

<b>Standard:</b> Students will acquire the knowledge, attitudes, and social skills to help them be successful in interpersonal relationships.		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
<p>The student ...</p> <p>1. a. will gain awareness of the characteristics of respectful behavior.</p> <p>b. will gain awareness as to why respectful behavior is important to any community.</p>	<p>I can...</p> <p>1. a. explain characteristics of respectful behavior.</p> <p>b. explain why respectful behavior is important to our community.</p>	<ul style="list-style-type: none"> <li>• verbalize, draw about, or role-play how respectful vs. disrespectful behaviors</li> <li>• create a double t-chart showing what respectful behaviors looks like, sounds like, and feels like. <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 1</li> <li>• discuss examples of respectful and disrespectful behavior in current news, literature, or real life situations</li> </ul>
<p>2. a. will gain awareness that it is natural for people to have different points of view about the same subject.</p> <p>b. will gain awareness that differing points of view can cause conflict.</p>	<p>2. a. describe why people have different points of view about the same subject.</p> <p>b. explain how different points of view can cause conflict.</p>	<ul style="list-style-type: none"> <li>• discuss a topic from various points of view</li> <li>• share ideas regarding a perspective other than their own</li> <li>• describe what the classroom would be like if everyone had the same point of view</li> <li>• re-tell a story from a different point of view</li> </ul>
<p>3. will gain awareness of the value of respecting individual differences.</p>	<p>3. a. show respect to others.</p> <p>b. describe why it is important to show respect to others that are different or alike from me.</p>	<ul style="list-style-type: none"> <li>• draw a picture of what the classroom might be like if everyone in it were exactly the same</li> <li>• describe why individual differences are important to a community</li> <li>• discuss why it is sometimes difficult to respect those that are different than we are, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 3</li> </ul>

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<p>4. a. will be able to define conflict</p> <p>b. will be able to recognize that conflict is a normal part of life.</p>	<p>4. a. define what conflict is and give examples.</p> <p>b. tell you why conflict is a normal part of life.</p>	<ul style="list-style-type: none"> <li>• discuss the <i>Talk It Out</i> steps to solving conflict and how they might be used, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 4</li> <li>• share examples of mild, medium, and very serious conflicts</li> <li>• explain why conflicts can be difficult to solve</li> <li>• role-play examples of conflict and brainstorm ways to solve them</li> </ul>
<p>5. a. will be able to recognize their feelings</p> <p>b. will understand that they are in charge of their emotions.</p>	<p>5. a. recognize my own feelings.</p> <p>b. control my emotions appropriately.</p>	<ul style="list-style-type: none"> <li>• categorize feelings that are helpful and feelings that are not so helpful, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 5</li> <li>• identify what they notice happening to their body when they are getting angry or upset</li> <li>• compare and contrast ways to control anger that are appropriate with those that get people into trouble</li> </ul>
<p>6. will learn the steps to resolving conflicts peacefully through using I-messages and the <i>Talk It Out</i> steps.</p>	<p>6. a. use I-messages to let others know how I feel.</p> <p>b. use the <i>Talk It Out</i> steps to help me solve conflicts peacefully.</p>	<ul style="list-style-type: none"> <li>• role-play using I-messages in various fictional or real-life situations, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 6</li> <li>• practice using the <i>Talk It Out</i> steps in fictional or real-life situations independently or with peer or adult support, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 6</li> <li>• identify conflicts in literature and how the characters could solve them peacefully</li> </ul>
<p>7. will gain awareness of what constitutes a bullying situation.</p>	<p>7. explain what bullying behavior is.</p>	<ul style="list-style-type: none"> <li>• discuss the definition of bullying, using the <i>Defining Bullying</i> poster, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 7</li> <li>• create a class Venn diagram that compares and contrasts bullying and conflicts</li> <li>• identify bullying behavior in fictional scenarios, literature, and real-life situation</li> </ul>

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<p>8. will be able to recognize the differences between conflicts and bullying situations.</p>	<p>8. explain the differences between conflicts and bullying situations.</p>	<ul style="list-style-type: none"> <li>• using situation cards, students can identify if the situation fits the criteria for bullying, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 8</li> <li>• verbalize why it can be difficult to tell the difference between bullying and conflict situations</li> </ul>
<p>9. will gain awareness of assertiveness strategies that will help them become less likely to be a target of bullying behaviors.</p>	<p>9. explain and practice strategies that will help me to stand up for myself and others.</p>	<ul style="list-style-type: none"> <li>• discuss, role-play, write or draw about the <i>HA HA SO</i> strategies and how they might be used to help slow down bullying behaviors, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grades, Lesson 9</li> <li>• match appropriate strategies with fictional or real-life situations to become familiar with <i>HA HA SO</i> strategies</li> <li>• describe what the difference is between assertiveness and aggressiveness</li> </ul>
<p>10. will gain awareness about when and how to report bullying behaviors.</p>	<p>10. explain when and how to report bullying behaviors.</p>	<ul style="list-style-type: none"> <li>• discuss when and how to report situations using the <i>Tattling vs. Reporting</i> poster, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 10</li> <li>• using literature, fictional scenarios, or real-life situations, identify whether or not a situation should be reported to an adult</li> <li>• express certainty that when in doubt, always check out the situation with an adult</li> </ul>
<p>11. a. will gain an understanding of the bystander’s role in bullying situations.</p> <p>b. will gain an understanding of what actions a bystander can take to reduce bullying.</p>	<p>11. a. describe what a bystander is.</p> <p>b. explain and practice what a bystander can do to help slow down bullying behaviors.</p>	<ul style="list-style-type: none"> <li>• describe the role of bystanders in situations where someone is being hurt or teased using the <i>Bystander</i> poster, <u>Doing OUR PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 11</li> <li>• explain why personal safety is important when deciding what do when in the bystander role</li> <li>• role-play, write about, or describe why the bystander has the most important role in bullying situations</li> </ul>

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<p>12. will be able to recognize the value of diversity, the importance of respecting individual differences and celebrating who we are.</p>	<p>12. describe why it is important to respect individual differences.</p>	<ul style="list-style-type: none"><li>• complete the <i>Alike and Different</i> activity, <u>Doing Our PARRT</u>, 4<sup>th</sup> and 5<sup>th</sup> Grade, Lesson 12, focusing on the fact that people are as alike in as many ways as they are different</li><li>• describe why all people deserve to be treated with respect</li><li>• draw or write about what the classroom / school / community might be like if nobody had respect for differences</li></ul>
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