

Grade 5	Social Studies
	Unit 2: Colonial Life & Steps to Respect (Ongoing)
	<p>Pennsylvania Academic Standards:</p> <p>Civics and Government: 5.1.5.A: Understand the rule of law in protecting property rights, individual rights and the common good.</p> <p>Economic:</p> <p>6.1.5.C: Explain how people’s choices have different economic consequences.</p> <p>6.1.5.D: Demonstrate how availability of resources affects choices.</p> <p>6.4.5.D: Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p> <p>Geography:</p> <p>7.1.5.B: Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A: Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> Population Culture Settlement Economic activities Political activities <p>7.4.5.A: Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.5.B: Identify the effect of people on the physical systems within a community.</p> <p>History:</p> <p>8.1.5.A: Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.C: Differentiate how continuity and change in U.S. history are formed and operate.</p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography

	<p>Social organizations</p> <p>8.3.5.D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <p>Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>
	<p>Overarching and Essential Questions:</p> <p>What comparisons can you make between Roanoke, Jamestown, and Plymouth? What were the differences?</p> <p>What were the many hardships that African Americans faced during enslavement and how did they deal with them?</p> <p>What were the three dilemmas that enslaved Africans faced?</p> <p>How are the dilemmas the enslaved Africans faced like or unlike current dilemmas?</p> <p>Are dilemmas different at different phases of life?</p>
	<p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. There were many similarities and differences between the three colonial settlements. 2. There were many hardships facing African Americans during enslavement. 3. The three dilemmas facing African Americans during enslavement were: The slave trade in West Africa, the Middle Passage, and the arrival in North America. 4. Dilemmas are faced by all Americans throughout their past, present and future.
	<p>Assessments: Performance Tasks, Projects</p> <p>History Alive America’s Past: Student Workbook: Guided Reading Notes pages 24-26, 30-31, 34-36, and 38-39</p> <p>History Alive America’s Past: Student Workbook: Processing pages 27, 32, and 37.</p>
	<p>Assessments: Quizzes, Tests and Academic Prompts</p> <p><i>*Common assessment available on server</i></p> <p>History Alive America’s Past: Lessons (Chapters) 6-9 tests: Teacher Manual pages 73-74, 84-85, 97-98, 108-109</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Observation of group project (colony billboard).</p> <p>Observation of group work/presentations about slave trade.</p> <p>Observation of activity completion on walking tour of Colonial Williamsburg.</p>

	<p>Assessments: Student Self-Assessment</p>
	<p>Students will need to know . . . (targeted understandings):</p> <p>There were 3 early English Settlements that helped form the Americas.</p> <p>Roanoke, Jamestown and Plymouth were all integral parts of the formation of the Americas.</p> <p>The original 13 colonies were divided into colonial regions; New England, Middle and Southern.</p> <p>Each colonial region has unique characteristics specific to the environment in which it is set to include jobs dependent on available resources.</p> <p>The reason each colony was founded is essential in the creation of the Americas and in the establishment of the new colonies.</p> <p>Massachusetts and Rhode Island partially make up the New England Colonies.</p> <p>New York and Pennsylvania are a part of the Middle Colonies.</p> <p>Maryland and Georgia help to comprise the Southern Colonies.</p> <p>Some famous Patriots include Ben Franklin, Mercy Otis Warren, and Samuel Adams.</p> <p>The introduction of slave trade presented new challenges for both settlers and West Africans.</p> <p>West Africans encountered numerous dilemmas as they entered slave trade in West Africa, along the middle passage and upon arrival in America.</p> <p>West Africans dealt with the dilemmas they faced in different ways.</p> <p>Slaves were wanted in America to work on large plantation in the southern colonies.</p> <p>Although there were many colonial towns, Williamsburg, Virginia was important because it was the capital of Virginia and it included government officials, common folk and slaves all living within it.</p> <p>There are many aspects of colonial life to include; education at colleges and dame schools, the many trades, social activities, government, slavery and religion.</p> <p>Make connections to the dilemmas faced as nation currently as well as those dilemmas surrounding other nations.</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>Define the vocabulary.</p> <p>Describe what is known about the failed settlement at Roanoke.</p> <p>Explain key challenges and successes of the settlements of Jamestown and Plymouth.</p> <p>Distinguish between New England, Middle and Southern Colonies.</p> <p>List key features of the colonies of Massachusetts, Rhode Island, New York, Pennsylvania, Maryland and Georgia.</p> <p>Identify favorable aspects of Massachusetts, Rhode Island, New York, Pennsylvania, Maryland and Georgia.</p> <p>Describe three key dilemmas faced by Africans during enslavement: the European slave</p>

	<p>trade in West Africa, The Middle Passage, and arrival in North America.</p> <p>Identify various ways in which West Africans responded to the dilemmas they faced.</p> <p>Identify important sites in colonial Williamsburg.</p> <p>Describe six aspects of life in colonial Williamsburg: government, religions, education, social life, trades and slave life.</p> <p>Compare and contrast colonial Williamsburg to the community in which they live.</p> <p>Create an organizer that distinguishes between dilemmas faced within America currently and/or those of other nations.</p>
	<p>Teaching and learning experiences:</p> <p>Complete the PREVIEW, GRAPHIC ORGANIZER, READING, and REPSONSE activities listed in the History Alive America’s Past teacher’s manual for the Lesson/ Chapter 6-9.</p>
	<p>Materials and Resources:</p> <p>History Alive America’s Past: Teacher’s Manual, Student Notebooks, Textbooks, Student Handouts, Informational Masters, Transparencies, History Alive CD, Current event articles.</p> <p>Steps to Respect Program (See separate Steps to Respect Unit plan)</p> <p>CD Player, Clear jar with soil, newspaper classified section, ballot box, butcher paper, markers, Placards 9A-9F, tape, toothpicks, black paint, blank paper, hole punches, yarn, thick paper or cardstock, game tokens, dice, stamp/stamp pad, scissors, glue, crayons</p>
	<p>Accommodations: Follow IEP/504 plans</p>
	<p>Enrichments: Follow GIEP’s</p> <p>Compass Learning</p> <p>Colonial Williamsburg Tour the Town: a Virtual tour to the sites in colonial Williamsburg with audio descriptions.</p> <p>http://www.history.org/Almanack/tourTheTown/flash.cfm</p> <p>United Streaming videos are also available on the Middle passage, slave trade in West Africa and many other topics.</p>
	<p>Time: 45 minutes per day for nine weeks</p>

Grade 5	Social Studies
	Unit 3: Birth of a Nation & Steps to Respect (Ongoing)
	<p>Pennsylvania Academic Standards:</p> <p>Civics and Government:</p> <p>5.1.5.D: Interpret key ideas about government found in significant documents: Declaration of Independence United States Constitution Bill of Rights</p> <p>Economic:</p> <p>6.1.5.C: Explain how people’s choices have different economic consequences.</p> <p>6.1.5.D: Demonstrate how availability of resources affects choices.</p> <p>6.3.5.C: Explore ways in which tax revenue is collected.</p> <p>6.4.5.D: Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p> <p>Geography:</p> <p>7.1.5.B: Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A: Identify the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities</p> <p>7.4.5.A: Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.5.B: Identify the effect of people on the physical systems within a community.</p> <p>History:</p> <p>8.1.5.A: Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.1.5.B: Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.C: Differentiate how continuity and change in U.S. history are formed and operate. Belief systems and religions Commerce and industry</p>

	<p>Technology Politics and government Physical and human geography Social organizations</p> <p>8.3.5.D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <p>Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>
	<p>Overarching and Essential Questions:</p> <p>What were the major events that caused the tensions between the colonist and Britain from 1754-1774? What is the Declaration of Independence, and why was it written? What was the Revolutionary War, and what were its outcomes? What tensions exist in present-day America and between whom?</p>
	<p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. The differing political points of view along with different economic interests lead to the growing tensions prior to the American Revolution, and eventually to the Revolutionary War itself. 2. There were many specific events that lead to the creation of the Declaration of Independence. 3. The Colonies had defeated the British in the American Revolution. 4. There are currently different political view points based upon the state of our nation.
	<p>Assessments: Performance Tasks, Projects</p> <p>History Alive America’s Past: Student Workbook: Guided Reading Notes pages 40-41, 43-45, 48-49, and 52-53</p> <p>History Alive America’s Past: Student Workbook: Processing pages 42, 46-47, 50, and 54</p>
	<p>Assessments: Quizzes, Tests and Academic Prompts</p> <p><i>*Common assessment available on server</i></p> <p>History Alive America’s Past: Lessons (Chapters) 10-13 tests: Teacher Manual pages 139-140, 150-151, 169-171, 182-183</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Observation of roleplaying of debates between the Patriots and the Loyalists. Observation of skit for the Declaration of Independence</p>
	<p>Assessments: Student Self-Assessment</p>

	<p>Students will need to know . . . (targeted understandings):</p> <p>The American colonists felt frustrated because loss of autonomy prior to the Revolutionary War.</p> <p>The Proclamation of 1763, the Quartering Act, the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Act created tensions between the colonist and Britain from 1754-1774.</p> <p>Patriots supported independence, Loyalists were against independence, and neutralists did not take sides.</p> <p>Some famous Loyalists include Thomas Hutchinson, Jonathan Boucher, and Lord Dunmore.</p> <p>Some arguments against independence included the King’s power came from God, England protected the colonies, the King was wiser and experienced, Britain created the colonies, and it was their duty to obey.</p> <p>Some famous Patriots include Ben Franklin, Mercy Otis Warren, and Samuel Adams.</p> <p>Some arguments for independence included Britain would continue to make unfair laws and was untrustworthy, the colonies were capable of ruling themselves, people could not afford to pay the expensive taxes, Britain was too far away, and it was unfair that the king choose the governs.</p> <p>The events and influences that precipitated the writing of the Declaration of Independence include the Second Continental Congress, Thomas Paine and Common Sense.</p> <p>The meaning of key passages of the Declaration of Independence.</p> <p>The key factors that allowed the American colonist to defeat the British in the Revolutionary War include the natures of the continental and British Armies, the distance between Britain and the colonies, the Continental Army’s motivation to win, the strategies, and the Continental Army’s allies.</p> <p>The outcomes of the Revolutionary War as stated in the Treaty of Paris included that the United States would be an independent country, Britain gave the United States land, and the Loyalist would have their rights restored, and keep their property.</p> <p>The difference of opinion and viewpoints of current political leaders.</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>Define the vocabulary.</p> <p>Describe the feelings of frustrations and loss of autonomy felt by the American colonists prior to the Revolutionary War.</p> <p>Summarize the key events that created tensions between the colonist and Britain from 1754-1774.</p> <p>Identify the some key Patriots and Loyalist, their positions on independence, and their arguments.</p> <p>Identify events and influences precipitated the writing of the Declaration of Independence.</p>

	<p>Paraphrase key passages of the Declaration of Independence.</p> <p>Tell the key factors that allowed the American colonist to defeat the British in the Revolutionary War.</p> <p>Identify the outcomes of the Revolutionary War.</p> <p>Give examples of the varying beliefs and viewpoints within the current political/military/economic system.</p>
	<p>Teaching and learning experiences:</p> <p>Complete the PREVIEW, GRAPHIC ORGANIZER, READING, and REPSONSE activities listed in the History Alive America's Past teacher's manual for the Lesson/ Chapter 10-13.</p>
	<p>Materials and Resources:</p> <p>History Alive America's Past: Teacher's Manual, Student Notebooks, Textbooks, Student Handouts, Informational Masters, Transparencies</p> <p>Steps to Respect program (See separate Steps to Respect Unit)</p> <p>Scissors, Glue, Crayons, String, a Tug of War Rope</p>
	<p>Accommodations: Follow IEP/504 plans</p>
	<p>Enrichments: Follow GIEP's</p> <p>Compass Learning</p> <p>Websites: This site has a large number of links related to the American Revolution http://edtech.kennesaw.edu/web/amrevol.html</p>
	<p>Time: 45 minutes per day for nine weeks</p>

Grade 5	Social Studies
	Unit 4: The West/ The Civil War & Steps to Respect (Ongoing)
	<p>Pennsylvania Academic Standards:</p> <p>Civics and Government:</p> <p>5.1.5.D: Interpret key ideas about government found in significant documents: Declaration of Independence United States Constitution Bill of Rights</p> <p>Economic:</p> <p>6.1.5.C: Explain how people’s choices have different economic consequences.</p> <p>6.1.5.D: Demonstrate how availability of resources affects choices.</p> <p>6.4.5.D: Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.</p> <p>Geography:</p> <p>7.1.5.B: Describe and locate places and regions as defined by physical and human features.</p> <p>7.3.5.A: Identify the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities</p> <p>7.4.5.A: Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.5.B: Identify the effect of people on the physical systems within a community.</p> <p>History:</p> <p>8.1.5.A: Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.5.C: Differentiate how continuity and change in U.S. history are formed and operate. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography</p>

	<p>Social organizations</p> <p>8.3.5.D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <p>Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>
	<p>Overarching and Essential Questions: How did the United States expand westward, and how did this affect the native people? Who was life like for westerners in the 1800's? What events lead to the Civil War? What was life like for the Union and Confederate Armies in Gettysburg? What events are currently being faced by America in current military campaigns?</p>
	<p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. The United States acquired new land through purchase settlements, war, and annexations. 2. The settlement westward had lasting effects on groups such as the Nez Perce' and the Mexicanos. 3. The differing political points of view, along with different economic interests lead to the growing tensions prior to the Civil War, and eventually to the Civil War itself. 4. The battle of Gettysburg was the defining moment for the Union Army, and the turning point of the Civil War. 5. The Union and Confederate troops endured many struggles, and showed great determination during the Civil War. 6. Political decisions and military actions are a direct result of the varying beliefs within a nation's political and economic systems.
	<p>Assessments: Performance Tasks, Projects History Alive America's Past: Student Workbook: Guided Reading Notes pages 64-65, 68-69, 72-77, and 78-79 History Alive America's Past: Student Workbook: Processing pages 66 and 70.</p>
	<p>Assessments: Quizzes, Tests and Academic Prompts <i>*Common assessment available on server</i> History Alive America's Past: Lessons (Chapters) 16-19 tests: Teacher Manual pages 217-218, 239-240, 265-267, and 280-281.</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues) Observation of experiential exercise about westward expansion/manifest destiny. Observation of group work and dramatizations of groups living in the west. Observation of group work and role-playing at the centers for Gettysburg.</p>
	<p>Assessments: Student Self-Assessment</p>

	<p>Students will need to know . . . (targeted understandings):</p> <p>The United States acquired territories of Louisiana in the Louisiana Purchase, Florida in an acquisition, and Texas through an annexation, Oregon in an acquisition, and the Southwest through the Gadsden Purchase and the Mexican Cession.</p> <p>The Lewis and Clark Expedition mapped the Louisiana Territory.</p> <p>The factors that encouraged Chinese immigrants, Forty-Niners, Mormons, and the Oregon pioneers to settle the west in the 1800's.</p> <p>The daily life for the Chinese immigrants, Forty-Niners, Mexicanos, Mormons, Nez Perce and the Oregon pioneers in the 1800's.</p> <p>The movement of other groups to the West impacted such groups as the Mexicanos and the Nez Perce.</p> <p>The key events that led to the Civil War: the Missouri Compromise, the Underground Railroad, the Compromise of 1850, "Bleeding Kansas," and the election of Abraham Lincoln.</p> <p>Some important sites at the Battle of Gettysburg</p> <p>Five aspects of a Civil War Soldier's life, including military tactics and technology, combat conditions, medical care, food and drinks, and conditions on the home front.</p> <p>Some key events that are presently a source of conflict among nations.</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>Define the vocabulary.</p> <p>Describe how the United States acquired territories in Louisiana, Florida, Texas, Oregon, and the Southwest.</p> <p>Explain how the native people were affected by the westward expansion of the United States.</p> <p>List the factors that encouraged Chinese immigrants, Forty-Niners, Mormons, and the Oregon pioneers to settle the west.</p> <p>Describe aspects of daily life for the Chinese immigrants, Forty-Niners, Mexicanos, Mormons, Nez Perce and the Oregon pioneers.</p> <p>Explain how movement of other groups to the West impacted such groups as the Mexicanos and the Nez Perce.</p> <p>Identify the key events that led to the Civil War: the Missouri Compromise, the Underground Railroad, the Compromise of 1850, "Bleeding Kansas," and the election of Abraham Lincoln.</p> <p>Identify some important site at the Battle of Gettysburg.</p> <p>Describe five aspects of a Civil War Soldier's life, including military tactics and technology, combat conditions, medical care, food and drinks, and conditions on the home front.</p> <p>Determine how current political and military involvement is alike and different that the involvement of the past.</p>

	Explain why military conflict is important to the development of the nation.
	<p>Teaching and learning experiences:</p> <p>Complete the PREVIEW, GRAPHIC ORGANIZER, READING, and REPSONSE activities listed in the History Alive America's Past teacher's manual for the Lesson/ Chapter 16-19.</p>
	<p>Materials and Resources:</p> <p>History Alive America's Past: Teacher's Manual, Student Notebooks, Textbooks, Student Handouts, Informational Masters, Station Masters, Transparencies, CD, Placards (Pictures)</p> <p>Steps to Respect Program (See separate Steps to Respect Unit plan)</p> <p>Crayons, Markers, Masking Tape, Pillow Cases, Sticks for Campfire Simulation</p>
	Accommodations: Follow IEP/504 plans
	<p>Enrichments: Follow GIEP's</p> <p>Compass Learning</p> <p>Websites:</p> <p>http://www.kidinfo.com/american_history/civil_war.html</p> <p>http://www.socialstudiesforkids.com/subjects/civilwar.htm</p> <p>http://www.radford.edu/sbisset/civilwar.htm</p>
	Time: 45 minutes per day for nine weeks

Grade 5	Social Studies
	Unit 5: Steps to Respect (Ongoing)
	<p>Pennsylvania Academic Standards: Civics and Government:</p> <p>5.1.5.A: Understand the rule of law in protecting property rights, individual rights and the common good.</p> <p>5.2.5.A: Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.</p> <p>5.2.5.B: Identify behaviors that promote cooperation among individuals.</p> <p>5.2.5.D: Identify specific ways individuals participate in school and community activities.</p> <p>5.3.5.F: Examine different ways conflicts can be resolved.</p> <p>5.3.5.G: Describe how groups try to influence others.</p> <p>Health, Safety, and Physical Activities: Safety and Injury Prevention: (Grade 5 Standards Unavailable)</p> <p>10.3.3.C: Recognize conflict situations and identify strategies to avoid or resolve. walk away I-statements refusal skills adult intervention</p> <p>Career Education and Work: Career Retention and Advancement:</p> <p>13.3.5.B: Explain the importance of working cooperatively with others at both home and school to complete a task.</p> <p>13.3.5.C: Identify effective group interaction strategies, such as, but not limited to: Building consensus Communicating effectively Establishing ground rules Listening to others</p> <p>Family and Consumer Science: Balancing Work Family and Community Responsibilities: (Grade 5 Standards Unavailable)</p> <p>11.2.3.H: Identify how to resolve conflict using interpersonal communications skills. Speaking and listening I messages Active listening Checking for understanding Following directions Empathy</p>

	Feedback
	<p>Overarching and Essential Questions:</p> <p>What is cooperative behavior?</p> <p>Why is it important to be cooperative?</p> <p>How do people resolve conflicts?</p>
	<p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. Cooperative behaviors are behaviors that create a productive, positive environment. 2. It is important to be cooperative in order to have a safe, productive, and positive environment. 3. People should resolve conflict using interpersonal communications skills.
	<p>Assessments: Performance Tasks, Projects</p> <p>Observation of roleplaying.</p> <p>Observation of skits.</p>
	<p>Assessments: Quizzes, Tests and Academic Prompts</p> <p>Worksheets</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Daily application of content.</p>
	<p>Assessments: Student Self-Assessment</p>
	<p>Students will need to know . . . (targeted understandings):</p> <p>The benefits of friendship.</p> <p>The definition of respect.</p> <p>What respectful, friendly behaviors look like.</p> <p>It is every student's responsibility to treat everyone in a friendly, respectful manner.</p> <p>The appropriate methods to join a group.</p> <p>That bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.</p> <p>Bullying can be face-to-face or behind-the-back.</p> <p>Put-downs include rude gestures, name-calling, insults, rolling eyes at someone, and imitating the way someone moves or talks.</p> <p>Appropriate methods to be assertive and refuse bullying, and how to deal with unsafe situations.</p> <p>Methods to control rumors.</p> <p>When it is appropriate to report bullying.</p> <p>Appropriate behavior of bystanders.</p>

	<p>Students will be able to do . . . (targeted skills):</p> <p>Describe the benefits of friendship.</p> <p>Define respect.</p> <p>Identify respectful, friendly behaviors.</p> <p>Demonstrate the steps to making a friend.</p> <p>Discuss student’s responsibility to treat everyone in a friendly, respectful manner.</p> <p>Use appropriate methods to join a group.</p> <p>Identify emotion-management techniques.</p> <p>Define recognize and bullying behaviors.</p> <p>Define put-downs, and tell if it is accidental or hurtful.</p> <p>Safely use appropriate methods to be assertive and refuse bullying.</p> <p>Identify and apply methods to control rumors.</p> <p>Identify times when it is appropriate to report bullying.</p> <p>Demonstrate appropriate behavior of bystanders.</p>
	<p>Teaching and learning experiences:</p> <p>Complete the lesson in <i>Steps to Respect: A Bullying Prevention Program</i></p>
	<p>Materials and Resources:</p> <p><i>Steps to Respect: A Bullying Prevention Program</i> Materials; Handouts, Transparency, Posters, Books, Video, Photo Cards, Situation Games, Role-plays</p> <p>Paper, Scissors, TV, VCR Player, Overhead Projector</p>
	<p>Accommodations: Follow IEP/504 plans</p>
	<p>Enrichments: Follow GIEP’s</p>
	<p>Time: 11 lessons (40-45 minutes per session) Presented within the first months of the school year and reviewed throughout the school year</p> <p>The last lesson is how to keep the program/skills going through the remainder of the school year. Teachers should continue to hold a weekly class meeting to reinforce skills throughout the rest of the school year.</p>