable/To teach children the meaning of the words “comfortable” and “uncomfortable.”</p> <p>PATHS-PK/K, V2, U7, L29 Different Types of Feelings/To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.</p> <p>PATHS-PK/K, V2, U7, L30 Excited/To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p> <p>PATHS-PK/K, V2, U7, L31 Tired/To define the feeling “tired.” To help children recognize the facial expressions and body postures associated with the feeling “tired.” To provide examples of different reasons for feeling tired. To explain that “tired” is an uncomfortable feeling. To provide visual representations of the feeling “tired.”</p> <p>PATHS-PK/K, V2, U7, L32 Frustrated/To define the feeling “frustrated.” To teach children the facial expressions and body postures associated with the feeling “frustrated.” To provide examples of things that make people feel frustrated. To explain that “frustrated” is an uncomfortable feeling. To provide visual representations of the feeling “frustrated.”</p>
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		<p>PATHS-PK/K, V2, U9, L43 Ending and Transitioning/To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p>
		<p>PATHS-PK/K, V2, U9, L44 PATHS Party/To review what has been learned in PATHS lessons. To recall favorite experiences during PATHS lessons. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to one another.</p>