Unit Calendar 2013-2014
Green Brook Township School District
/ 21st Century Skills Curriculum 4 (D) / Grade 4 (District Elementary Curriculum)
Wednesday, August 28, 2013, 8:35AM

Green Brook Township
Public Schools

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Unit:	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39
Friendship	
Anger Management	
Recognizing Bullying	
Refusing Bullying	
Reporting Bullying	
Role of the Bystander	
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39

Last Updated: Tuesday, September 13, 2011, 10:55AM

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Unit Map 2013-2014
Green Brook Township School District
/ 21st Century Skills Curriculum 4 (D) / Grade 4 (District Elementary Curriculum)
Wednesday, August 28, 2013, 8:35AM

Unit: Friendship (Week 5, 3 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.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.

Description of Unit	Essential Questions
In this unit, students will learn how to meet new friends and will practice the fundamental steps in developing a friendship. Students will learn how to handle conflicts with friends through anger management and conflict resolution. All students will understand that respectful behavior is expected in the school and home community and is the foundation for establishing and maintaining friendships.	- What does respectful behavior look like? - How do friends solve their conflicts peacefully? - How does respectful behavior feel? - Why does anger damage friendship?

Knowledge	Skills

Students will know:
 	
1. the definition of intention, compromise, and amends.
2. that looking for the "good" in friends fosters trust in friendship.
3. the importance of considering a friend's point of view as a way of resolving conflict respectfully.
4. that compromise is a fair way to resolve conflict.
5. the distinction between an apology and an amend.
6. silence between friends in conflict will damage the friendship.
	Students will be able to:
	
	  a. list at least three respectful behaviors that are necessary in friendship.
	  b. create compliments to peers as a way of opening a conversation.
	  c. list five behaviors used in making new friends.
	  d. identify common interests with another peer as a way of forming a new friendship.
	  e. outline steps to use for anger management.
	  f. formulate ""I-messages" in conflict scenarios.
	  g. role-play conflict resolution scenarios.
	  h. demonstrate an apology and an amend.

Assessments

Friendship Pre-Test
Diagnostic: Instructional/Assessment Focus
  Students will be pre-assessed through a series of questions that compare and contrast friendship skills and how to make and sustain friendships.
  9.1.4.A.2
  9.1.4.A.5
  9.1.4.C.1

Friendship Interview Sheet
Summative: Narrative Writing Assignment
  Students will conduct a friendship interview with parents about a long-time friendship. Include the following questions:
- When and how did you meet?
- What did you do to try to become friends?
- What things did you have in common?
- Why has the friendship lasted?
  9.1.4.A.5
  9.1.4.B.1
  9.1.4.C.1
  9.1.4.D.1

Friendship Unit Test
Summative: Written Test
The final unit assessment will require the students to:
• define respect
• list the five steps used in making a new friend
• identify the best way to join a group
• provide examples of respectful behaviors between friends
• formulate an "I-message", given specific conflict scenarios
9.1.4.A.2
9.1.4.A.5
9.1.4.B.1
9.1.4.C.1
9.1.4.D.1

Activities	Activities to Differentiate Instruction
• Respect Packet and Poster: Handouts that define respect and reflect qualities of respect • Compliment Assignments: Over time, students will give a new friend a compliment and chronicle the responses of that person in a written log • Anger Lists: Students list ways that anger can ruin friendships and why people get angry at each other • Cool-Down Posters: A group poster that illustrates cool-down strategies and how they work • "I-Message" Handout: Suggested statements that help students resolve conflicts	• Advanced students will list differences which make each friend special and serve to enhance the relationship. • Role-play responses to situation cards according to ability. • Provide detailed study-guides and modify tests as needed.
Integrated/Cross-Disciplinary Instruction	**Resources**
• English Language Arts connection: Implementing techniques to form a dialog; planning and implementing interview questions/answers • Visual Arts connection: Persuasion through visual media; attention-getting techniques	• Teacher-created handouts, worksheets, and instructional packets • Conflict resolution posters: "Golden Rule", "Steps to Making Friendships"

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Unit Map 2013-2014
Green Brook Township School District
/ 21st Century Skills Curriculum 4 (D) / Grade 4 (District Elementary Curriculum)
Wednesday, August 28, 2013, 8:54AM

Unit: Anger Management (Week 8, 2 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.2 Express needs, wants, and feelings appropriately in various situations.

F. Accountability, Productivity, and Ethics

- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

Description of Unit	Essential Questions
Learning how to make friends is important in life, but learning how to sustain a friendship is even more important. Is it possible that one can get so angry with a friend that one needs to get away from him/her? Anger-management skills and	- How can anger-management help sustain friendships? - Why is it important to sustain friendships?

techniques complement friendship and conflict-resolution skills and strategies. Students will apply the "Rainbow Bridge" technique for conflict resolution. Students will learn strategies to use in school and at home and will gain a deeper appreciation for and understanding of ways to manage strong emotions.

- How can the strategies of "Rainbow Bridge" be applied to all conflict situations?

Knowledge	Skills
The students will know: 1. the sequence of steps to "cool down". 2. that "cool-down" strategies can be applied to meeting, making, and keeping friends. 3. that all friendships are different and require a complete set of inter-personal strategies. 4. that needs, wants, and feelings must be expressed appropriately to make and maintain friends. 5. that conflict among friends is normal, and, if handled appropriately, it can result in a stronger friendship. 6. that the "Rainbow Bridge" technique for conflict resolution requires specific steps on the part of both members of the conflict.	Students will be able to: a. list at least three cool-down techniques. b. use "I-Messages" in real situations to effectively resolve conflicts. c. describe how "cool-down" strategies help to make and sustain friendships. d. follow the steps across the "Rainbow Bridge" to resolve conflicts.

Assessments

Conflict Resolution/I-Message Recall
Diagnostic: Instructional/Assessment Focus
   Students will recall information about conflict resolution and "I Messages" and how they can be applied to friendships.
   9.1.4.A.2
   9.1.4.A.5
   9.1.4.B.1
   9.1.4.D.2

I-Message Log
Summative: Running Record
   A log of "I-message" situations and details of what happened before, during, and after a conflict.
   9.1.4.A.1
   9.1.4.A.5
   9.1.4.D.2
   9.1.4.F.3

Activities	Activities to Differentiate Instruction
• "Cool-Down" Posters: Students will illustrate ways that cool-down strategies work and how they can save a friendship. • "I-Message" Handout: A series of statements that helps students resolve conflicts. • "Cool Down" Packet: A series of handouts that chronicle ways to "cool-down". Role-plays are used to demonstrate the powerful effect of the methods.	• Varied levels of responses for the "Rainbow Bridge", provided they follow the general sequence for the bridge • Role-plays of varying difficulty/intricacy
Integrated/Cross-Disciplinary Instruction	**Resources**
Performing Arts - performance skills in role-plays Visual Arts - "Cool Down" posters	• Teacher-created handouts, worksheets, and instructional packets

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Unit Map 2013-2014
Green Brook Township School District
/ *21st Century Skills Curriculum 4 (D)* / *Grade 4 (District Elementary Curriculum)*
Wednesday, August 28, 2013, 8:55AM

Unit: Recognizing Bullying (Week 10, 3 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.

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.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

E. Communication and Media Fluency

- 9.1.4.E.4 Explain why some uses of media are unethical.

F. Accountability, Productivity, and Ethics

- 9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

Description of Unit	Essential Questions

In this unit, students will recognize bullying by asking the three key questions. They will be able to distinguish two different forms of bullying: *face-to-face* and *behind-the-back*. Students will understand that although put-downs are only words, they are a form of bullying when used repeatedly, purposefully making the target feel embarrassed.

- What behaviors constitute bullying?
- How does bullying differ from conflict?
- Why is bullying so prevalent?
- What is the best way to handle bullying?
- What is the effect of electronic media on bullying?

Knowledge	Skills
Students will know: 1. that the behaviors exhibited in friendships can lead to bullying. 2. the difference between conflict and bullying. 3. the definitions of harassment, intimidation, and alternate aggression and will recognize them as special forms of bullying. 4. that there are consequences for bullying as outlined in the school's *Code of Conduct.* 5. that the negative effects of alternate aggression can destroy friendships. 6. the definition of cyber bullying and its consequences.	Students will be able to: a. compare and contrast conflict with bullying. b. list the types of behaviors between friends that can lead to bullying. c. distinguish alternate aggression as a form of behind-the-back bullying. d. outline steps used to identify harassment and alternate aggression. e. identify television shows that promote harassment, intimidation, and bullying. f. distinguish between accidental and purposeful put-downs.

Assessments

Recognizing Bullying Pre-Test
Diagnostic: Instructional/Assessment Focus
  Students will be pre-assessed using series of questions designed to gauge knowledge relative to recognizing bullies and bullying tactics.
  9.1.4.A.1
  9.1.4.A.2
  9.1.4.D.1
  9.1.4.F.1

Bullying Poster
Summative: Visual Arts Project
  A poster that details the different types of bullying, with emphasis paid to cyber bullying.
  9.1.4.A.3

9.1.4.B.1
9.1.4.D.1
9.1.4.E.4

Recognizing Bullying Quiz
Formative: Written Test
A quiz that requires students to:
• Define bullying
• List the three questions that define bullying
• Distinguish two forms of bullying: face-to-face and behind-the-back
• Define put-downs
• Recognize put downs that constitute bullying
9.1.4.A.1
9.1.4.A.2
9.1.4.A.3
9.1.4.C.1
9.1.4.D.3
9.1.4.E.4
9.1.4.F.3

 Midterm Benchmark

Activities	Activities to Differentiate Instruction
• Defining Bullying Packet: Handouts to define bullying, detailed notes on bullying, a transparency to show examples of bullying, and a poster to visually reinforce students' understanding. • Compare and Contrast Worksheets: Worksheets explain how bullying differs from conflict/respect and where/if they overlap. • Bullying Board Game: A board game in which students act out or answer questions about bullying. • Bullying Daily Log: Students keep a daily log over a period of one week of any behavior (observed or exhibited) that fits the definition of bullying. They identify the behavior and why is it considered bullying. • Types of Bullying Handout: Worksheets providing the definitions of the different types of bullying. Students identify an example of each type of bullying.	• Teacher-selected role-plays • Pairing/grouping students for board games • Provide detailed study guides and modify tests for the appropriate learners.

- Put-Down Bullying Video: Through the use of the "Stop Saying Those Things" video, students learn about a "put down" and how to recognize it.
- Is it Bullying? Handout: A Think, Pair, Share worksheet that has students respond to prompts describing different situations that may or may not be bullying.
- Witness Log: Students brainstorm a list of the five-six most common put-downs used in school. They keep a one-day log of the number of times they hear these put-downs used. They will distinguish each one as accidental (between friends) or bullying (purposefully hurtful).

Integrated/Cross-Disciplinary Instruction	Resources
 - Social Studies connection: Students will review several historical situations and analyze whether or not each situation could be considered bullying. - Computer Literacy connection: Students will research relevant news and how people are trying to alleviate cyber bullying.	 - Teacher-created handouts, worksheets, and instructional packets - Bullying Poster: *The 3 R's of Bullying* - Bullying Board Game and Cards - Idea Magazines: 3 (pg. 72), 6 (pg. 64) - "Stop Saying Those Things" Video - "Put-Down Bullying" Video

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Unit Map 2013-2014
Green Brook Township School District
/ 21st Century Skills Curriculum 4 (D) / Grade 4 (District Elementary Curriculum)
Wednesday, August 28, 2013, 8:55AM

Unit: Refusing Bullying (Week 13, 3 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.2 Express needs, wants, and feelings appropriately in various situations.

E. Communication and Media Fluency

- 9.1.4.E.3 Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.

F. Accountability, Productivity, and Ethics

- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

Description of Unit	Essential Questions

Students will learn when to refuse bullying safely and how to be assertive. Students will learn the acronym, *B-E-S-T*, and will utilize it to demonstrate assertiveness skills through a body language approach. They will understand that teasing and rumors are forms of bullying in which all students must take responsibility for stopping the behavior to support the target.

- When can bullying be refused safely?
- Are rumors considered bullying even if they are good?
- What are the connections between teasing and bullying?

Knowledge	Skills
Students will know: 1. how to safely respond to bullying and aggressive behavior. 2. the distinction between an aggressive and an assertive response. 3. appropriate techniques to resolve conflict, bullying, harassment, intimidation, and alternate aggression. 4. that they have the right and responsibility to safely respond to offensive and/or bullying behaviors.	Students will be able to: a. compare and contrast aggression and assertiveness. b. role-play an assertive response using the B-E-S-T model to fit various types of offensive scenarios: conflict, bullying, harassment, intimidation, and alternate aggression. c. evaluate situations to determine if a response is safe.

Assessments

Refusing Bullies Pre-Test
Diagnostic: Instructional/Assessment Focus
  A series of questions designed to gauge students' knowledge regarding how to refuse bullies and counteract their tactics.
  9.1.4.A.1
  9.1.4.A.2
  9.1.4.B.1

Rumor Writing Sample
Summative: Expository Essay
  An essay chronicling rumors and the proposed justification behind many of them.
  9.1.4.A.1
  9.1.4.A.2
  9.1.4.C.1
  9.1.4.D.2
  9.1.4.E.3

Refusing Bullying Test

Formative: Written Test
In a "Word Splash", students will identify the skills necessary to safely respond to bullying. They will list the specific situations in which their safety could be compromised and refusal should not occur.
9.1.4.A.1
9.1.4.A.2
9.1.4.A.5
9.1.4.B.1
9.1.4.C.1
9.1.4.D.2
9.1.4.F.3

Activities	Activities to Differentiate Instruction
- Safety Packet: A collection of photo ID cards, transparencies, and handouts to help students understand how to safely refuse bullies, including the five safety issues students must consider before refusing bullies. - B-E-S-T Poster and Handout: Students define and organize thoughts on bullying. - Refusal Scenarios: Student-created and presented scenarios that depict bullying and how to safely confront it. - Bumper Sticker Fun: Students design a bumper sticker with a clever slogan that encourages students to stand up to bullying. - Rumors, Rumors: After viewing the "Stop Saying Those Things" video and transparencies, students define rumors, how they affect others, and how to recognize and to refuse rumor blocks. - Rumor Block Role-Play: Students create, demonstrate, and evaluate their own rumor blocks and how to refuse them.	- Performance tasks are assessed using B-E-S-T as the rubric. A modified rubric will be used for students with special needs. - Provide detailed study-guides and modify tests for the appropriate learners.
Integrated/Cross-Disciplinary Instruction	**Resources**

- Performing Arts connection: Students enhance performance skills during role-play activities and study about how the media portrays bullying today.

- Teacher-created handouts, worksheets, and instructional packets
- Bullying Posters: *The 3 R's of Bullying* and *B-E-S-T*
- Safety Issues Photo Cards
- Idea Magazine: 6 (pg. 85), 8 (pg. 95)
- "Stop Saying Those Things" Video

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Last Updated: Tuesday, September 13, 2011, 10:20AM

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Unit Map 2013-2014
Green Brook Township School District
/ _21st Century Skills Curriculum 4 (D)_ / _Grade 4 (District Elementary Curriculum)_
Wednesday, August 28, 2013, 8:56AM

Unit: Reporting Bullying (Week 17, 3 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.

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	Essential Questions
Students will differentiate bullying circumstances that require reporting from those that can be handled through refusing. The students will learn the skills to decide for themselves when, where, and to whom to make a confidential report. They will	- Is it necessary to report bullying? - When should bullying be reported? - How can you safely report a bully?

learn the information that the report should contain. The students will know that they have the right and the responsibility to report unacceptable behavior to trusted adults.

- Why will reporting become an important life skill?

Knowledge	Skills

Students will know:
 	
1. that they need to make a report immediately when someone is unsafe.
2. reporting offers a solution to the bullying problem.
3. that a bullying report must contain specific information.
4. the factors that determine if a response is safe or if reporting is necessary.
	Students will be able to:
	   a. compare and contrast reporting and tattling.
	   b. use the *B-E-S-T* model to role-play an assertive response to various types of offensive scenarios: conflict, bullying, harassment, intimidation, and alternate aggression.
	   c. role-play a confidential report to a trusted adult.
	   d. evaluate situations to determine if a response is safe or if a report must be made.

Assessments

Reporting Bullying Pre-Test
Diagnostic: Instructional/Assessment Focus
  A pre-test on the steps that should be taken and the information that is necessary to report bullying.
  9.1.4.A.1
  9.1.4.C.1
  9.1.4.D.2

Creative Reporting Handouts
Summative: Other visual assessments
  Students create pamphlets depicting the procedures for reporting bullying.
  9.1.4.D.1
  9.1.4.E.3

Three R's Class Posters
Summative: Exhibition
  A class poster depicting one of the three R's of bullying and important information the particular "R" depicted.
  9.1.4.A.1
  9.1.4.D.1
  9.1.4.F.2

Reporting Bullying Test
Formative: Written Test

A written assessment in which students:
• identify the three circumstances when a bullying report must be made
• define the word "confidential" and apply it to making a report
• list the five "W's" of a report
• compare and contrast tattling and reporting
• recognize the school's Code of Conduct and outline the consequences for bullying
9.1.4.A.1
9.1.4.A.2
9.1.4.A.5
9.1.4.C.1
9.1.4.D.1
9.1.4.F.2

Activities	Activities to Differentiate Instruction
• "What do you do?" Board Game: A board game in which students use unit knowledge and creative-thinking skills to respond to scenarios that require reporting. • Five "W's" of Bullying Notes: Students will outline the five W's of reporting bullies and how to confidentially report bullying. • "What do you do? TWO!": Students will distinguish between situations where the need to report is necessary and where refusing is appropriate. They will evaluate situations that are not safe to refuse. They will review three types of assertive behaviors they can use to refuse a bully. • Five W's Role-Plays: Students will review the five words that will help them when reporting a bully: who, what, where, when, witness. • Green Brook Harassment, Intimidation, and Bullying Policy: Students will delve into the school's *Code of Conduct* to understand the consequences of bullying.	• Modifications to the performance task rubric. • Provide detailed study-guides and modify tests for the appropriate learners.
Integrated/Cross-Disciplinary Instruction	**Resources**

- Computer Literacy connection: Students will analyze current news stories on bullying and the measures that are being taken to curb bullying.
- Teacher-created handouts, worksheets, and instructional packets
- Bullying Posters: "The 3 R's of Bullying" and "Try 3"
- "What do you do?" Board game and cards
- Idea Magazine: 5 (pg. 105)

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Unit Map 2013-2014
Green Brook Township School District
/ 21st Century Skills Curriculum 4 (D) / Grade 4 (District Elementary Curriculum)
Wednesday, August 28, 2013, 8:56AM

Unit: Role of the Bystander (Week 20, 3 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.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.

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.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.

Description of Unit	Essential Questions

All members of the school community have a responsibility to prevent bullying. Witnesses, as bystanders, have a tremendous amount of power to help create a climate that either accepts or rejects bullying behaviors. Students can use a number of strategies to refuse bullying directly and to provide support to those who are targets. In this unit, students will understand that bullying has profound consequences on both individuals and communities. Eliminating bullying involves recognizing behaviors that perpetuate it and taking on the responsibility to refuse and report it. Students will recognize that it is their responsibility to create a caring community where all people are treated with respect.

- Why should I take on responsibility for others?
- What are the best choices (tactics) for dealing with bullies in school or at home when I am not directly involved?
- How can the skills learned in this program be applied to other day-to-day problems?

Knowledge	Skills

Students will know that:
 	
1. each person is responsible for his/her own behavior.
2. bystanders are more powerful than the bully.
3. silence as a consequence of fear perpetuates bullying.
4. they are responsible for modeling respectful behavior to all students in the school community.
	Students will be able to:
	   a. define the term, *bystander*.
	   b. list nine responsible behaviors the bystander can do to support the target.
	   c. evaluate a bullying situation to determine if it is safe to refuse or if it is necessary to report immediately.
	   d. role-play situations that call for individuals to recognize inner feelings and to provide support for the target.
	   e. identify the responsibilities of older students as models for younger.
	   f. explore the possible effects on individuals and society if no one took the responsibility to stop bullying.

Assessments

Role of the Bystander Pre-Test
Diagnostic: Instructional/Assessment Focus
  A diagnostic assessment on the definition and the role of the bystander and how a bystander can become involved in the anti-bullying process.
  9.1.4.A.1
  9.1.4.A.4
  9.1.4.B.1
  9.1.4.C.1

The Nine Poster

Summative: Personal Project
    A student-created poster about the nine ways a bystander can get involved in the anti-bullying process. Students will choose one of the nine methods and create an advertisement trying to persuade other students that their way is the most effective.
    9.1.4.A.1
    9.1.4.A.2
    9.1.4.B.1
    9.1.4.D.3

Role of the Bystander quiz
Formative: Written Test
    A quiz that assesses knowledge of the role of the bystander and his/her responsibilities in the anti-bullying process.
    9.1.4.A.1
    9.1.4.A.2
    9.1.4.A.4
    9.1.4.B.1
    9.1.4.C.1
    9.1.4.D.1
    9.1.4.D.3

Bullying Benchmark Final
Formative: Benchmark Assessment
    A benchmark on all of the information taught during the bullying unit. Students will be able to:
    • identify the three "R's" of bully prevention
    • use the three questions to recognize bullying
    • compare and contrast situations that must be reported and those that can be refused
    • list safety concerns before refusing bullying
    • define the assertiveness skills outlined in the acronym, B-E-S-T
    • list the circumstances under which it is necessary to report bullying
    • outline the five "W's" of a bullying report
    • define a confidential report
    • list at least three strategies to use as a responsible bystander to support a target
    9.1.4.A.1
    9.1.4.A.2
    9.1.4.A.4
    9.1.4.B.1
    9.1.4.C.1
    9.1.4.D.1
    9.1.4.D.3
    9.1.4.F.2

    🔗 Final Benchmark

Activities	Activities to Differentiate Instruction
• Bystander Introduction/Response Packet: A bullying poster, handout, and video that give students a complete description of a bystander and the bystander's role in the bullying situation. • "Helpful Hank" Letter: A letter to an advice columnist named *Helpful Hank*. The students will write a letter describing a situation of bullying and asking for advice. • "You Decide" Role Play/Rubric: A role-play in which students create a scenario that encompasses all the information learned in the unit on bullying.	• Modified rubric for the "You Decide" role play, decreasing the length of time or having the students present in a PowerPoint form. • Provide detailed study-guides and modify tests for the appropriate learners.

Integrated/Cross-Disciplinary Instruction	Resources
Connection to performing arts: role-play activities Connection to English language arts: letter writing	• Teacher-created handouts, worksheets, and instructional packets • Bullying Poster: *The Role of the Bystander* • "Be Part of the Solution" Video

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