

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 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"> • verbalize, draw about, or role-play how respectful vs. disrespectful behaviors • create a double t-chart showing what respectful behaviors looks like, sounds like, and feels like. <u>Doing Our PARRT</u>, 4th and 5th Grade, Lesson 1 • discuss examples of respectful and disrespectful behavior in current news, literature, or real life situations
<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"> • discuss a topic from various points of view • share ideas regarding a perspective other than their own • describe what the classroom would be like if everyone had the same point of view • re-tell a story from a different point of view
<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"> • draw a picture of what the classroom might be like if everyone in it were exactly the same • describe why individual differences are important to a community • discuss why it is sometimes difficult to respect those that are different than we are, <u>Doing Our PARRT</u>, 4th and 5th Grade, Lesson 3

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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"> • discuss the <i>Talk It Out</i> steps to solving conflict and how they might be used, <u>Doing Our PARRT</u>, 4th and 5th Grade, Lesson 4 • share examples of mild, medium, and very serious conflicts • explain why conflicts can be difficult to solve • role-play examples of conflict and brainstorm ways to solve them
<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"> • categorize feelings that are helpful and feelings that are not so helpful, <u>Doing Our PARRT</u>, 4th and 5th Grade, Lesson 5 • identify what they notice happening to their body when they are getting angry or upset • compare and contrast ways to control anger that are appropriate with those that get people into trouble
<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"> • role-play using I-messages in various fictional or real-life situations, <u>Doing Our PARRT</u>, 4th and 5th Grade, Lesson 6 • 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>, 4th and 5th Grade, Lesson 6 • identify conflicts in literature and how the characters could solve them peacefully
<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"> • discuss the definition of bullying, using the <i>Defining Bullying</i> poster, <u>Doing Our PARRT</u>, 4th and 5th Grade, Lesson 7 • create a class Venn diagram that compares and contrasts bullying and conflicts • identify bullying behavior in fictional scenarios, literature, and real-life situation

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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"> • using situation cards, students can identify if the situation fits the criteria for bullying, <u>Doing Our PARRT</u>, 4th and 5th Grade, Lesson 8 • verbalize why it can be difficult to tell the difference between bullying and conflict situations
<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"> • 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>, 4th and 5th Grades, Lesson 9 • match appropriate strategies with fictional or real-life situations to become familiar with <i>HA HA SO</i> strategies • describe what the difference is between assertiveness and aggressiveness
<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"> • discuss when and how to report situations using the <i>Tattling vs. Reporting</i> poster, <u>Doing Our PARRT</u>, 4th and 5th Grade, Lesson 10 • using literature, fictional scenarios, or real-life situations, identify whether or not a situation should be reported to an adult • express certainty that when in doubt, always check out the situation with an adult
<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"> • 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>, 4th and 5th Grade, Lesson 11 • explain why personal safety is important when deciding what do when in the bystander role • role-play, write about, or describe why the bystander has the most important role in bullying situations

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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">• complete the <i>Alike and Different</i> activity, <u>Doing Our PARRT</u>, 4th and 5th Grade, Lesson 12, focusing on the fact that people are as alike in as many ways as they are different• describe why all people deserve to be treated with respect• draw or write about what the classroom / school / community might be like if nobody had respect for differences
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