

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:
The student ... 1. will be able to begin to recognize and verbalize their own feelings using I-messages.	I can... 1. use my words to tell how I feel.	<ul style="list-style-type: none"> • tell how they are feeling using words, drawing, or pointing to a picture card in real situations • using various scenarios, student will identify feelings that the characters may have • teacher observation of expanded use of feeling words vocabulary
2. will begin to recognize that they are in charge of controlling their own feelings.	2. be in charge of my own feelings.	<ul style="list-style-type: none"> • demonstrate ways to calm themselves when angry, upset or sad • ask for help when needed • use the <u>Steps to Calming Down When You're Mad</u> flowchart in <i>Doing Our PARRT</i>, K-1 Lesson 2 to help control feelings
3. will begin to recognize others' feelings.	4. tell how other people are feeling by looking at their faces.	<ul style="list-style-type: none"> • demonstrate recognition of others' feelings by looking at faces, body language, and listening to words • use the <u>Knowing How Your Friend Feels</u> flowchart in <i>Doing Our PARRT</i>, K-1 Lesson 3 to help identify how others are feeling
3. will understand what it means to care for others.	5. show that I care for others.	<ul style="list-style-type: none"> • observation of caring acts, words, or gestures • identify caring acts in literature • share ideas about how to demonstrate caring in the classroom
6. will recognize characteristics present in being a friend to someone else.	6. talk about what it means to be a friend to others.	<ul style="list-style-type: none"> • observation of qualities of friendship • share characteristics we look for in a friend • identify qualities of friendship in self and others

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7. will gain an understanding of what it means to be respectful and why it is important.	7. talk about why it is important to show respect.	<ul style="list-style-type: none"> • identify respectful and disrespectful acts in literature or fictional scenarios • identify respectful and disrespectful acts in themselves • draw pictures of respectful / disrespectful situations
8. a. will be able to define conflict, identify types of conflict in their lives. 8. b. will gain awareness that conflicts are a natural part of life.	8. a. explain what a conflict is. 8. b. explain that everybody has conflicts and they are just a part of life.	<ul style="list-style-type: none"> • share ideas about conflicts that happen at school, home, and in the community • identify what areas of the school where the class tends to have more conflicts • discuss ideas about different sizes of conflicts and how to solve them
9. a. will learn that how a conflict is handled can make a problem better or worse. 9. b. will learn methods for resolving conflict.	9. a. talk about how I handle a conflict can make it better or worse. 9. b. solve a conflict peacefully.	<ul style="list-style-type: none"> • observation of students attempting to solve conflicts peacefully using the <u>Talk It Out</u> steps, <i>Doing Our PARRT</i>, K-1 Lesson 8 • verbalize steps to solving a conflict • asking for help from an adult when needed
10. a. will define a put-down, 10. b. will identify positive personal traits, and gain awareness that put-downs hurt less when we feel good about ourselves.	10. a. explain how put-downs hurt people. 10. b. talk about the things I like about me.	<ul style="list-style-type: none"> • observation of students avoiding using put-downs language with their peers • identification of put-downs and how they are harmful • sharing ideas regarding how to decrease use of put-downs in the classroom • complete lotus diagram of things student is good at / proud of in <i>Doing Our PARRT</i>, K-1 Lesson 9

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<p>11. a. will gain awareness regarding when to report a problem to an adult.</p> <p>11. b. will begin to distinguish between problems they can solve themselves and when to get help, and recognize that if they are uncertain it is best to get help from an adult.</p>	<p>11. a. tell when it is time to get help from an adult.</p> <p>11. b. get help from an adult to help me solve problems.</p>	<ul style="list-style-type: none"> • observation of students getting help from an adult when needed • observation of students accepting adult help when needed • identification of when to get help from an adult in fictional scenarios or literature • use of <u>When To Tell an Adult</u> poster from <i>Doing Our PARRT</i>, K-1 Lesson 10
<p>12. will define bullying, identify examples of bullying behavior, and gain awareness that in bullying situations the target is not at fault.</p>	<p>12. explain what a bully is.</p>	<ul style="list-style-type: none"> • identify examples of bullying behavior in scenarios, literature and real life • verbalize examples of different types of bullying behavior • display empathy for person being teased or picked on
<p>13. will recognize that as bystanders, there are specific strategies to help decrease incidences of bullying.</p>	<p>13. help slow down teasing and put-downs at school.</p>	<ul style="list-style-type: none"> • verbalize examples of positive ways bystanders can help slow down bullying behavior • observation of students displaying positive bystander behavior • observation of students getting help from adults when unsure about a situation • student demonstration of knowing how to keep themselves safe in difficult situations