

Standard: Students will acquire the knowledge, attitudes, and social skills to help them be successful in interpersonal relationships.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student ...</p> <p>1. a. will identify characteristics of a good friend.</p> <p>b. will identify the skills necessary to develop and maintain friendships.</p>	<p>I can...</p> <p>1. a. talk about the qualities of a good friend.</p> <p>b. be a friend to others.</p>	<ul style="list-style-type: none"> • observation of student displaying friendship skills • verbalize qualities that help a person to be a good friend • student demonstrates knowledge of strengths and weaknesses they have as a friend through completing the <i>What is a Good Friend?</i> Survey, <u>Doing Our PARRT</u>, 2nd-3rd Grade, Lesson 1
<p>2. a. will increase awareness of what respectful behavior looks and sounds like.</p> <p>b. will gain an understanding that all people deserve to be treated in a respectful manner.</p>	<p>2. a. talk about respectful behavior looks like and sounds like.</p> <p>b. treat others with respect.</p>	<ul style="list-style-type: none"> • completion of <i>Respect Is / Respect is Not</i> t-chart, <u>Doing Our PARRT</u>, 2nd-3rd Grade, Lesson 2 • observation of student behaving in a respectful manner • identification of respectful / disrespectful behaviors in fictional scenarios and literature • identification of student's own behavioral choices as respectful / disrespectful
<p>3. 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 sometimes different points of view can cause conflict.</p>	<p>3. a. respect different points of view.</p> <p>b. talk about how different points of view can sometimes cause conflict.</p>	<ul style="list-style-type: none"> • observation of student respecting points of view different from their own • verbalize how different points of view can sometimes cause conflict • identify different points of view in literature or classroom situations

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<p>4. a. will gain an understanding that we have individual differences that make us unique.</p> <p>b. will gain an understanding that people also have many things in common and deserve to be treated respectfully.</p>	<p>4. a. talk about differences that make us all special.</p> <p>b. show respect to people that are different or alike from me.</p>	<ul style="list-style-type: none"> • identify what makes each student unique • verbalize how individual differences are positive • observation of students being respectful of individual differences • verbalize commonalities among all students
<p>5. will be able to define and recognize conflict when they see it, hear it, or experience it.</p>	<p>5. recognize different kinds of conflict.</p>	<ul style="list-style-type: none"> • use of I-messages in real conflicts, <u>Doing Our PARRT</u>, 2nd-3rd Grade, Lesson 5 • verbalize different kinds, sizes of conflicts
<p>6. a. will gain an awareness of being able to recognize the signals their bodies give them they are getting angry,</p> <p>b. will be able to differentiate between appropriate and inappropriate ways to express anger.</p>	<p>6. a. recognize when I am getting angry.</p> <p>b. control my anger in appropriate ways.</p>	<ul style="list-style-type: none"> • verbalize, draw, or act out signals their body gives them when they are getting angry (clenched fists, tight jaw, etc.) <u>Doing Our PARRT</u>, 2nd-3rd Grade, Lesson 6 • observation of student handling anger / emotions in appropriate ways • identification of safe and appropriate ways to handle anger
<p>7. a. will gain an awareness of things that negatively affect the classroom community.</p> <p>d. will gain an awareness of methods for solving conflicts in a peaceful manner.</p>	<p>7. a. talk about things that cause problems in our classroom community.</p> <p>b. solve conflicts in a peaceful way.</p>	<ul style="list-style-type: none"> • observation of students utilizing the <i>Talk It Out</i> steps when involved in a conflict, <u>Doing Our PARRT</u>, 2nd – 3rd Grade, Lesson 7 • verbalization of methods for solving conflicts peacefully • writing about, drawing, acting out different sizes of conflicts as well various methods for solving them

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8. will identify bullying behaviors and compare / contrast bullying behaviors with friendly behaviors.	8. recognize bullying behaviors.	<ul style="list-style-type: none"> • verbalize what makes up bullying behavior using the <i>What is a Bully?</i> Poster, <u>Doing Our PARRT</u>, 2nd-3rd Grade, Lesson 8 • compare / contrast bullying behaviors with friendly behaviors • identify examples of bullying behavior as opposed to conflict situations
9. will be able to recognize the differences between conflicts and bullying situations.	9. tell the difference between bullying and conflict situations.	<ul style="list-style-type: none"> • identify examples of bullying behavior as opposed to conflict situations • verbalize how intense a situation is from mild to very hot using the <i>How Hot is Your Conflict?</i> poster, <u>Doing Our PARRT</u>, 2nd – 3rd , Lesson 9
10. will gain an awareness of different strategies that they can use in conflict or bullying situations.	10. use different strategies to help in bullying or conflict situations.	<ul style="list-style-type: none"> • observation of use of the <i>HA HA SO</i> strategies, <u>Doing Our PARRT</u>, 2nd – 3rd Grade, Lesson 10 • verbalization of different ways to help self or others in conflict or bullying situations • draw, write about, or role-play strategies to stay safe in bullying situations
11. will gain an awareness of when and how to report bullying behaviors.	11. know when and how to report bullying behaviors.	<ul style="list-style-type: none"> • observation of students reporting behaviors at appropriate times • verbalization of when and how to report bullying behaviors • verbalization of differences between tattling and reporting using the <i>Tattling vs. Reporting</i> poster, <u>Doing Our PARRT</u>, 2nd – 3rd Grade, Lesson 11
12. a. will understand the bystander's role in bullying situations b. will understand what actions a bystander can take to reduce bullying.	12. a. talk about what a bystander should do in bullying situations. b. help slow down bullying behaviors by my actions as a bystander.	<ul style="list-style-type: none"> • verbalize positive actions bystanders can take through using the <i>Bystander</i> poster, <u>Doing Our PARRT</u>, 2nd -3rd Grade, Lesson 12 • identify the role of the bystander in role-play scenarios, literature, or real-life situations • observation of positive bystander behaviors