

MILLSTONE TOWNSHIP SCHOOL DISTRICT
Guidance Curriculum -
GRADE: 3-5

Unit of Study: Social Emotional Learning Unit 1	
<p>Overview <i>Rules and expectations regarding the way we interact and treat one another will be introduced.</i></p>	
Pacing:	
To be integrated throughout the month of September	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● We will not bully others. ● We will cooperate with one another. ● We will use mindful breathing to calm ourselves. 	<ul style="list-style-type: none"> ● What is the definition of bullying? ● How can we show cooperation at school and at home? ● How can we calm strong emotions?
Objectives/Teaching Points:	Grade Level Standards:
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define bullying behaviors ● Explain and apply the character virtue of cooperation ● Identify the parts of the brain that help us to regulate emotions 	<ul style="list-style-type: none"> ● 2.1.4.E ● 2.2.4.C.1 ● 2.1.4.A.1
Learning Experiences:	
<ul style="list-style-type: none"> ● Olweus-Rule #1-We will not bully others <ul style="list-style-type: none"> ○ Create anchor chart for Rule 1 ○ 3 Part Chart-partner, small group, or whole class ● Character virtue- Cooperation <ul style="list-style-type: none"> ○ Stone Soup; Swimmy (3rd grade) ○ Sam Johnson and the Blue Ribbon Quilt (4th grade) ○ Teammates (5th grade) 	

- 3 Part Chart-What cooperation looks like, sounds like, feels like
- Mindful Breathing
 - Rosie's Brain read aloud and performance
 - Label the parts of the brain and their jobs

Interdisciplinary Connections:

- RL 3.1
- RL 4.1
- RL 5.1
- SL 3.1.A
- SL 3.1.B
- SL 4.1.A
- SL 4.1.B
- SL 5.1.A
- SL 5.2.B

21st Century Life and Careers:

Technology Standards:

- 8.1.5.A.3

Assessments:

Formative:

Summative:

Benchmark:

Alternative:

Ideas for Differentiation:

This area will need to be tweaked to match subject area/unit but the following bold areas need to have strategies under them.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers and classroom materials
- Word walls

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Suggested Resources:

- OLWEUS Bullying Prevention Curriculum
- Rosie's Brain by Linda Ryden

Unit of Study: Social Emotional Learning Unit 2

Overview

Rules and expectations regarding respect towards will be introduced.

Pacing:

To be integrated throughout the month of October

Enduring Understandings:

- We will try to help students being bullied
- We will show respect towards one another
- Will will use mindful listening to regulate our emotions and resolve conflict with others?

Essential Questions:

- How do we help students being bullied?
- What is the meaning of respect and how can we show it towards ourselves and others?
- How can being a mindful listener help us to resolve conflict with peers?

Objectives/Teaching Points:**Grade Level Standards:**

<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify options for helping students being bullied ● Define the meaning of respect and provide examples ● Demonstrate mindful listening while using the steps of conflict resolution 	<ul style="list-style-type: none"> ● 2.1.4.E.2 ● 2.1.6.E.1 ● 2.2.4.A.2
Learning Experiences:	
<ul style="list-style-type: none"> ● Olweus Rule #2- We will help students being bullied <ul style="list-style-type: none"> ○ DVD Scenario 2 (grade 3)) Scenario 3 (4-5) ● Rule #3-We will try to include others <ul style="list-style-type: none"> ○ CD Ch. 7, Document 20-Role play #2 ● Character virtue-Respect <ul style="list-style-type: none"> ○ What if Everybody Did That? (Grade 3) ○ The Sandwich Swap (Grade 4) ○ Mr. Peabody's Apples (Grade 5) ○ Anchor Chart: What it Looks Like & What it Means to Me ● Mindful Listening <ul style="list-style-type: none"> ○ Mindful Games-Fading Tone ○ Breathe Like a Bear-Listen practice ○ Go Noodle Flow-Think About It ○ Howard B. Wigglebottom Listens (Grade 3) ○ Listening With My Heart (Grade 4) ○ Listen Buddy (Grade 5) 	
Interdisciplinary Connections:	
<ul style="list-style-type: none"> ● RL 3.1 ● RL 4.1 ● RL 5.1 ● SL 3.1.A ● SL 3.1.B ● SL 4.1.A ● SL 4.1.B ● SL 5.1.A 	

- SL 5.2.B

21st Century Life and Careers:

Technology Standards:

8.1.5.A.3

Assessments:

Formative:

Summative:

Benchmark:

Alternative:

Ideas for Differentiation:

This area will need to be tweaked to match subject area/unit but the following bold areas need to have strategies under them.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers and classroom materials
- Word walls

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile

reinforcement of ideas.

- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Suggested Resources:

- Olweus Program Guide and Curriculum

- Breathe Like a Bear
- Mindful Games activity cards

Unit of Study: Social Emotional Learning Unit 3

Overview Students will learn the importance of providing help and services for others.

Pacing:

To be integrated throughout the months of November & December

Enduring Understandings:

We will tell an adult if we witness bullying.
We have a responsibility as bystanders.
We will demonstrate generosity and gratitude in our daily lives.
We will use mindful breathing.

Essential Questions:

Who can we tell when we witness bullying?
What are our responsibilities as bystanders?
How do we demonstrate gratitude?
Why is it important to be generous to others?

Objectives/Teaching Points:

Students will be able to:

- Define the role and expectations of a bystander
- Express gratitude
- Demonstrate generosity towards others
- Utilize mindful breathing to regulate emotions

Grade Level Standards:

- 2.1.6.E.2
- 2.2.4.C.3
- 2.2.6.A.2

Learning Experiences:

- Olweus Rule #4-We will tell an adult at home and school if we know someone is being bullied
 - CD Rom Ch. 6
 - Document 16 - Bullying Rules Round Up
- Character virtues: Gratitude & Generosity
 - Gratitude journal - weekly activity
 - Gratitude Grab Bag - morning meeting
 - The Giving Tree & Uncle Willie and the Soup Kitchen (Grade 3)
 - Thank You, Mr. Falker & Miss Rumphius (Grade 4)
 - Piggybook & It's Our World, Too (Grade 5)

- Mindful Breathing
 - Counting Breaths & A Cooling Out Breath- Mindful Games
 - Breath Focus - guided practice
 - Alphabreaths (Grade 3)
 - Breathe With Me (Grade 4)
 - My Magic Breath (Grade 5)

Interdisciplinary Connections:

- RL 3.1
- RL 4.1
- RL 5.1
- SL 3.1.A
- SL 3.1.B
- SL 4.1.A
- SL 4.1.B
- SL 5.1.A
- SL 5.2.B

21st Century Life and Careers:

Technology Standards:

- 8.1.5.A.2

Assessments:

Formative:

Summative:

Benchmark:

Alternative:

Ideas for Differentiation:

This area will need to be tweaked to match subject area/unit but the following bold areas need to have strategies under them.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers and classroom materials
- Word walls

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.

- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Suggested Resources:

- Olweus Bullying Prevention Curriculum
 - Lesson 5 script
 - Curriculum connections at the end of lesson
 - Bullying circle diagram (CD ROM document 18)
 - Bullying circle role play cards
- Mindful Games activity cards

Unit of Study: Social Emotional Learning Unit 4

Overview

Students will experience healthy ways to handle conflict with others and within themselves

Pacing:

To be integrated throughout the month of January

Enduring Understandings:

Essential Questions:

<ul style="list-style-type: none"> • We will know the difference between normal conflict and bullying • We will be persistent when faced with personal challenges • We will use mindfulness to interact peacefully with others 	<ul style="list-style-type: none"> • What is the difference between normal conflict and bullying? • How can we show persistence when faced with personal challenges? • How can being mindful of our own bodies help us in resolving conflict with others?
Objectives/Teaching Points:	Grade Level Standards:
<ul style="list-style-type: none"> • Students will be able to: • Determine the difference between normal conflict and bullying • Demonstrate persistence in their daily lives • Utilize mindfulness to remain peaceful and in control of their bodies while experiencing conflict with others 	<ul style="list-style-type: none"> • 2.1.4.A.1 • 2.1.4.E.2 • 2.1.6.E.3
Learning Experiences:	
<ul style="list-style-type: none"> • Olweus lesson 7 - Differences normal conflict and bullying behaviors <ul style="list-style-type: none"> ○ Discuss scenarios to highlight both bullying and conflict ○ Read Just Kidding by Trudy Ludwig • Character virtue - Persistence <ul style="list-style-type: none"> ○ Swimmy (Grade 3) ○ Wednesday Surprise (Grade 4) ○ Through My Eyes by Ruby Bridges (Grade 5) ○ Self Reflection - Do You Persevere? • Mindful Bodies <ul style="list-style-type: none"> ○ Listen With My Body (Grade 3) ○ What Does It Mean to be Mindful? (Grade 4) ○ Peaceful Piggy Meditates (Grade 5) ○ Simon Says - Mindful Bodies ○ Guided practice - Body Scan ○ Mindful games - Zip Up & Feeling My Feet 	
Interdisciplinary Connections:	
<ul style="list-style-type: none"> • RL 3.1 • RL 4.1 	

- RL 5.1
- SL 3.1.A
- SL 3.1.B
- SL 4.1.A
- SL 4.1.B
- SL 5.1.A
- SL 5.2.B

21st Century Life and Careers:

Technology Standards:

- 8.1.2.B.1

Assessments:

Formative:

Summative:

Benchmark:

Alternative:

Ideas for Differentiation:

This area will need to be tweaked to match subject area/unit but the following bold areas need to have strategies under them.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers and classroom materials

- Word walls

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios

- Student Driven Instruction

Suggested Resources:

- Olweus Bullying Prevention Curriculum lesson 7
- NJ State Bar booklet, Bully-Busting Curriculum Grades K-12 p. 8, 11
- Characters in Conflict worksheet p. 11
- Scenarios p. 8
- Mindful Games Activity Cards

Unit of Study: Social Emotional Learning Unit 5

Overview

Students will be introduced to expected behaviors regarding interactions with others while regarding conflict and expressing emotions

Pacing:

To be integrated throughout the month of February

Enduring Understandings:

- We will express our feelings to peers in an assertive manner
- We will demonstrate kindness to the members of our school community
- We will use mindfulness to express our emotions in a healthy manner

Essential Questions:

- What is the difference between passive, aggressive, and assertive behaviors?
- Why is it important to treat others with kindness?
- How can mindfulness help us to identify and express our emotions?

Objectives/Teaching Points:

- Students will be able to:
- Use assertive language to communicate with peers and resolve conflict
- Define and demonstrate examples of kindness
- Identify and express emotions using

Grade Level Standards:

- 2.1.4.E.4
- 2.1.6.E.3
- 2.2.4.A.2

mindfulness practices	
Learning Experiences:	
<ul style="list-style-type: none"> ● Olweus Lesson 8 - Passive, Aggressive, and Assertive Behaviors <ul style="list-style-type: none"> ○ Comic Worksheet and Character Reaction Style Worksheet ● Olweus Lesson 9 - Discussion Day <ul style="list-style-type: none"> ○ Review of lessons 1-8 ○ Juice Box Bully by Trudy Ludwig ○ Create a Promise Poster to renew commitment to our four anti-bullying rules ● Character virtue - Kindness <ul style="list-style-type: none"> ○ Stand in My Shoes (Grade 3) ○ Horton Hears a Who (Grade 4) ○ A Chair for My Mother (Grade 5) ○ Kindness graphic organizer and acrostic poem ● Mindful Emotions <ul style="list-style-type: none"> ○ Visiting Feelings (Grade 3) ○ Moody Cow Meditates (Grade 4) ○ My Many Colored Days (Grade 5) ○ Being Mindful of Strong Emotions ○ Mindful Games - Pink Bubble & Mystery Box ○ Guided practice - How Are You Feeling? 	
Interdisciplinary Connections:	
<ul style="list-style-type: none"> ● RL 3.1 ● RL 4.1 ● RL 5.1 ● SL 3.1.A ● SL 3.1.B ● SL 4.1.A ● SL 4.1.B ● SL 5.1.A ● SL 5.2.B 	
21st Century Life and Careers:	

Technology Standards:
<ul style="list-style-type: none"> • 8.1.5.A.3
Assessments:
<p>Formative:</p> <p>Summative:</p> <p>Benchmark:</p> <p>Alternative:</p>
Ideas for Differentiation:
<p>This area will need to be tweaked to match subject area/unit but the following bold areas need to have strategies under them.</p> <p>English Language Learners:</p> <ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label centers and classroom materials • Word walls <p>IEP/504 Learners:</p> <ul style="list-style-type: none"> • Utilize modifications and accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Provide concrete examples and relate all new strategies to previously learned

strategies.

- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Suggested Resources:

- Olweus Bullying Prevention curriculum
- Character virtue library
- Mindfulness library
- Mindful Games activity cards

- Mindful Schools curriculum activities

Unit of Study: Social Emotional Learning Unit 6

Overview

Students will be introduced to healthy ways to communicate with their peers

Pacing:

To be integrated throughout the month of March

Enduring Understandings:

- We will communicate our thoughts and feelings in an assertive manner
- We will take responsibility for ourselves and our part in a conflict
- We will demonstrate kindness towards others

Essential Questions:

- How can we use assertive language when communicating with peers?
- Why is it important to take responsibility for our actions?
- How can we demonstrate kindness to others?

Objectives/Teaching Points:

- Students will be able to:
- Use I Messages to communicate with peers
- Define and demonstrate responsibility
- Act kindly towards others

Grade Level Standards:

- 2.2.4.A.2
- 2.2.6.A.1
- 2.2.6.A.2

Learning Experiences:

- Olweus lesson 11 - I Messages
 - I Messages sheet - convert to We Messages
- Character virtue - Responsibility
 - I Just Forgot (Grade 3)
 - Strega Nona (Grade 4)
 - Brave Irene (Grade 5)
 - Responsibility graphic organizer
- Mindful Thoughts
 - Mind Bubbles (Grade 3)

- Mindful Bea, Worry Tree (Grade 4)
- My Strong Mind (Grade 5)
- Mindful Games - Resting and Noticing & Three Gates
- Guided practice - Breathing in Positivity
- Being Mindful of Thoughts worksheet

Interdisciplinary Connections:

- RL 3.1
- RL 4.1
- RL 5.1
- SL 3.1.A
- SL 3.1.B
- SL 4.1.A
- SL 4.1.B
- SL 5.1.A
- SL 5.2.B

21st Century Life and Careers:

Technology Standards:

Assessments:

Formative:

Summative:

Benchmark:

Alternative:

Ideas for Differentiation:

This area will need to be tweaked to match subject area/unit but the following bold areas need to have strategies under them.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers and classroom materials
- Word walls

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Suggested Resources:

- Olweus Bullying Prevention curriculum
- Character virtue library
- Mindfulness library
- Mindful Games activity cards
- Mindful Schools curriculum activities

Unit of Study: Social-Emotional Learning Unit 7

Overview Students will experience ways in which their words and actions affect others

Pacing:

To be integrated throughout the month of April

Enduring Understandings:

- We will use technology to communicate positive/helpful messages to others.
- We will show fairness to others.
- We will use mindfulness to cultivate compassion and empathy towards

Essential Questions:

- How can we be sure that our message to others online is positive and helpful?
- What does fairness look like and how do we show it to others?
- How can we demonstrate compassion

others.	and empathy towards others?
Objectives/Teaching Points:	Grade Level Standards:
<ul style="list-style-type: none"> ● Students will be able to: ● Identify ways in which communication online can be hurtful or harmful to themselves and others ● Define the meaning of fairness in the classroom and in social interactions ● Use mindfulness techniques to cultivate compassion and empathy towards peers 	<ul style="list-style-type: none"> ● 2.6.1.E.1 ● 2.2.4.A.1 ● 2.2.4.B.3 ● 2.2.6.B.1
Learning Experiences:	
<ul style="list-style-type: none"> ● Olweus Cyber Bullying <ul style="list-style-type: none"> ○ THINK poster - display and discuss the importance of showing good decision making skills online and how these decisions affect others ○ Cyber Bully Activity Sheet - role play ○ Bullying Circle Diagram ● Character virtue - Fairness <ul style="list-style-type: none"> ○ Click, Clack, Moo. Cows that Type (Grade 3) ○ Rainbow Fish (Grade 4) ○ Alexander Who Used to be Rich Last Sunday (Grade 5) ○ Fairness Is/Isn't poster ○ I Can Be Fair sort ● Mindfulness - Heartfulness <ul style="list-style-type: none"> ○ Heart Bubbles (Grade 3) ○ I am Human (Grade 4) ○ Crab & Whale (Grade 5) ○ Guided practice - What I Like About Me ○ Mindful games activity cards - Imaginary Hugs & Wishes for the World ○ Mindful Schools activities - Page of Kind Thoughts & Generosity drawing 	
Interdisciplinary Connections:	
<ul style="list-style-type: none"> ● RL 3.1 	

- RL 4.1
- RL 5.1
- SL 3.1.A
- SL 3.1.B
- SL 4.1.A
- SL 4.1.B
- SL 5.1.A
- SL 5.2.B

21st Century Life and Careers:

Technology Standards:

- 8.1.5.A.3
- 8.1.5.D.3

Assessments:

Formative:

Summative:

Benchmark:

Alternative:

Ideas for Differentiation:

This area will need to be tweaked to match subject area/unit but the following bold areas need to have strategies under them.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling

- Develop and post routines
- Label centers and classroom materials
- Word walls

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons

- Interest based content
- Real world scenarios
- Student Driven Instruction

Suggested Resources:

- Olweus Bullying Prevention curriculum
- Character virtue library
- Mindfulness library
- Mindful Games activity cards
- Mindful Schools curriculum activities

Unit of Study:

Overview

Students will be encouraged to think of their school as a community and reflect on the importance of being an honest, reliable member of that community

Pacing:

To be integrated throughout the month of May

Enduring Understandings:

- We will stand up for those being bullied.
- We are honest members of a school community.
- We will use mindful movement while interacting with others.

Essential Questions:

- Why is it important to stand up to bullying behaviors?
- How do we demonstrate honesty through our words and actions?
- How can mindful movement help us to be more aware of our bodies while interacting with peers?

Objectives/Teaching Points

Students will be able to:

- Identify the role bystanders play in bullying situations

Grade Level Standards:

- 2.1.4.C.3
- 2.1.6.E.2
- 2.2.4.A.2

<ul style="list-style-type: none"> ● Demonstrate honesty and explain how dishonest words and actions can affect others ● Utilize mindful movement practices to demonstrate self control 	<ul style="list-style-type: none"> ● 2.2.6.A.1
Learning Experiences:	
<ul style="list-style-type: none"> ● Olweus - Bystander lesson <ul style="list-style-type: none"> ○ Bystander circle/role cards ○ Bullying circle diagram - CD Rom document 18 ● Character virtue - Honesty <ul style="list-style-type: none"> ○ Edwurd Fudwupper Fibbed Big (Grade 3) ○ Too Many Tamales (Grade 4) ○ The Empty Pot (Grade 5) ○ Honesty poster ○ Scenario cards - Scoot game ● Mindful Movement <ul style="list-style-type: none"> ○ Slowly, Slowly, Slowly said the Sloth (Grade 3) ○ A Sloth's Guide to Mindfulness (Grade 4) ○ The Sloth Who Slowed Us Down (Grade 5) ○ Guided practice - Cloud Meditation ○ Mindful Games activity cards - Slow and Silent Working & Balloon Arms ○ Mindful Schools curriculum activities ○ Trace Your Hand ○ Use Mindful Eyes 	
Interdisciplinary Connections:	
<ul style="list-style-type: none"> ● RL 3.1 ● RL 4.1 ● RL 5.1 ● SL 3.1.A ● SL 3.1.B ● SL 4.1.A ● SL 4.1.B ● SL 5.1.A 	

- SL 5.2.B

21st Century Life and Careers:

Technology Standards:

- 8.1.5.A.3

Assessments:

Formative:

Summative:

Benchmark:

Alternative:

Ideas for Differentiation:

This area will need to be tweaked to match subject area/unit but the following bold areas need to have strategies under them.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers and classroom materials
- Word walls

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile

reinforcement of ideas.

- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Suggested Resources:

- Olweus Bullying Prevention curriculum

- Character virtue library
- Mindfulness library
- Mindful Games activity cards
- Mindful Schools curriculum activities

Unit of Study:

Overview

Students will reflect on our rules against bullying and the traits that build strong character.

Pacing:

To be integrated throughout the month of June

Enduring Understandings:

- We are a bully free school.
- We demonstrate strong character and citizenship.
- We practice mindfulness to be our best selves.

Essential Questions:

- What do you recall about our anti-bullying rules? How have you demonstrated those rules?
- What traits make for strong character in a person?
- How can mindfulness help us individually and with peers?

Objectives/Teaching Points:

Students will be able to:

- Reflect upon learning experiences regarding bullying
- Reflect upon the traits that build strong character
- Reflect upon the ways in which mindfulness has benefitted us?

Grade Level Standards:

- 2.1.4.C.3
- 2.1.4.E.3
- 2.1.6.E.3

Learning Experiences:

- Olweus wrap up
 - Recall and list information learned regarding bullying behaviors
 - Lesson 15 scenarios on Teachers Guide CD Rom
 - Exit Slip
- Character virtue - Courage

- Sheila Rae the Brave (Grade 3)
- Mirette on the High Wire (Grade 4)
- Henry Freedom's Box (Grade 5)
- Once Upon a Time activity
- Honesty spinner game
- Mindfulness
 - Staying at your base word search
 - Mindful activity chart
 - Mindful activities to try

Interdisciplinary Connections:

- RL 3.1
- RL 4.1
- RL 5.1
- SL 3.1.A
- SL 3.1.B
- SL 4.1.A
- SL 4.1.B
- SL 5.1.A
- SL 5.2.B

21st Century Life and Careers:

Technology Standards:

- 8.1.5.D.3

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