



## Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 3 (D)** / Grade 3 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:32AM

Green Brook Township  
Public Schools

**Unit:** Friendship (Week 1, 5 Weeks)

### New Jersey Core Curriculum Standards

#### 2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 4 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

##### A. Critical Thinking and Problem Solving

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

##### B. Creativity and Innovation

- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

##### C. Collaboration, Teamwork, and Leadership

- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

##### D. Cross-Cultural Understanding and Interpersonal Communication

- 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.

##### F. Accountability, Productivity, and Ethics

- 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

#### Description of Unit

Respect is the key character trait of all relationships. In this unit, students will define respectful behavior as the foundation

#### Essential Questions

- What does respectful behavior look like?

of friendship. In turn, respectful friendships are a necessary part of bully-prevention, because friends protect one another from the disrespectful behavior of bullies. Skills for making friends will be developed and practiced throughout the unit.

- Why is respectful behavior a part of friendship?
- How do I make friends?
- How do I start a conversation?
- How do I join a group?

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know. . .</p> <ol style="list-style-type: none"> <li>1. the definition of respect</li> <li>2. that respect is the foundation of friendship</li> <li>3. the importance of active-listening in learning about others and forming new friendships</li> <li>4. the importance of finding common interests in forming friendships</li> <li>5. that respectful behavior is necessary in joining groups</li> </ol>	<p>Students will be able to. . .</p> <ol style="list-style-type: none"> <li>a. define and identify respectful behaviors</li> <li>b. define friendship as respectful behavior between equals</li> <li>c. list respectful behaviors between friends</li> <li>d. use active-listening skills in finding common interests</li> <li>e. practice initiating, sustaining and concluding friendly conversation in forming friendships and in joining a group</li> </ol>

**Assessments**

**Character Counts True/False**

**Diagnostic: Other written assessments**

A pre-test will assess student knowledge of respectful social behaviors between friends and when joining groups (9.1.4.C.1; D.2)

**Identify Respectful Behaviors**

**Formative: Instructional/Assessment Focus**

Students' ability to recognize respectful behavior will be evaluated. (9.1.4.A.5; D.2)

**Making Conversation and Finding Things in Common**

**Formative: Dramatization**

Through dramatization, the teacher will assess students' ability to initiate and sustain conversation for making new friends (9.1.4.A.5; B.1; C.1; D.1,2; F.2)

**Joining a Group Role Play**

**Formative: Dramatization**

Through participation in role-play, students' ability to demonstrate positive social skills when joining a group will be assessed. (9.1.4. A.1; B.1; C.1,2; D.1,2; F.2)

**Friendly, Respectful Behaviors Benchmark**

**Summative: Benchmark Assessment**

Students will be presented with situations where they must decide if the students are displaying appropriate, respectful social skills; students will define the word respect; students will list steps in making conversation with others and in joining group activities. (9.1.4.A.1,2; B.1; C.1; D.1,2; F.2)

-  [Pre-Post test.docx](#)
-  [Mid-term Benchmark.docx](#)

<p><b>Activities</b></p>	<p><b>Activities to Differentiate Instruction</b></p>
<ul style="list-style-type: none"> <li>• Friendship Begins with Respect: Students will identify respectful behaviors in a given scenario. They will brainstorm respectful behaviors on their own. (9.1.4. A.1, 5; B.1)</li> <li>• Making Conversation and Finding Things in Common: Students will work with partners to ask respectful questions as a way of finding things they have in common. (9.1.4.C.1; D.1,2)</li> <li>• Joining In: Students will distinguish between positive and negative group-joining behaviors. In groups of four, they will role-play positive group-joining behaviors. (9.1.4. A.1; C.1; D.1,2; F.2)</li> </ul>	<ul style="list-style-type: none"> <li>• pairing of partners in role-plays</li> <li>• varied situations for role-plays</li> <li>• modified performance rubrics</li> </ul>
<p><b>Integrated/Cross-Disciplinary Instruction</b></p>	<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>• Language Arts: Students will write typical friendly questions they can ask when meeting a new friend.</li> <li>• Performing Arts: Students will perform conversational role -plays for joining groups or initiating conversation.</li> <li>• Physical Education: Students will demonstrate positive group-joining behaviors in game play.</li> </ul>	<p><u><i>Committee for Children's Steps to Respect:</i></u></p> <ul style="list-style-type: none"> <li>• Handout 1: <i>Susan's First Bus Ride</i></li> <li>• Transparencies 1, 2, and 3</li> <li>• Photo Card A</li> <li>• Level 1 Video: "Joining a Group"</li> </ul>

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Last Updated: Monday, August 8, 2011, 9:07AM



## Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 3 (D)** / Grade 3 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:33AM

Green Brook Township  
Public Schools

**Unit:** Recognize, Refuse and Report Bullying (Week 6, 6 Weeks)

### New Jersey Core Curriculum Standards

#### 2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 4 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

##### A. Critical Thinking and Problem Solving

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

##### B. Creativity and Innovation

- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

##### C. Collaboration, Teamwork, and Leadership

- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

##### D. Cross-Cultural Understanding and Interpersonal Communication

- 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- 9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

##### F. Accountability, Productivity, and Ethics

- 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

Description of Unit	Essential Questions
<p>In order to prevent bullying in schools, students must learn to recognize, refuse and report bullying incidents. They must correctly define bullying behaviors and distinguish them from conflict. Using assertive behaviors is one way for students to cope with a bullying situation. Refusal skills help students to express their feelings in a strong, clear, respectful way. Students will learn that when refusing doesn't work or when a student's safety is at issue, it is necessary to report bullying. In this unit, students will learn how to recognize bullying, will practice assertive refusal skills, and will list the key elements of a bully report.</p>	<ul style="list-style-type: none"> <li>• What is bullying?</li> <li>• How can I handle bullies?</li> <li>• What is assertive behavior and how will it help me?</li> <li>• What is the difference between tattling and reporting?</li> <li>• When should I report a bully?</li> </ul>
Knowledge	Skills
<p>Students will know. . .</p> <ol style="list-style-type: none"> <li>1. the definition of bullying</li> <li>2. how to recognize bullying behaviors</li> <li>3. that standing up for oneself is being assertive</li> <li>4. how to identify situations in which it is safe to refuse bullying</li> <li>5. the difference between tattling and reporting</li> </ol>	<p>Students will be able to. . .</p> <ol style="list-style-type: none"> <li>a. define bullying behaviors as unfair, one-sided, frightening, threatening or isolating</li> <li>b. identify bullying behaviors within a given context</li> <li>c. practice assertive behaviors in the face of peer pressure</li> <li>d. evaluate situations to decide whether it is safe to refuse bullying</li> <li>e. identify situations which must be reported immediately</li> <li>f. distinguish tattling from reporting</li> </ol>
<b>Assessments</b>	
<p><b>Unit Pre-test: What is Bullying and What Do We Do about it?</b>  <b>Diagnostic: Other written assessments</b>                  Students will respond to a multiple-choice and true/false written pre-test that assesses their knowledge of bullying behaviors, how they respond to these behaviors, and their understanding of the need to report them. (9.1.4.A.5; F.3)</p> <p><b>Bullying and Television: How Often Do You See Bullying?</b>  <b>Formative: Running Record</b>                  This writing will assess students' knowledge of recognizing bullying behaviors. Students will share their results in class and will discuss the possible effects the behaviors have on younger students as well as on their peers.(9.1.4.A.1, 2, 3; B.1; C.1; D.3; F.3)</p> <p><b>Standing up for Myself against Bullying</b></p>	

**Formative: Dramatization**

To assess student’s refusal skills, students will create puppet plays using given bullying scenarios. Puppets will dramatize assertiveness skills. (9.1.4.A.1, 5; D.1, 2; F.2)

**Unit Test: Recognize, Refuse and Report Bullying**

**Summative: Written Test**

A written assessment will evaluate students’ ability to define bullying and to recognize bullying behaviors in given situations; to list refusal skills; to distinguish safe from unsafe situations; to distinguish tattling from reporting; to list the five “W’s” of reporting. (9.1.4. A.5; C.1; D.2, 3; F.3)

**Activities**

- What is Bullying?: Students will define bullying as unfair, one-sided and purposely hurtful, frightening, and isolating. They will identify bullying in given scenarios. (9.1.4. A.2, 5; B.1; D.1, 2)
- Standing Up for Yourself by Being Assertive: Students will create puppet plays using given scenarios to demonstrate assertiveness skills. (9.1.4. A.1,2,5; B.1; C.1; D.1,2,3; F.2)
- Refusing to Be Bullied: Students will evaluate given situations for safety to refuse. They will distinguish between assertive and aggressive responses and the consequences of each to a bullying situation. (9.1.4.A.1, 2, 5; B.1; C.1; D.1, 2, 3; F.2, 3)
- Reporting Bullying: Students will identify situations, which must be reported immediately; will list the five "W's" of a report; will distinguish tattling from reporting in given written and visual scenarios. (9.1.4. A.1, 2, 5; B.1; C.1; D.1, 2, 3; F.2, 3)

**Activities to Differentiate Instruction**

- modified tests
- modified performance rubrics
- study guides
- puppet play scripts

**Integrated/Cross-Disciplinary Instruction**

- Language Arts/Performing Arts/Visual Arts: Students create a puppet show of a favorite fairy tale in which characters display assertive behaviors, even if they didn’t in the original story. For example, how might the Three

**Resources**

*Committee for Children's; Steps to Respect: A Bully Prevention Curriculum*

- photo cards: B, C, D, E
- video: "What to Do about Bullying"
- Handouts: *Bully Detectives, Role Plays*

Little Pigs stand up to the Big Bad Wolf? Students will share their puppet show with younger students.

- Social Studies: Create a class data chart of bullying behaviors that occur in favorite T.V. shows. Students will identify the title of the show, date of the episode, and the number of bullying incidents occurring during the show.

- Posters 3, 4, 5

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## Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 3 (D)** / Grade 3 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:33AM

Green Brook Township  
Public Schools

**Unit:** Bystander Power (Week 12, 5 Weeks)

### New Jersey Core Curriculum Standards

#### 2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 4 , 9.1 21st-Century Life & Career Skills

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##### B. Creativity and Innovation

- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

##### C. Collaboration, Teamwork, and Leadership

- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

##### D. Cross-Cultural Understanding and Interpersonal Communication

- 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- 9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

##### F. Accountability, Productivity, and Ethics

- 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

<p><b>Description of Unit</b></p>	<p><b>Essential Questions</b></p>
<p>Bystanders are witnesses to bullying situations. Those who do not actively refuse bullying become "part of the problem". In order for them to become "part of the solution", they must exhibit socially-responsible behaviors. This unit focuses on skills and behaviors that serve to empower the bystander to help create a safe, caring, and respectful school environment.</p>	<ul style="list-style-type: none"> <li>• What is a "bystander"?</li> <li>• What can I do when I see someone being bullied?</li> <li>• What can I do to keep our school bully-free?</li> </ul>
<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p>Students will know. . .</p> <ol style="list-style-type: none"> <li>1. the definition of "bystander"</li> <li>2. that they can maintain control of their behavior in the face of bullying</li> <li>3. that they can create positive changes to negative bystander behaviors</li> <li>4. when it is safe to refuse bullying</li> <li>5. how to refuse to let others be bullied</li> </ol>	<p>Students will be able to. . .</p> <ol style="list-style-type: none"> <li>a. define "bystander"</li> <li>b. identify feelings experienced when observing bullying</li> <li>c. evaluate and classify bystander behaviors as being "part of the solution" or "part of the problem"</li> <li>d. distinguish situations in which it is either safe or unsafe to refuse bullying</li> <li>e. practice the assertiveness skills necessary to refuse to let others to be bullied</li> </ol>
<p><b>Assessments</b></p>	
<p><b>End-of-Program Test: Stop Bullying Now!</b>  <b>Summative: Benchmark Assessment</b></p> <p>Students will list the steps necessary to make a new friend. They will define bullying, recognize refusal skills, and outline the parts of a bullying report. They will list at least three behaviors a bystander can exhibit to stop bullying in the school. (9.1.4. A.1, 2, 5; D.1; F.3)</p> <p> <a href="#">Final Benchmark End-of-Course Test.docx</a></p>	
<p><b>Activities</b></p>	<p><b>Activities to Differentiate Instruction</b></p>
<ul style="list-style-type: none"> <li>• What is a Bystander? Through the use of a photo card and handout, students will define the term "bystander" and identify personal feelings when observing a bullying situation. They will distinguish positive bystander</li> </ul>	<ul style="list-style-type: none"> <li>• modified tests</li> <li>• study guides</li> <li>• modified performance rubrics</li> <li>• teacher-guided role play</li> </ul>

<p>behaviors from negative behaviors in given situations. (9.1.4. A.1,2,5; B.1; C.1; D.2,3; F.3)</p> <ul style="list-style-type: none"> <li>• Bystanders Can Be Part of the Solution: Through the use of role-plays, students will evaluate bullying situations for safety and will practice assertive, respectful speech and behaviors that refuse to let peers be bullied. (9.1.4. A.1, 2, 5; B.1; C.1; D.1, 2, 3; F.2, 3)</li> </ul>	
<p><b>Integrated/Cross-Disciplinary Instruction</b></p>	<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>• Language Arts: Students will write responses to given role-play scenarios.</li> <li>• Performing Arts: Students will act out role-plays.</li> <li>• Art: As part of their role-play, students will draw a map of the school to designate "bullying hot spots" and design their role-play for one of those specific locations.</li> </ul>	<p><u><i>Committee for Children's; Steps to Respect: A Bully Prevention Curriculum</i></u></p> <ul style="list-style-type: none"> <li>• photo card: F</li> <li>• handout 5: <i>Is It part of the Solution or Part of the Problem?</i></li> <li>• role-plays</li> </ul> <p>Teacher-made tests</p>

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## Unit Calendar 2013-2014

Green Brook Township School District

**/ 21st Century Skills Curriculum 3 (D) / Grade 3 (District Elementary Curriculum)**

Wednesday, August 28, 2013, 8:32AM



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Unit:</b>	<b>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21</b>	<b>22 23 24 25 26 27 28 29 30</b>	<b>31 32 33 34 35 36 37 38 39</b>							
<u>Friendship</u>										
<u>Recognize, Refuse and Report Bullying</u>										
<u>Bystander Power</u>										
	<b>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21</b>	<b>22 23 24 25 26 27 28 29 30</b>	<b>31 32 33 34 35 36 37 38 39</b>							

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