PATHS[®] Curriculum Grade 4

Alignment Report by Standard

to

Common Core State Standards for English Language Arts

March 2011

Alignment Report by Standard

PATHS[®] Curriculum—Grade 4

Subject: English Language Arts

Standard: Common Core State Standards for English Language Arts

Source: Common Core State Standards Initiative

Note: The correlations between PATHS and common standards were created by an independent third party. They are applicable to the best of our knowledge as of the date they were created. As with any educational product, the effectiveness of this product depends on many factors, including teacher effectiveness and a child's learning pace and receptiveness. (03/11)

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		PATHS [®] Grade 4 Curriculum
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RI 4 1	Refer to details and	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Common Core State Standards for English Language Arts Reading Literature: Key Ideas and Details PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them. PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing (optional) To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To iteach direct, assertive ways to handle conflict. PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies- character biographical story in which a person identifies an important problem and goes about creating change in a responsible manner. PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To heplo hildren better understand how thei
		feelings of inferiority that special needs children might have as a result of their differences. PATHS-Gr4, U6, L35 Stereotypes and Discrimination /Associational thinking; cause-effect reasoning; cooperative group learning; problem solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to
		unfair treatment or discrimination towards other people. PATHS-Gr4, U6, L36 Dealing with Gossip /Associational thinking; cause- effect reasoning; problem solving; writing (optional) To help children better understand gossip and how it affects friendship. PATHS Gr4, U6, L39 Being Bespensible: A Class Project of
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		To increase children's awareness of important events and people in their

school and community. To provide a biographical story of an artist who
honors others. To conduct a cooperative group project.
PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first
two chapters of the book, which set up the story and the issues that Wanda
Petronski faces. To explore the importance of being accepted and liked by
peers. To identify cultural and economic differences in Wanda's class and
several ways that people may respond to those who are different.
PATHS-Gr4 , <i>The Hundred Dresses</i> , L2 Chapter 3/To discuss Chapter 3, in which Maddie reflects on how "the dresses game" started. To brainstorm
ways to be accepted in a group, especially as a newcomer or outsider. To
explore issues related to cultural and economic differences and how to be
sensitive to others.
PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
the letter from her father saying that they have moved away. To understand
how being a silent bystander contributes to teasing or harassment. To
explore the issue of discrimination towards people who are different.
PATHS-Gr4, <i>The Hundred Dresses</i> , L4 Chapter 6/To discuss Chapter 6,
in which Maddie and Peggy go up to Boggins Heights to find Wanda's
house, only to find the Petronski family has already moved. To expand on
issues related to being a bystander and contributing to teasing or
harassment. To help children identify when they feel sorry for what they
have done and how they can apologize.
PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
to the class and, in her letter, gives Maddie and Peggy the drawings of
dresses she had made in their likeness. To explore feelings of regret or
remorse and ways to resolve these uncomfortable feelings. To understand
how important events can shape someone's reputation and the rest of his
or her life.
PATHS-Gr4, The Hundred Dresses, L6 Review/To review the important
themes of the book. To practice problem solving by brainstorming different
endings to the book. To identify lessons learned from this story, and ways
they apply to students' lives.
PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
preexisting circumstances affecting Drita and Maxie, and what brings the
two girls into one another's lives. To discuss the cultures of each of the
girls, and to compare their differences and similarities. To explore the
emotions Drita and Maxie might have (one coping with the loss of her
mother, the other coping with the consequences of war and a mother
struggling with war trauma).
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, <i>Drita, My Homegirl</i> , L3 Chapters 9-12/To discuss Chapters
9-12, in which Drita helps her grandmother make a favorite Albanian dish,
her mother – after days of sleeping – gets up screaming from a nightmare,
Maxie is rude to Lisa and her son, and Maxie and her father talk about her
mother. To explore the powerful emotions each of the girls is experiencing
at home, and how they are coping with them.
PATHS-Gr4, <i>Drita, My Homegirl</i> , L4 Chapters 13-16/To discuss Chapters
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other.

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	PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
	17-20, in which Drita and Maxie's friendship begins and both girls talk with
	their grandmothers about their problems. To explore the uncomfortable
	feelings both girls have regarding their families and the other girls at
	school. To define bullying and identify what students can do if they see
	bullying or are bullied.
	PATHS-Gr4, Drita, My Homegirl, L6 Chapters 21-24/To understand
	Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
	apologizes to her father and Maxie arrives at the apartment just when
	Drita's mother has a breakdown. To reflect on how distressed everyone
	feels about Drita's mother and what they can or should do. To discuss
	Maxie's conversation with her father, and how Maxie successfully
	apologized to her father.
	PATHS-Gr4 , <i>Drita, My Homegirl</i> , L7 Chapters 25-28/To discuss Chapters
	25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how
	emergencies and life-or-death situations can bring people together to work toward a common good. To focus on the familial relationships in the novel
	and how this emergency enabled people to care for one another.
	PATHS-Gr4, <i>Drita, My Homegirl</i> , L8 Chapters 29-32/To discuss Chapters
	29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
	to Maxie, Drita's mother recovers, and Maxie presents her project on
	Project Night. To identify what Drita and Maxie had in common and what
	their differences were, and to consider what solidified their friendship. To
	review the book as a whole and its major themes.
	PATHS-Gr4, <i>Shiloh</i> , L1 Chapters 1-2/To discuss Chapters 1 and 2, in
	which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
	Judd, Shiloh's owner. To examine the feelings experienced by Marty when
	he becomes attached to Shiloh and fears for Shiloh's future.
	PATHS-Gr4, <i>Shiloh</i> , L2 Chapters 3-4/To develop a better understanding
	of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
	learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
	in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
	To evaluate Marty's problem-solving skills. To practice problem-solving
	skills by considering possible solutions and plans for Marty.
	PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
	his own family by implying that he has not seen Shiloh. To explore the
	different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie
	evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	which Marty spends the day with his friend David Howard, and Marty's
	mother discovers his secret. To explore unintended consequences of
	actions, and to understand that one cannot control these. To identify
	others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4, Shiloh, L5 Chapters 9-10/To focus on the relationship
	between Marty and his father in Chapters 9 and 10. Marty's father takes
	Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
	father agrees to let Shiloh return to their house until he is healed. To
	explore some of the key elements in a good interpersonal relationship,
	such as trust, reliability and open communication. To develop the ability to
	consider multiple sides of a story at once by considering the complexities of
	Marty's problem.
	PATHS-Gr4, <i>Shiloh</i> , L6 Chapters 11-12/To discuss Chapters 11 and 12,
	in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
	To understand how Marty's determination and perseverance help him to
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early Sunday morning to talk to Judd. To explore the complex decision
Marty makes when he sees Judd shoot the does out of season.
PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
Marty works off his debt to Judd Travers, Judd pushes Marty to work very
hard, Judd teases him about getting the dog, and, in the end, Marty and
Judd understand each other. To review the book in its entirety and identify
its main themes. To understand the cultural differences between Judd and
Marty, and the way they learn to tolerate one another.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
"January" Chapter/To discuss the "January" chapter, in which Bandit
learns that she is moving to the U.S. and is given an American name,
Shirley. To discuss the meaning behind names in Shirley's family and
students' names. To explore the emotions Shirley and family members may
have about the move and her new name.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
"February" Chapter/To discuss the "February" chapter, in which Shirley
and her mother travel "A Journey of Ten Thousand Miles," are introduced
to their new home, and receive father's Chinese friends. To think and write
about the experience of being lost where you cannot speak the language.
To reflect on the difficulty of going from an undeveloped country to an
industrial one with a very different culture and values.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March"
& "April" Chapters/To discuss the "March" and "April" chapters, in which
Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
skates. To explore the difficulties Shirley faces in making friends at her
American school. To identify reasons for Shirley's challenges and to
brainstorm solutions for Shirley.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
<i>"June"</i> Chapters/To discuss the "May" and "June" chapters, in which
Shirley gets two black eyes, tells her parents nothing happened, refuses to
go to school for two days, joins Mabel's stickball team and becomes known
as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
may not be available in other cultures. To explore cultural differences in how people give compliments.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" &
"August" Chapters/To discuss the "July" and "August" chapters, in which
Shirley has no friends with whom she can play, she becomes a diehard
Dodgers and Jackie Robinson fan, and she spends time helping her father
be a landlord. To explore Shirley's motivation when volunteering her family
to do something very generous. To understand how doing hard work
transformed into developing handy skills and good relations with neighbors.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
"September" Chapter/To discuss the "September" chapter, in which
Shirley worries about returning to school, Shirley becomes friends with a
girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
what she has done that compromises her Chinese character. To reflect on
Shirley's dilemma of facing different cultural expectations and on ways to
handle them. To focus on Shirley's feelings of guilt and shame, and on
ways she resolved them.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
"October" & "November" Chapters/To discuss the "October" and
"November" chapters, in which the Dodgers lose the World Series,
Shirley's family misses their relatives, especially Grandfather, and the
family belatedly celebrates the Fall Harvest Moon. To consider traits of
heroes and role models, and examine students' choices of heroes. To

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	"December" Chapter/Te discuss the "December" chapter in which Chiday
	"December" Chapter /To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a
	speaker, and she learns that she will have a sibling. To identify and enjoy
	the teamwork needed to transform Shirley into a turkey for the school play.
	To focus on the feelings that Shirley has when she is nominated to
	introduce Jackie Robinson to speak and how her feelings change by the
	end of the presentation. To review the book as a whole and its themes.
RL.4.2 Determine a theme of a	PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
story, drama, or poem	monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce
from details in the text; summarize the text.	
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	PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
	in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
	to the class and, in her letter, gives Maddie and Peggy the drawings of
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	Marty, and the way they learn to tolerate one another. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L3 <i>"March"</i>

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RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts,	 & "April" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickhall team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" & "August" Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triples, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley feelings of guilt and shame, and on ways she resolved them. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 "October" & "November" Chapters/To discuss the "December" chapter, and the family belatedly celebrates the Fall Harv
RL.4.3	character, setting, or event in a story or drama, drawing on specific details	To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes. PATHS-Gr4, U2, L10 Feelings Dictionary /Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the
		 PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary. PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving; writing (optional) To encourage careful decision making. To explore peer relations and social pressure. PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing
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To review problem-solving steps 2-5. To assess students' knowledge of
problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> .
PATHS-Gr4, U3, L16 Consequences: What Might Happen
Next /Brainstorming; consequential thinking; decision making; problem solving
To review problem-solving steps 1-5.
PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
decision making; oral discussion; problem solving To review and practice the problem-solving steps learned thus far. To
reinforce the importance of thinking before acting.
PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach
to solving problems.
PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan /Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional)
To emphasize the importance of setting goals and developing plans to
reach them. PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding /Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing (optional)
To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
and listening skills; oral discussion; role-playing
To promote and reinforce skills in forming groups and learning how to wor
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well on teams. To illustrate how conflicts can escalate quickly.
PATHS-Gr4, U5, L30 <i>The Eagles and the Playoffs: Part 3</i> /Cause-effect reasoning; communication skills; oral discussion; role-playing; writing
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Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
discussion; problem solving; reading comprehension; social studies- character biography; writing (optional); cooperative group learning
(optional)
To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.
PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
cooperative group learning; oral discussion; problem solving
To help children better understand how their feelings are affected by their
perceptions and by evaluations by others. To informally illustrate one
solution to a problem. To facilitate discussion regarding possible fears or
feelings of inferiority that special needs children might have as a result of their differences.
PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
thinking; cause-effect reasoning; cooperative group learning; problem
solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to
unfair treatment or discrimination towards other people.

effect reasoning; problem solving; writing (optional)
To help children better understand gossip and how it affects friendship.
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sensitive to others.
PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
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how being a silent bystander contributes to teasing or harassment. To
explore the issue of discrimination towards people who are different.
PATHS-Gr4, <i>The Hundred Dresses</i> , L4 Chapter 6/To discuss Chapter 6,
in which Maddie and Peggy go up to Boggins Heights to find Wanda's
house, only to find the Petronski family has already moved. To expand on
issues related to being a bystander and contributing to teasing or
harassment. To help children identify when they feel sorry for what they
have done and how they can apologize.
PATHS-Gr4, <i>The Hundred Dresses</i> , L5 Chapter 5/To discuss Chapter 7,
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PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
preexisting circumstances affecting Drita and Maxie, and what brings the
two girls into one another's lives. To discuss the cultures of each of the
girls, and to compare their differences and similarities. To explore the
emotions Drita and Maxie might have (one coping with the loss of her
mother, the other coping with the consequences of war and a mother
struggling with war trauma).
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's
motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, Drita, My Homegirl, L3 Chapters 9-12/To discuss Chapters
9-12, in which Drita helps her grandmother make a favorite Albanian dish,
her mother – after days of sleeping – gets up screaming from a nightmare,
Maxie is rude to Lisa and her son, and Maxie and her father talk about her
mother. To explore the powerful emotions each of the girls is experiencing
at home, and how they are coping with them.
PATHS-Gr4, <i>Drita, My Homegirl</i> , L4 Chapters 13-16/To discuss Chapters

12 16 in which Drite is rejected by her nears her father does not with the
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other.
PATHS-Gr4, <i>Drita, My Homegirl</i> , L5 Chapters 17-20/To discuss Chapters
17-20, in which Drita and Maxie's friendship begins and both girls talk with
their grandmothers about their problems. To explore the uncomfortable
feelings both girls have regarding their families and the other girls at
school. To define bullying and identify what students can do if they see
bullying or are bullied.
PATHS-Gr4, Drita, My Homegirl, L6 Chapters 21-24/To understand
Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
apologizes to her father and Maxie arrives at the apartment just when
Drita's mother has a breakdown. To reflect on how distressed everyone
feels about Drita's mother and what they can or should do. To discuss
Maxie's conversation with her father, and how Maxie successfully
apologized to her father.
PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
25-28, in which Maxie's grandmother takes Drita's mother to the hospital
and Maxie buys a gift for Drita's mother with Lisa. To consider how
emergencies and life-or-death situations can bring people together to work
toward a common good. To focus on the familial relationships in the novel and how this emergency enabled people to care for one another.
PATHS-Gr4, <i>Drita, My Homegirl</i> , L8 Chapters 29-32/To discuss Chapters
29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
to Maxie, Drita's mother recovers, and Maxie presents her project on
Project Night. To identify what Drita and Maxie had in common and what
their differences were, and to consider what solidified their friendship. To
review the book as a whole and its major themes.
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
To evaluate Marty's problem-solving skills. To practice problem-solving
skills by considering possible solutions and plans for Marty.
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
his own family by implying that he has not seen Shiloh. To explore the
different shades of dishonesty (telling half-truths, avoiding the truth, telling
outright lies). To help students connect the strong temptation to lie
evidenced by Marty's actions with their own experiences.
PATHS-Gr4, <i>Shiloh</i> , L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spands the day with his friend David Howard and Marty's
which Marty spends the day with his friend David Howard, and Marty's
mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify
others' feelings and practice problem solving in difficult situations.
PATHS-Gr4, <i>Shiloh</i> , L5 Chapters 9-10/To focus on the relationship
between Marty and his father in Chapters 9 and 10. Marty's father takes
Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
father agrees to let Shiloh return to their house until he is healed. To
explore some of the key elements in a good interpersonal relationship,
such as trust, reliability and open communication. To develop the ability to
- call de date, renability and open communication. To develop the ability to

 Consider multiple sides of a story at once by considering the complexities of Martys problem. PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12, in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out that the Prestons are hiding Shiloh and Judd demands they returns Shiloh on Sudder To explore Marty's feelings of lonelines, guilt, fear and worry. To understand how Marty's determination and perseverance help him to solve this problem. PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season. PATHS-Gr4, Shiloh, L3 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd Leases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in this sentirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way twy learn to tolerate one another. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2 "January" ChapterTO discuss the meaning behind names in Shirley family and students' names. To explore the emotions Shirley and family members may have about the owne and her new name. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2 "Fobruary" Chapters To discuss the "Fabruary" chapter, in which Shirley and her mother trave! "A Journey of Ten Thousand Miles," are introduced to their new home, and receive different culture and values. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March" & "April" Chapters/TO discuss the "Mart' and "April" chapters, in which Shirley goes to fift grade, we lear and unders' challenges and to traver sthe Boar and Jackie Robinson, L4 "Mary" & "April	
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Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.	to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.
Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.	"September" Chapter /To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
	Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on

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		"October" & "November" Chapters/To discuss the "October" and
		"November" chapters, in which the Dodgers lose the World Series,
		Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8
		"December" Chapter/To discuss the "December" chapter, in which Shirley
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play.
		To focus on the feelings that Shirley has when she is nominated to
		introduce Jackie Robinson to speak and how her feelings change by the
		end of the presentation. To review the book as a whole and its themes.
		Reading Literature:
		Craft and Structure
RL.4.4	Determine the meaning of	PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
	words and phrases as	comparative thinking; hierarchical thinking; oral discussion; writing
	they are used in a text,	(optional)
	including those that allude	To facilitate and increase the use of emotion labels. To increase the
	to significant characters	understanding of emotion concepts. To provide a generalization technique
	found in mythology (e.g.,	for using emotion concepts throughout the classroom day during the entire
	Herculean).	school year.
		PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
		retrieval; writing
		To practice using the Feelings Dictionary.
		PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
		Solutions/Attentional and listening skills; cause-effect reasoning;
		cooperative group learning; problem solving; writing
		To review problem-solving steps 2-5. To assess students' knowledge of
		problem-solving steps 2-5. To have cooperative learning groups apply
		problem-solving steps 4 and 5 to the story At the Mall.
		PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
		solving; reasoning; role-playing; art (optional)
		To review the problem-solving steps 1-10. To teach a persistent approach
		to solving problems.
		PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional
		and listening skills; associational thinking; oral discussion; problem solving
		To promote and reinforce skills in forming groups and learning how to work
		well on teams. To illustrate how conflicts can escalate quickly.
		PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
		cooperative group learning; oral discussion; problem solving
		To help children better understand how their feelings are affected by their
		perceptions and by evaluations by others. To informally illustrate one
		solution to a problem. To facilitate discussion regarding possible fears or
		feelings of inferiority that special needs children might have as a result of
		their differences.
		PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
		thinking; cause-effect reasoning; cooperative group learning; problem
		solving; writing (optional)
		To facilitate awareness about stereotypes and how they might lead to
		unfair treatment or discrimination towards other people.
		PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-
		effect reasoning; problem solving; writing (optional)
		To help children better understand gossip and how it affects friendship.
		PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
		preexisting circumstances affecting Drita and Maxie, and what brings the
		two girls into one another's lives. To discuss the cultures of each of the
		girls, and to compare their differences and similarities. To explore the
		emotions Drita and Maxie might have (one coping with the loss of her
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		State Standards for English Language Arts

mother, the other coping with the consequences of war and a mother
struggling with war trauma).
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's
motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other.
PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
17-20, in which Drita and Maxie's friendship begins and both girls talk with
their grandmothers about their problems. To explore the uncomfortable
feelings both girls have regarding their families and the other girls at
school. To define bullying and identify what students can do if they see
bullying or are bullied.
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
To evaluate Marty's problem-solving skills. To practice problem-solving
skills by considering possible solutions and plans for Marty.
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
his own family by implying that he has not seen Shiloh. To explore the
different shades of dishonesty (telling half-truths, avoiding the truth, telling
outright lies). To help students connect the strong temptation to lie
evidenced by Marty's actions with their own experiences.
PATHS-Gr4 , <i>Shiloh</i> , L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's
mother discovers his secret. To explore unintended consequences of
actions, and to understand that one cannot control these. To identify
others' feelings and practice problem solving in difficult situations.
PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
in which Marty cannot think of any solutions to keep Shiloh, so he goes
early Sunday morning to talk to Judd. To explore the complex decision
Marty makes when he sees Judd shoot the does out of season.
PATHS-Gr4, <i>Shiloh</i> , L8 Chapter 15/To complete Chapter 15, in which
Marty works off his debt to Judd Travers, Judd pushes Marty to work very
hard, Judd teases him about getting the dog, and, in the end, Marty and
Judd understand each other. To review the book in its entirety and identify
its main themes. To understand the cultural differences between Judd and
Marty, and the way they learn to tolerate one another.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March"
& "April" Chapters /To discuss the "March" and "April" chapters, in which
Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
skates. To explore the difficulties Shirley faces in making friends at her
American school. To identify reasons for Shirley's challenges and to
brainstorm solutions for Shirley. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
FATHS-GH, III UIE TEAL OF UIE DOAL AND JACKIE RODINSON, L4 "MAY" &

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		<i>"June"</i> Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to
		go to school for two days, joins Mabel's stickball team and becomes known
		as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
		may not be available in other cultures. To explore cultural differences in
		how people give compliments.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
		"September" Chapter/To discuss the "September" chapter, in which
		Shirley worries about returning to school, Shirley becomes friends with a
		girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
		what she has done that compromises her Chinese character. To reflect on
		Shirley's dilemma of facing different cultural expectations and on ways to
		handle them. To focus on Shirley's feelings of guilt and shame, and on
		ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters/To discuss the "October" and
		"November" chapters, in which the Dodgers lose the World Series,
		Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8
		"December" Chapter/To discuss the "December" chapter, in which Shirley
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play.
		To focus on the feelings that Shirley has when she is nominated to
		introduce Jackie Robinson to speak and how her feelings change by the
		end of the presentation. To review the book as a whole and its themes.
RL.4.6	Compare and contract the	PATHS-Gr4, <i>Shiloh</i> , L6 Chapters 11-12/To discuss Chapters 11 and 12,
RL.4.0	Compare and contrast the	
	point of view from which	in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
	different stories are	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	narrated, including the	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
	difference between first-	To understand how Marty's determination and perseverance help him to
	and third-person	solve his problem.
	narrations.	
	Int	Reading Literature: tegration of Knowledge and Ideas
RL.4.7	Make connections	PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
RL.4.1		
	between the text of a story	reasoning; consequential thinking; cooperative group learning (optional);
	or drama and a visual or	reading comprehension (optional); social studies-character biography
	oral presentation of the	(optional); writing (optional)
	text, identifying where	To emphasize the importance of setting goals and developing plans to
	each version reflects	reach them.
	each version reflects specific descriptions and	reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
	each version reflects	reach them. PATHS-Gr4, U5, L28 <i>The Eagles and the Playoffs: Part 1</i> /Attentional and listening skills; oral discussion; role-playing
	each version reflects specific descriptions and	reach them. PATHS-Gr4, U5, L28 <i>The Eagles and the Playoffs: Part 1</i> /Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work
	each version reflects specific descriptions and	reach them. PATHS-Gr4, U5, L28 <i>The Eagles and the Playoffs: Part 1</i> /Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.
	each version reflects specific descriptions and	reach them. PATHS-Gr4, U5, L28 <i>The Eagles and the Playoffs: Part 1</i> /Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work
	each version reflects specific descriptions and	reach them. PATHS-Gr4, U5, L28 <i>The Eagles and the Playoffs: Part 1</i> /Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams.
	each version reflects specific descriptions and	 reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving
	each version reflects specific descriptions and	reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work
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	each version reflects specific descriptions and	 reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
	each version reflects specific descriptions and	 reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing
	each version reflects specific descriptions and	 reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional)
	each version reflects specific descriptions and	 reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work
	each version reflects specific descriptions and	 reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.
	each version reflects specific descriptions and	 reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing
	each version reflects specific descriptions and	 reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict. PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
	each version reflects specific descriptions and	 reach them. PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing To promote and reinforce skills in forming groups and learning how to work well in teams. PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 2/Attentional and listening skills; associational thinking; oral discussion; problem solving To promote and reinforce skills in forming groups and learning how to work well on teams. To illustrate how conflicts can escalate quickly. PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect reasoning; communication skills; oral discussion; role-playing; writing

		character biography; writing (optional); cooperative group learning
		(optional)
		To provide a biographical story in which a person identifies an important
		problem and goes about creating change in a responsible manner.
		PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
		Commemoration /Cause-effect reasoning; cooperative group learning;
		problem solving; reading comprehension; social studies-character
		biography; art (optional)
		To increase children's awareness of important events and people in their
		school and community. To provide a biographical story of an artist who
		honors others. To conduct a cooperative group project. PATHS-Gr4 , <i>Drita, My Homegirl</i> , L2 Chapters 5-8/To discuss Chapters
		5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
		to the reader, Maxie gets in trouble with the principal at school, and Drita's
		grandmother makes a favorite recipe from home. To consider Maxie's
		motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
		PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
		of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
		father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
		learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
		in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
		To evaluate Marty's problem-solving skills. To practice problem-solving
		skills by considering possible solutions and plans for Marty.
		PATHS-Gr4 , <i>Shiloh</i> , L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very
		hard, Judd teases him about getting the dog, and, in the end, Marty and
		Judd understand each other. To review the book in its entirety and identify
		its main themes. To understand the cultural differences between Judd and
		Marty, and the way they learn to tolerate one another.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters/To discuss the "October" and
		"November" chapters, in which the Dodgers lose the World Series,
		Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play.
		To focus on the feelings that Shirley has when she is nominated to
		introduce Jackie Robinson to speak and how her feelings change by the
		end of the presentation. To review the book as a whole and its themes.
	_	Reading Literature:
KL.4.10		
	scaffolding as needed at	
	the high end of the range.	additional methods for calming down.
		PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
		comparative thinking; hierarchical thinking; oral discussion; writing
		(optional)
RL.4.10 ©2011 PA	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	PATHS-Gr4, U2, L10 Feelings Dictionary /Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing

for using emotion concepts throughout the classroom day during the entire school year.
PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
retrieval; writing
To practice using the Feelings Dictionary.
PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional
and listening skills; decision making; oral discussion; problem solving;
writing (optional)
To encourage careful decision making. To explore peer relations and social
pressure.
PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning;
cooperative group learning; problem solving; writing
To review problem-solving steps 2-5. To assess students' knowledge of
problem-solving steps 2-5. To have cooperative learning groups apply
problem-solving steps 4 and 5 to the story At the Mall.
PATHS-Gr4, U3, L16 Consequences: What Might Happen
Next /Brainstorming; consequential thinking; decision making; problem
solving
To review problem-solving steps 1-5.
PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
decision making; oral discussion; problem solving
To review and practice the problem-solving steps learned thus far. To
reinforce the importance of thinking before acting.
PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What
Happens/Cooperative group learning; decision making; problem solving;
role-playing and communication skills
To provide continued review and practice in using the problem-solving
steps learned thus far. To discuss the idea of evaluating the entire
problem-solving process.
PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
solving; reasoning; role-playing; art (optional)
To review the problem-solving steps 1-10. To teach a persistent approach to solving problems.
PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-
Solvers /Decision making; oral discussion; problem solving; role-playing;
writing
To provide practice in formal problem solving in a group situation with a
designated problem.
PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
School/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; writing (optional)
To increase children's awareness of social problems and how they can be
solved. To demonstrate to children how they can set goals to create
positive change.
PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
reasoning; consequential thinking; cooperative group learning (optional);
reading comprehension (optional); social studies-character biography
(optional); writing (optional)
To emphasize the importance of setting goals and developing plans to
reach them.
PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding/Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing
(optional)
To emphasize the importance of considering global goals. To help children
see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause
effect reasoning; oral discussion; role-playing; writing (optional)
To promote and reinforce skills in forming friendships.

	PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning;
	communication skills; oral discussion; role-playing; cooperative group
	learning (optional); writing (optional)
	To further promote and reinforce skills in friendship.
	PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
	and listening skills; oral discussion; role-playing
	To promote and reinforce skills in forming groups and learning how to work
	well in teams.
	PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional
	and listening skills; associational thinking; oral discussion; problem solving
	To promote and reinforce skills in forming groups and learning how to work
	well on teams. To illustrate how conflicts can escalate quickly.
	PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
	reasoning; communication skills; oral discussion; role-playing; writing
	(optional)
	To promote and reinforce skills in forming groups and learning how to work
	well on teams. To teach direct, assertive ways to handle conflict. PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
	cooperative group learning; oral discussion; problem solving
	To discuss problems that are out of one's control. To encourage alternative
	solutions that provide relief from feelings of stress.
	PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
	discussion; problem solving; writing (optional)
	To discuss the concept of forgiveness and its relationship to intentionality.
	PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
	Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
	discussion; problem solving; reading comprehension; social studies-
	character biography; writing (optional); cooperative group learning
	(optional)
	To provide a biographical story in which a person identifies an important
	problem and goes about creating change in a responsible manner.
	PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
	cooperative group learning; oral discussion; problem solving
	To help children better understand how their feelings are affected by their
	perceptions and by evaluations by others. To informally illustrate one
	solution to a problem. To facilitate discussion regarding possible fears or
	feelings of inferiority that special needs children might have as a result of
	their differences.
	PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
	thinking; cause-effect reasoning; cooperative group learning; problem
	solving; writing (optional) To facilitate awareness about stereotypes and how they might lead to
	unfair treatment or discrimination towards other people.
	PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-
	effect reasoning; problem solving; writing (optional)
	To help children better understand gossip and how it affects friendship.
	PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral
	discussion; problem solving; role-playing; self-monitoring; communication
	skills (optional)
	To define bullying. To discuss what children can do if they are bullied.
	PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
	Commemoration/Cause-effect reasoning; cooperative group learning;
	problem solving; reading comprehension; social studies-character
	biography; art (optional)
	To increase children's awareness of important events and people in their
	school and community. To provide a biographical story of an artist who
	honors others. To conduct a cooperative group project.
	PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first
	two chapters of the book, which set up the story and the issues that Wanda
	Petronski faces. To explore the importance of being accepted and liked by
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	peers. To identify cultural and economic differences in Wanda's class and
	several ways that people may respond to those who are different.
	PATHS-Gr4 , <i>The Hundred Dresses</i> , L2 Chapter 3/To discuss Chapter 3, in which Maddie reflects on how "the dresses game" started. To brainstorm
	ways to be accepted in a group, especially as a newcomer or outsider. To
	explore issues related to cultural and economic differences and how to be
	sensitive to others.
	PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
	Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
	the letter from her father saying that they have moved away. To understand
	how being a silent bystander contributes to teasing or harassment. To
	explore the issue of discrimination towards people who are different.
	PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6,
	in which Maddie and Peggy go up to Boggins Heights to find Wanda's
	house, only to find the Petronski family has already moved. To expand on
	issues related to being a bystander and contributing to teasing or
	harassment. To help children identify when they feel sorry for what they
	have done and how they can apologize.
	PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
	in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
	to the class and, in her letter, gives Maddie and Peggy the drawings of
	dresses she had made in their likeness. To explore feelings of regret or
	remorse and ways to resolve these uncomfortable feelings. To understand
	how important events can shape someone's reputation and the rest of his
	or her life.
	PATHS-Gr4 , <i>The Hundred Dresses</i> , L6 Review /To review the important
	themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways
	they apply to students' lives.
	PATHS-Gr4, <i>Drita, My Homegirl</i> , L1 Chapters 1-4/To understand the
	preexisting circumstances affecting Drita and Maxie, and what brings the
	two girls into one another's lives. To discuss the cultures of each of the
	girls, and to compare their differences and similarities. To explore the
	emotions Drita and Maxie might have (one coping with the loss of her
	mother, the other coping with the consequences of war and a mother
	struggling with war trauma).
	PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
	to the reader, Maxie gets in trouble with the principal at school, and Drita's
	grandmother makes a favorite recipe from home. To consider Maxie's
	motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
	PATHS-Gr4, Drita, My Homegirl, L3 Chapters 9-12/To discuss Chapters
	9-12, in which Drita helps her grandmother make a favorite Albanian dish,
	her mother – after days of sleeping – gets up screaming from a nightmare,
	Maxie is rude to Lisa and her son, and Maxie and her father talk about her
	mother. To explore the powerful emotions each of the girls is experiencing
	at home, and how they are coping with them.
	PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
	13-16, in which Drita is rejected by her peers, her father does not get the
	job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
	Brandee and Maxie wind up with the principal while Drita hides. To identify
	Drita's attempts in trying to make friends and to discuss strategies that she
	could use that might work better. To explore the importance of " <i>frikacake</i> ,"
	"scrub" and "world's biggest hotdog" and other names the girls use to judge
	themselves and each other.
	PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
	17-20, in which Drita and Maxie's friendship begins and both girls talk with
	their grandmothers about their problems. To explore the uncomfortable
	feelings both girls have regarding their families and the other girls at school. To define bullying and identify what students can do if they see
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bullying or are bullied
bullying or are bullied. PATHS-Gr4, Drita, My Homegirl, L6 Chapters 21-24/To understand
Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
apologizes to her father and Maxie arrives at the apartment just when
Drita's mother has a breakdown. To reflect on how distressed everyone
feels about Drita's mother and what they can or should do. To discuss
Maxie's conversation with her father, and how Maxie successfully
apologized to her father.
PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
25-28, in which Maxie's grandmother takes Drita's mother to the hospital
and Maxie buys a gift for Drita's mother with Lisa. To consider how
emergencies and life-or-death situations can bring people together to work
toward a common good. To focus on the familial relationships in the novel
and how this emergency enabled people to care for one another.
PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters
29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
to Maxie, Drita's mother recovers, and Maxie presents her project on
Project Night. To identify what Drita and Maxie had in common and what
their differences were, and to consider what solidified their friendship. To
review the book as a whole and its major themes.
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
To evaluate Marty's problem-solving skills. To practice problem-solving
skills by considering possible solutions and plans for Marty.
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
his own family by implying that he has not seen Shiloh. To explore the
different shades of dishonesty (telling half-truths, avoiding the truth, telling
outright lies). To help students connect the strong temptation to lie
evidenced by Marty's actions with their own experiences.
PATHS-Gr4 , <i>Shiloh</i> , L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's
mother discovers his secret. To explore unintended consequences of
actions, and to understand that one cannot control these. To identify
others' feelings and practice problem solving in difficult situations.
PATHS-Gr4, <i>Shiloh</i> , L5 Chapters 9-10/To focus on the relationship
between Marty and his father in Chapters 9 and 10. Marty's father takes
Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
father agrees to let Shiloh return to their house until he is healed. To
explore some of the key elements in a good interpersonal relationship,
such as trust, reliability and open communication. To develop the ability to
consider multiple sides of a story at once by considering the complexities of
Marty's problem.
PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
that the Prestons are hiding Shiloh and Judd demands they return Shiloh
on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
To understand how Marty's determination and perseverance help him to
solve his problem.
PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
in which Marty cannot think of any solutions to keep Shiloh, so he goes
early Sunday morning to talk to Judd. To explore the complex decision
Marty makes when he sees Judd shoot the does out of season.

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	PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
	Marty works off his debt to Judd Travers, Judd pushes Marty to work very
	hard, Judd teases him about getting the dog, and, in the end, Marty and
	Judd understand each other. To review the book in its entirety and identify
	its main themes. To understand the cultural differences between Judd and
	Marty, and the way they learn to tolerate one another.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	"January" Chapter/To discuss the "January" chapter, in which Bandit
	learns that she is moving to the U.S. and is given an American name,
	Shirley. To discuss the meaning behind names in Shirley's family and
	students' names. To explore the emotions Shirley and family members may
	have about the move and her new name.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
	"February" Chapter/To discuss the "February" chapter, in which Shirley
	and her mother travel "A Journey of Ten Thousand Miles," are introduced
	to their new home, and receive father's Chinese friends. To think and write
	about the experience of being lost where you cannot speak the language.
	To reflect on the difficulty of going from an undeveloped country to an
	industrial one with a very different culture and values.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March"
	& "April" Chapters/To discuss the "March" and "April" chapters, in which
	Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
	skates. To explore the difficulties Shirley faces in making friends at her
	American school. To identify reasons for Shirley's challenges and to
	brainstorm solutions for Shirley.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
	"June" Chapters/To discuss the "May" and "June" chapters, in which
	Shirley gets two black eyes, tells her parents nothing happened, refuses to
	go to school for two days, joins Mabel's stickball team and becomes known
	as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
	may not be available in other cultures. To explore cultural differences in
	how people give compliments.
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	how people give compliments. PATHS-Gr4 , <i>In the Year of the Boar and Jackie Robinson</i> , L5 <i>"July"</i> & <i>"August"</i> Chapters/To discuss the "July" and "August" chapters, in which
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	how people give compliments. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" & "August" Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a
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	 how people give compliments. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L5 "July" & "August" Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L8 "December" Chapter', in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a

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		introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.
Reading Informational Text:		
RI.4.1	Refer to details and	Key Ideas and Details PATHS-Gr4, U1, L1 Formulating Classroom Rules/Attentional and
RI.4.1	examples in a text when	listening skills; brainstorming; creative thinking; interviewing-
	explaining what the text	communication skills; reading comprehension
	says explicitly and when	To introduce children to the PATHS curriculum. To help children see and
	drawing inferences from	learn the importance of having rules and structure within a group. To orien
	the text.	children towards becoming attentive listeners. To allow children to
		participate in the process of creating rules and structure.
		PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
		Harriet Tubman/Cause-effect reasoning; problem solving; reading
		comprehension; social studies-character biography; cooperative group
		learning (optional); writing (optional); art (optional)
		To introduce the idea of personal goals. To provide a biographical story in
		which a person stops, identifies a problem, sets a goal and works hard to
		reach it.
		PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
		reasoning; consequential thinking; cooperative group learning (optional);
		reading comprehension (optional); social studies-character biography
		(optional); writing (optional) To emphasize the importance of setting goals and developing plans to
		reach them.
		PATHS-Gr4, U4, L25 Goals for Our World – Global
		Understanding /Cooperative group learning; oral discussion; problem
		solving; reasoning; science; social studies; music (optional); writing
		(optional)
		To emphasize the importance of considering global goals. To help children
		see how their actions affect others at home and around the world.
		PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
		Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
		discussion; problem solving; reading comprehension; social studies-
		character biography; writing (optional); cooperative group learning
		(optional)
		To provide a biographical story in which a person identifies an important
		problem and goes about creating change in a responsible manner.
		PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
		Commemoration/Cause-effect reasoning; cooperative group learning;
		problem solving; reading comprehension; social studies-character
		biography; art (optional)
		To increase children's awareness of important events and people in their
		school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.
RI.4.2	Determine the main idea	PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
1.7.2	of a text and explain how	monitoring; writing (optional)
	it is supported by key	To relate abstract feeling concepts to personal experiences. To introduce
	details; summarize the	additional methods for calming down.
	text.	······································
RI.4.3	Explain events,	PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography o
	procedures, ideas, or	Harriet Tubman/Cause-effect reasoning; problem solving; reading
	concepts in a historical,	comprehension; social studies-character biography; cooperative group
	scientific, or technical text,	learning (optional); writing (optional); art (optional)
	including what happened	To introduce the idea of personal goals. To provide a biographical story in
	and why, based on	which a person stops, identifies a problem, sets a goal and works hard to
	specific information in the	reach it.
	text.	PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
		reasoning; consequential thinking; cooperative group learning (optional);
		reading comprehension (optional); social studies-character biography
	1	(optional); writing (optional)

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		To emphasize the importance of setting goals and developing plans to reach them.
		PATHS-Gr4, U4, L25 Goals for Our World – Global
		Understanding/Cooperative group learning; oral discussion; problem
		solving; reasoning; science; social studies; music (optional); writing
		(optional)
		To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.
		PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
		Biography of Dr. Martin Luther King, Jr. /Cause-effect reasoning; oral
		discussion; problem solving; reading comprehension; social studies-
		character biography; writing (optional); cooperative group learning
		(optional)
		To provide a biographical story in which a person identifies an important
		problem and goes about creating change in a responsible manner.
		PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
		Commemoration/Cause-effect reasoning; cooperative group learning;
		problem solving; reading comprehension; social studies-character
		biography; art (optional)
		To increase children's awareness of important events and people in their
		school and community. To provide a biographical story of an artist who
		honors others. To conduct a cooperative group project.
		Reading Informational Text:
		Craft and Structure
RI.4.4	Determine the meaning of	PATHS-Gr4, U4, L25 Goals for Our World – Global
	general academic and	Understanding/Cooperative group learning; oral discussion; problem
	domain-specific words or	solving; reasoning; science; social studies; music (optional); writing
	phrases in a text relevant	(optional)
	to a grade 4 topic or	To emphasize the importance of considering global goals. To help children
	subject area.	see how their actions affect others at home and around the world.
		PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
		Commemoration /Cause-effect reasoning; cooperative group learning;
		problem solving; reading comprehension; social studies-character
		biography; art (optional)
		To increase children's awareness of important events and people in their
		school and community. To provide a biographical story of an artist who
		honors others. To conduct a cooperative group project.
RI.4.5	Describe the overall	PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
11.4.5	structure (e.g.,	Solutions/Attentional and listening skills; cause-effect reasoning;
	chronology, comparison,	cooperative group learning; problem solving; writing
	cause/effect,	To review problem-solving steps 2-5. To assess students' knowledge of
	problem/solution) of	problem-solving steps 2-5. To have cooperative learning groups apply
	events, ideas, concepts,	problem-solving steps 4 and 5 to the story At the Mall.
	events, ideas, concepts, or information in a text or	problem-solving steps 4 and 5 to the story <i>At the Mall.</i> PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
	events, ideas, concepts,	problem-solving steps 4 and 5 to the story <i>At the Mall.</i> PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman /Cause-effect reasoning; problem solving; reading
	events, ideas, concepts, or information in a text or	problem-solving steps 4 and 5 to the story <i>At the Mall.</i> PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman /Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group
	events, ideas, concepts, or information in a text or	problem-solving steps 4 and 5 to the story <i>At the Mall.</i> PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman /Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional)
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	events, ideas, concepts, or information in a text or	 problem-solving steps 4 and 5 to the story At the Mall. PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it. PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them. PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem
	events, ideas, concepts, or information in a text or	 problem-solving steps 4 and 5 to the story At the Mall. PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it. PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them. PATHS-Gr4, U4, L25 Goals for Our World – Global Understanding/Cooperative group learning; oral discussion; problem solving; reasoning; science; social studies; music (optional); writing
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		To emphasize the importance of considering global goals. To help children
		see how their actions affect others at home and around the world.
		PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies- character biography; writing (optional); cooperative group learning
		(optional) To provide a biographical story in which a person identifies an important
		problem and goes about creating change in a responsible manner. PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
		Commemoration /Cause-effect reasoning; cooperative group learning; problem solving; reading comprehension; social studies-character biography; art (optional)
		To increase children's awareness of important events and people in their school and community. To provide a biographical story of an artist who honors others. To conduct a cooperative group project.
		Reading Informational Text:
		egration of Knowledge and Ideas
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying Situations /Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing To encourage careful decision-making. To encourage responsible behavior. To explore the issue of being responsible in order to help others.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.
		PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan /Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional) To emphasize the importance of setting goals and developing plans to reach them.
		PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies- character biography; writing (optional); cooperative group learning (optional)
		To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.
		PATHS-Gr4, <i>The Hundred Dresses</i> , L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.
		PATHS-Gr4, <i>The Hundred Dresses</i> , L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand
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or her life.
PATHS-Gr4, The Hundred Dresses, L6 Review/To review the important
themes of the book. To practice problem solving by brainstorming different
endings to the book. To identify lessons learned from this story, and ways
they apply to students' lives.
PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
preexisting circumstances affecting Drita and Maxie, and what brings the
two girls into one another's lives. To discuss the cultures of each of the
girls, and to compare their differences and similarities. To explore the
emotions Drita and Maxie might have (one coping with the loss of her
mother, the other coping with the consequences of war and a mother
struggling with war trauma).
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's
motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other.
PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters
29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
to Maxie, Drita's mother recovers, and Maxie presents her project on
Project Night. To identify what Drita and Maxie had in common and what
their differences were, and to consider what solidified their friendship. To
review the book as a whole and its major themes.
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
To evaluate Marty's problem-solving skills. To practice problem-solving
skills by considering possible solutions and plans for Marty.
PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
Marty works off his debt to Judd Travers, Judd pushes Marty to work very
hard, Judd teases him about getting the dog, and, in the end, Marty and
Judd understand each other. To review the book in its entirety and identify
its main themes. To understand the cultural differences between Judd and
Marty, and the way they learn to tolerate one another.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
"January" Chapter/To discuss the "January" chapter, in which Bandit
learns that she is moving to the U.S. and is given an American name,
Shirley. To discuss the meaning behind names in Shirley's family and
students' names. To explore the emotions Shirley and family members may
have about the move and her new name.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
"February" Chapter/To discuss the "February" chapter, in which Shirley
and her mother travel "A Journey of Ten Thousand Miles," are introduced
to their new home, and receive father's Chinese friends. To think and write
about the experience of being lost where you cannot speak the language.
To reflect on the difficulty of going from an undeveloped country to an
remediate and announce of going from an undeveloped country to all

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		industrial one with a very different culture and values. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		FATHS-GI4, III the real of the Boar and Jackie Robinson, L4 May &
		"June" Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to
		go to school for two days, joins Mabel's stickball team and becomes known
		as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
		may not be available in other cultures. To explore cultural differences in
		how people give compliments.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters/To discuss the "October" and
		"November" chapters, in which the Dodgers lose the World Series,
		Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8
		"December" Chapter/To discuss the "December" chapter, in which Shirley
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play.
		To focus on the feelings that Shirley has when she is nominated to
		introduce Jackie Robinson to speak and how her feelings change by the
		end of the presentation. To review the book as a whole and its themes.
	_	Reading Informational Text:
		of Reading and Level of Text Complexity
RI.4.10	By the end of year, read	PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary
	and comprehend	development; writing (optional)
	informational texts,	To encourage categorical and creative thinking. To provide practice in
	including history/social	memory and language skills. To help children understand that the way we
	studies, science, and	feel can be associated with things that have happened during the day.
	technical texts, in the	PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
	grades 4–5 text complexity band	monitoring; writing (optional)
	proficiently, with	To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
	scaffolding as needed at	PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
	the high end of the range.	Solutions/Attentional and listening skills; cause-effect reasoning;
	the high cha of the funge.	cooperative group learning; problem solving; writing
		To review problem-solving steps 2-5. To assess students' knowledge of
		problem-solving steps 2-5. To have cooperative learning groups apply
		problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story At the Mall.
		PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
		Harriet Tubman/Cause-effect reasoning; problem solving; reading
		comprehension; social studies-character biography; cooperative group
		learning (optional); writing (optional); art (optional)
		To introduce the idea of personal goals. To provide a biographical story in
		which a person stops, identifies a problem, sets a goal and works hard to
		reach it.
		PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
		reasoning; consequential thinking; cooperative group learning (optional);
		reading comprehension (optional); social studies-character biography
		(optional); writing (optional)
		To emphasize the importance of setting goals and developing plans to
		reach them.
		PATHS-Gr4, U4, L25 Goals for Our World – Global
		Understanding /Cooperative group learning; oral discussion; problem
		solving; reasoning; science; social studies; music (optional); writing
		(optional)
		(optional) To emphasize the importance of considering global goals. To help children
		To emphasize the importance of considering global goals. To help children

		Biography of Dr. Martin Luther King, Jr. /Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies-
		character biography; writing (optional); cooperative group learning
		(optional)
		To provide a biographical story in which a person identifies an important
		problem and goes about creating change in a responsible manner.
		PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
		Commemoration/Cause-effect reasoning; cooperative group learning;
		problem solving; reading comprehension; social studies-character
		biography; art (optional)
		To increase children's awareness of important events and people in their school and community. To provide a biographical story of an artist who
		honors others. To conduct a cooperative group project.
		Reading – Foundational Skills:
		Phonics and Word Recognition
RF.4.3a	Know and apply grade-	PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/
	level phonics and word	To provide an overview of the brain and how emotions and thinking work
	analysis skills in decoding	together. To help your students understand the importance of self-control
	words. Use combined	for appropriate expression of emotions. To increase motivation for
	knowledge of all letter-	mastering self-control.
	sound correspondences,	PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	syllabication patterns, and morphology (e.g., roots	which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of
	and affixes) to read	actions, and to understand that one cannot control these. To identify
	accurately unfamiliar	others' feelings and practice problem solving in difficult situations.
	multisyllabic words in	
	context and out of context.	
		Reading – Foundational Skills:
		Fluency
RF.4.4a	Read with sufficient	PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative
	accuracy and fluency to	thinking; hierarchical thinking; oral discussion; cooperative learning
	support comprehension. Read on-level text with	(optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of
	purpose and	anger in oneself and others. To explore different ways to gain self-control.
	understanding.	PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
		monitoring; writing (optional)
		To relate abstract feeling concepts to personal experiences. To introduce
		additional methods for calming down.
		PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
		comparative thinking; hierarchical thinking; oral discussion; writing
		(optional)
		To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique
		for using emotion concepts throughout the classroom day during the entire
		school year.
		PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
		retrieval; writing
		To practice using the Feelings Dictionary.
		PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional
		and listening skills; decision making; oral discussion; problem solving;
		writing (optional)
		To encourage careful decision making. To explore peer relations and social
		pressure.
		PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
		PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning;
		PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing
		PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning;

	PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
	decision making; oral discussion; problem solving
	To review and practice the problem-solving steps learned thus far. To
	reinforce the importance of thinking before acting.
	PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What
	Happens /Cooperative group learning; decision making; problem solving; role-playing and communication skills
	To provide continued review and practice in using the problem-solving
	steps learned thus far. To discuss the idea of evaluating the entire
	problem-solving process.
	PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
	solving; reasoning; role-playing; art (optional)
	To review the problem-solving steps 1-10. To teach a persistent approach
	to solving problems.
	PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-
	Solvers/Decision making; oral discussion; problem solving; role-playing;
	writing
	To provide practice in formal problem solving in a group situation with a
	designated problem.
	PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
	Harriet Tubman/Cause-effect reasoning; problem solving; reading
	comprehension; social studies-character biography; cooperative group
	learning (optional); writing (optional); art (optional)
	To introduce the idea of personal goals. To provide a biographical story in
	which a person stops, identifies a problem, sets a goal and works hard to
	reach it.
	PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
	School/Cause-effect reasoning; cooperative group learning; oral
	discussion; problem solving; writing (optional)
	To increase children's awareness of social problems and how they can be
	solved. To demonstrate to children how they can set goals to create
	positive change. PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
	reasoning; consequential thinking; cooperative group learning (optional);
	reading comprehension (optional); social studies-character biography
	(optional); writing (optional)
	To emphasize the importance of setting goals and developing plans to
	reach them.
	PATHS-Gr4, U4, L25 Goals for Our World – Global
	Understanding/Cooperative group learning; oral discussion; problem
	solving; reasoning; science; social studies; music (optional); writing
	(optional)
	To emphasize the importance of considering global goals. To help children
	see how their actions affect others at home and around the world.
	PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-
	effect reasoning; oral discussion; role-playing; writing (optional)
	To promote and reinforce skills in forming friendships.
	PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning;
	communication skills; oral discussion; role-playing; cooperative group
	learning (optional); writing (optional)
	To further promote and reinforce skills in friendship.
	PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional and listening skills; oral discussion; role-playing
	To promote and reinforce skills in forming groups and learning how to work
	well in teams.
	PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional
	and listening skills; associational thinking; oral discussion; problem solving
	To promote and reinforce skills in forming groups and learning how to work
	well on teams. To illustrate how conflicts can escalate quickly.
	PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
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	reasoning; communication skills; oral discussion; role-playing; writing (optional)
	To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict.
	PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
	cooperative group learning; oral discussion; problem solving
	To discuss problems that are out of one's control. To encourage alternative
	solutions that provide relief from feelings of stress.
	PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
	discussion; problem solving; writing (optional)
	To discuss the concept of forgiveness and its relationship to intentionality.
	PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
	Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
	discussion; problem solving; reading comprehension; social studies-
	character biography; writing (optional); cooperative group learning
	(optional)
	To provide a biographical story in which a person identifies an important
	problem and goes about creating change in a responsible manner.
	PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
	cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their
	perceptions and by evaluations by others. To informally illustrate one
	solution to a problem. To facilitate discussion regarding possible fears or
	feelings of inferiority that special needs children might have as a result of
	their differences.
	PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
	thinking; cause-effect reasoning; cooperative group learning; problem
	solving; writing (optional)
	To facilitate awareness about stereotypes and how they might lead to
	unfair treatment or discrimination towards other people.
	PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-
	effect reasoning; problem solving; writing (optional)
	To help children better understand gossip and how it affects friendship.
	PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral
	discussion; problem solving; role-playing; self-monitoring; communication
	skills (optional)
	To define bullying. To discuss what children can do if they are bullied.
	PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
	Commemoration/Cause-effect reasoning; cooperative group learning;
	problem solving; reading comprehension; social studies-character
	biography; art (optional)
	To increase children's awareness of important events and people in their
	school and community. To provide a biographical story of an artist who
	honors others. To conduct a cooperative group project. PATHS-Gr4, <i>The Hundred Dresses</i> , L1 Chapters 1-2/To discuss the first
	two chapters of the book, which set up the story and the issues that Wanda
	Petronski faces. To explore the importance of being accepted and liked by
	peers. To identify cultural and economic differences in Wanda's class and
	several ways that people may respond to those who are different.
	PATHS-Gr4, The Hundred Dresses, L2 Chapter 3 /To discuss Chapter 3,
	in which Maddie reflects on how "the dresses game" started. To brainstorm
	ways to be accepted in a group, especially as a newcomer or outsider. To
	explore issues related to cultural and economic differences and how to be
	sensitive to others.
	PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
	Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
	the letter from her father saying that they have moved away. To understand
	how being a silent bystander contributes to teasing or harassment. To
	explore the issue of discrimination towards people who are different.
	PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6,
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in which Maddie and Peggy go up to Boggins Heights to find Wanda's
house, only to find the Petronski family has already moved. To expand on
issues related to being a bystander and contributing to teasing or
harassment. To help children identify when they feel sorry for what they
have done and how they can apologize.
PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
to the class and, in her letter, gives Maddie and Peggy the drawings of
dresses she had made in their likeness. To explore feelings of regret or
remorse and ways to resolve these uncomfortable feelings. To understand
how important events can shape someone's reputation and the rest of his
or her life.
PATHS-Gr4, The Hundred Dresses, L6 Review/To review the important
themes of the book. To practice problem solving by brainstorming different
endings to the book. To identify lessons learned from this story, and ways
they apply to students' lives.
PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
preexisting circumstances affecting Drita and Maxie, and what brings the
two girls into one another's lives. To discuss the cultures of each of the
girls, and to compare their differences and similarities. To explore the
emotions Drita and Maxie might have (one coping with the loss of her
mother, the other coping with the consequences of war and a mother
struggling with war trauma).
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's
motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, Drita, My Homegirl, L3 Chapters 9-12/To discuss Chapters
9-12, in which Drita helps her grandmother make a favorite Albanian dish,
her mother – after days of sleeping – gets up screaming from a nightmare,
Maxie is rude to Lisa and her son, and Maxie and her father talk about her
mother. To explore the powerful emotions each of the girls is experiencing
at home, and how they are coping with them.
PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other.
PATHS-Gr4 , <i>Drita, My Homegirl</i> , L5 Chapters 17-20/To discuss Chapters
17-20, in which Drita and Maxie's friendship begins and both girls talk with
their grandmothers about their problems. To explore the uncomfortable
feelings both girls have regarding their families and the other girls at
school. To define bullying and identify what students can do if they see
bullying or are bullied.
PATHS-Gr4, Drita, My Homegirl, L6 Chapters 21-24/To understand
Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
apologizes to her father and Maxie arrives at the apartment just when
Drita's mother has a breakdown. To reflect on how distressed everyone
feels about Drita's mother and what they can or should do. To discuss
Maxie's conversation with her father, and how Maxie successfully
apologized to her father.
PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
25-28, in which Maxie's grandmother takes Drita's mother to the hospital
and Maxie buys a gift for Drita's mother with Lisa. To consider how
emergencies and life-or-death situations can bring people together to work
toward a common good. To focus on the familial relationships in the novel

and how this emergency enabled people to care for one another. PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32 /To discuss Cha 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't to Maxie, Drita's mother recovers, and Maxie presents her project on	antoro
	apters
Project Night. To identify what Drita and Maxie had in common and w	nat
their differences were, and to consider what solidified their friendship.	
review the book as a whole and its major themes.	
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2,	in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meet	
Judd, Shiloh's owner. To examine the feelings experienced by Marty	
he becomes attached to Shiloh and fears for Shiloh's future.	
PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understan	dina
of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's	g
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Mart	v
learns how poorly Judd treats his dogs and Marty builds a coop for Sh	
in the woods). To explore Marty's uncomfortable feelings of anger and	
To evaluate Marty's problem-solving skills. To practice problem-solving	
skills by considering possible solutions and plans for Marty.	9
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems	
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd a	and to
his own family by implying that he has not seen Shiloh. To explore the	
different shades of dishonesty (telling half-truths, avoiding the truth, te	
outright lies). To help students connect the strong temptation to lie	iiiiy
evidenced by Marty's actions with their own experiences.	
PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8,	in
which Marty spends the day with his friend David Howard, and Marty's	
mother discovers his secret. To explore unintended consequences of	5
actions, and to understand that one cannot control these. To identify	
others' feelings and practice problem solving in difficult situations.	
PATHS-Gr4, Shiloh, L5 Chapters 9-10/To focus on the relationship	
between Marty and his father in Chapters 9 and 10. Marty's father tak	00
Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Ma	
father agrees to let Shiloh return to their house until he is healed. To	ity 5
explore some of the key elements in a good interpersonal relationship	
such as trust, reliability and open communication. To develop the abili	
consider multiple sides of a story at once by considering the complexi	
Marty's problem.	105 01
PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and	112
in which Doc Murphy returns Shiloh to the Prestons, Judd Travers find	
that the Prestons are hiding Shiloh and Judd demands they return Sh	
on Sunday. To explore Marty's feelings of loneliness, guilt, fear and w	
To understand how Marty's determination and perseverance help him	
solve his problem.	10
PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and	11/
in which Marty cannot think of any solutions to keep Shiloh, so he goe	
early Sunday morning to talk to Judd. To explore the complex decision	
Marty makes when he sees Judd shoot the does out of season.	
	h
PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which Marty works off his dobt to judd Travers Judd puckes Marty to work a	
Marty works off his debt to Judd Travers, Judd pushes Marty to work	
hard, Judd teases him about getting the dog, and, in the end, Marty and ide	
Judd understand each other. To review the book in its entirety and ide	
its main themes. To understand the cultural differences between Judd	and
Marty, and the way they learn to tolerate one another.	
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1	ł
<i>"January"</i> Chapter/To discuss the "January" chapter, in which Bandi	ι
learns that she is moving to the U.S. and is given an American name,	
Shirley. To discuss the meaning behind names in Shirley's family and	o eo - ·
students' names. To explore the emotions Shirley and family member	s may
have about the move and her new name.	
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2	
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		<i>"February"</i> Chapter/To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced
		to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an
		industrial one with a very different culture and values.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		"June" Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in her upper terms in the terms in terms in the terms in terms in the terms in terms
		how people give compliments. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L5 <i>"July"</i> &
		<i>"August"</i> Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
		"September" Chapter /To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
		what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on
		ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters /To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley
		is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the
		end of the presentation. To review the book as a whole and its themes.
RF.4.4c	Read with sufficient accuracy and fluency to	PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing
	support comprehension.	To practice using the Feelings Dictionary.
	Use context to confirm or	PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/
	self-correct word recognition and	To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control
	understanding, rereading as necessary.	for appropriate expression of emotions. To increase motivation for mastering self-control.
	de noooddiy.	PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and Solutions/Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing
		T ooperative group learning, provient solving, whiting

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	To review problem-solving steps 2-5. To assess students' knowledge of
	problem-solving steps 2-5. To have cooperative learning groups apply
	problem-solving steps 4 and 5 to the story At the Mall.
	PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
	solving; reasoning; role-playing; art (optional)
	To review the problem-solving steps 1-10. To teach a persistent approach
	to solving problems.
	PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
	cooperative group learning; oral discussion; problem solving
	To help children better understand how their feelings are affected by their
	perceptions and by evaluations by others. To informally illustrate one
	solution to a problem. To facilitate discussion regarding possible fears or
	feelings of inferiority that special needs children might have as a result of
	their differences.
	PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
	thinking; cause-effect reasoning; cooperative group learning; problem
	solving; writing (optional)
	To facilitate awareness about stereotypes and how they might lead to
	unfair treatment or discrimination towards other people.
	PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-
	effect reasoning; problem solving; writing (optional)
	To help children better understand gossip and how it affects friendship.
	PATHS-Gr4, <i>Drita, My Homegirl</i> , L1 Chapters 1-4/To understand the
	preexisting circumstances affecting Drita and Maxie, and what brings the
	two girls into one another's lives. To discuss the cultures of each of the
	girls, and to compare their differences and similarities. To explore the
	emotions Drita and Maxie might have (one coping with the loss of her
	mother, the other coping with the consequences of war and a mother
	struggling with war trauma).
	PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
	to the reader, Maxie gets in trouble with the principal at school, and Drita's
	grandmother makes a favorite recipe from home. To consider Maxie's
	motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
	PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
	13-16, in which Drita is rejected by her peers, her father does not get the
	job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
	Brandee and Maxie wind up with the principal while Drita hides. To identify
	Drita's attempts in trying to make friends and to discuss strategies that she
	could use that might work better. To explore the importance of "frikacake,"
	"scrub" and "world's biggest hotdog" and other names the girls use to judge
	themselves and each other.
	PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
	17-20, in which Drita and Maxie's friendship begins and both girls talk with
	their grandmothers about their problems. To explore the uncomfortable
	feelings both girls have regarding their families and the other girls at
	school. To define bullying and identify what students can do if they see
	bullying or are bullied.
	PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
	of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
	learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
	in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
	To evaluate Marty's problem-solving skills. To practice problem-solving
	skills by considering possible solutions and plans for Marty.
	PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
	his own family by implying that he has not seen Shiloh. To explore the
	different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie

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	clearly, state an opinion, ATHS [®] Program Holding, LLC.	PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the Item #502092B 35
	reasons and information. Introduce a topic or text	To provide practice in formal problem solving in a group situation with a designated problem.
	a point of view with	writing
W.4.1a	Write opinion pieces on topics or texts, supporting	PATHS-Gr4, U3, L21 Solving Problems: Dear Problem- Solvers/Decision making; oral discussion; problem solving; role-playing;
		Text Types and Purposes
		end of the presentation. To review the book as a whole and its themes. Writing:
		introduce Jackie Robinson to speak and how her feelings change by the
		To focus on the feelings that Shirley has when she is nominated to
		speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play.
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		"December" Chapter/To discuss the "December" chapter, in which Shirley
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8
		heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		Shirley's family misses their relatives, especially Grandfather, and the
		<i>"October" & "November" Chapters</i> /To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series,
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		ways she resolved them.
		Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on
		what she has done that compromises her Chinese character. To reflect on
		girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
		Shirley worries about returning to school, Shirley becomes friends with a
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 "September" Chapter/To discuss the "September" chapter, in which
		how people give compliments.
		may not be available in other cultures. To explore cultural differences in
		go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
		Shirley gets two black eyes, tells her parents nothing happened, refuses to
		"June" Chapters/To discuss the "May" and "June" chapters, in which
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.
		skates. To explore the difficulties Shirley faces in making friends at her
		Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
		& "April" Chapters/To discuss the "March" and "April" chapters, in which
		Marty makes when he sees Judd shoot the does out of season. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March"
		early Sunday morning to talk to Judd. To explore the complex decision
		in which Marty cannot think of any solutions to keep Shiloh, so he goes
		PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
		To understand how Marty's determination and perseverance help him to solve his problem.
		on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
		that the Prestons are hiding Shiloh and Judd demands they return Shiloh
		in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
		others' feelings and practice problem solving in difficult situations. PATHS-Gr4 , <i>Shiloh</i> , L6 Chapters 11-12/To discuss Chapters 11 and 12,
		actions, and to understand that one cannot control these. To identify
		mother discovers his secret. To explore unintended consequences of
		PATHS-Gr4 , <i>Shiloh</i> , L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's

and create an	School/Cause-effect reasoning; cooperative group learning; oral
organizational structure in	
which related ideas are grouped to support the	To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create
writer's purpose.	positive change.
	PATHS-Gr4, U4, L25 Goals for Our World – Global
	Understanding/Cooperative group learning; oral discussion; problem
	solving; reasoning; science; social studies; music (optional); writing
	(optional)
	To emphasize the importance of considering global goals. To help children
	see how their actions affect others at home and around the world. PATHS-Gr4, U5, L27 Joining Other Kids /Cause-effect reasoning;
	communication skills; oral discussion; role-playing; cooperative group
	learning (optional); writing (optional)
	To further promote and reinforce skills in friendship.
	PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
	thinking; cause-effect reasoning; cooperative group learning; problem
	solving; writing (optional)
	To facilitate awareness about stereotypes and how they might lead to
	unfair treatment or discrimination towards other people. PATHS-Gr4, <i>The Hundred Dresses</i> , L1 Chapters 1-2/To discuss the first
	two chapters of the book, which set up the story and the issues that Wanda
	Petronski faces. To explore the importance of being accepted and liked by
	peers. To identify cultural and economic differences in Wanda's class and
	several ways that people may respond to those who are different.
	PATHS-Gr4, The Hundred Dresses, L2 Chapter 3/To discuss Chapter 3,
	in which Maddie reflects on how "the dresses game" started. To brainstorm
	ways to be accepted in a group, especially as a newcomer or outsider. To explore issues related to cultural and economic differences and how to be
	sensitive to others.
	PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
	Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
	the letter from her father saying that they have moved away. To understand
	how being a silent bystander contributes to teasing or harassment. To
	explore the issue of discrimination towards people who are different.
	PATHS-Gr4, <i>The Hundred Dresses</i> , L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's
	house, only to find the Petronski family has already moved. To expand on
	issues related to being a bystander and contributing to teasing or
	harassment. To help children identify when they feel sorry for what they
	have done and how they can apologize.
	PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
	in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
	to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or
	remorse and ways to resolve these uncomfortable feelings. To understand
	how important events can shape someone's reputation and the rest of his
	or her life.
	PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
	preexisting circumstances affecting Drita and Maxie, and what brings the
	two girls into one another's lives. To discuss the cultures of each of the
	girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her
	mother, the other coping with the consequences of war and a mother
	struggling with war trauma).
	PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
	to the reader, Maxie gets in trouble with the principal at school, and Drita's
	grandmother makes a favorite recipe from home. To consider Maxie's
	motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
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		PATHS-Gr4 , <i>Drita, My Homegirl</i> , L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
		apologizes to her father and Maxie arrives at the apartment just when
		Drita's mother has a breakdown. To reflect on how distressed everyone
		feels about Drita's mother and what they can or should do. To discuss
		Maxie's conversation with her father, and how Maxie successfully
		apologized to her father.
		PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
		escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
		his own family by implying that he has not seen Shiloh. To explore the
		different shades of dishonesty (telling half-truths, avoiding the truth, telling
		outright lies). To help students connect the strong temptation to lie
		evidenced by Marty's actions with their own experiences.
		PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
		which Marty spends the day with his friend David Howard, and Marty's
		mother discovers his secret. To explore unintended consequences of
		actions, and to understand that one cannot control these. To identify
		others' feelings and practice problem solving in difficult situations.
		PATHS-Gr4, Shiloh, L5 Chapters 9-10/To focus on the relationship
		between Marty and his father in Chapters 9 and 10. Marty's father takes
		Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
		father agrees to let Shiloh return to their house until he is healed. To explore some of the key elements in a good interpersonal relationship,
		such as trust, reliability and open communication. To develop the ability to
		consider multiple sides of a story at once by considering the complexities of
		Marty's problem.
		PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
		in which Marty cannot think of any solutions to keep Shiloh, so he goes
		early Sunday morning to talk to Judd. To explore the complex decision
		Marty makes when he sees Judd shoot the does out of season.
		PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
		Marty works off his debt to Judd Travers, Judd pushes Marty to work very
		hard, Judd teases him about getting the dog, and, in the end, Marty and
		Judd understand each other. To review the book in its entirety and identify
		its main themes. To understand the cultural differences between Judd and
		Marty, and the way they learn to tolerate one another.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
		"January" Chapter/To discuss the "January" chapter, in which Bandit
		learns that she is moving to the U.S. and is given an American name,
		Shirley. To discuss the meaning behind names in Shirley's family and
		students' names. To explore the emotions Shirley and family members may
		have about the move and her new name.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which
		Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
		shiney goes to find grade, we learn of her foneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her
		American school. To identify reasons for Shirley's challenges and to
		brainstorm solutions for Shirley.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		<i>"June"</i> Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to
		go to school for two days, joins Mabel's stickball team and becomes knowr
		as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
		may not be available in other cultures. To explore cultural differences in
		how people give compliments.
W.4.1b	Write opinion pieces on	PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
	topics or texts, supporting	School/Cause-effect reasoning; cooperative group learning; oral
	a point of view with	discussion; problem solving; writing (optional)
	reasons and information.	To increase children's awareness of social problems and how they can be
	Provide reasons that are	solved. To demonstrate to children how they can set goals to create

supported by facts and details.	positive change. PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning;
uetalis.	communication skills; oral discussion; role-playing; cooperative group
	learning (optional); writing (optional)
	To further promote and reinforce skills in friendship.
	PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
	thinking; cause-effect reasoning; cooperative group learning; problem
	solving; writing (optional)
	To facilitate awareness about stereotypes and how they might lead to
	unfair treatment or discrimination towards other people.
	PATHS-Gr4, <i>The Hundred Dresses</i> , L1 Chapters 1-2/To discuss the first
	two chapters of the book, which set up the story and the issues that Wand
	Petronski faces. To explore the importance of being accepted and liked by
	peers. To identify cultural and economic differences in Wanda's class and
	several ways that people may respond to those who are different.
	PATHS-Gr4, The Hundred Dresses, L2 Chapter 3/To discuss Chapter 3
	in which Maddie reflects on how "the dresses game" started. To brainstorr
	ways to be accepted in a group, especially as a newcomer or outsider. To
	explore issues related to cultural and economic differences and how to be
	sensitive to others.
	PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
	Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
	the letter from her father saying that they have moved away. To understar
	how being a silent bystander contributes to teasing or harassment. To
	explore the issue of discrimination towards people who are different.
	PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
	preexisting circumstances affecting Drita and Maxie, and what brings the
	two girls into one another's lives. To discuss the cultures of each of the
	girls, and to compare their differences and similarities. To explore the
	emotions Drita and Maxie might have (one coping with the loss of her
	mother, the other coping with the consequences of war and a mother
	struggling with war trauma).
	PATHS-Gr4 , <i>Drita, My Homegirl</i> , L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
	apologizes to her father and Maxie arrives at the apartment just when
	Drita's mother has a breakdown. To reflect on how distressed everyone
	feels about Drita's mother and what they can or should do. To discuss
	Maxie's conversation with her father, and how Maxie successfully
	apologized to her father.
	PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and t
	his own family by implying that he has not seen Shiloh. To explore the
	different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie
	evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	which Marty spends the day with his friend David Howard, and Marty's
	mother discovers his secret. To explore unintended consequences of
	actions, and to understand that one cannot control these. To identify
	others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4, Shiloh, L5 Chapters 9-10/To focus on the relationship
	between Marty and his father in Chapters 9 and 10. Marty's father takes
	Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
	father agrees to let Shiloh return to their house until he is healed. To
	explore some of the key elements in a good interpersonal relationship,
	such as trust, reliability and open communication. To develop the ability to
	consider multiple sides of a story at once by considering the complexities
1	Marty's problem.
	PATHS-Gr4 , <i>Shiloh</i> , L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes

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		early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.
		PATHS-Gr4, <i>Shiloh</i> , L8 Chapter 15/To complete Chapter 15, in which
		Marty works off his debt to Judd Travers, Judd pushes Marty to work very
		hard, Judd teases him about getting the dog, and, in the end, Marty and
		Judd understand each other. To review the book in its entirety and identify
		its main themes. To understand the cultural differences between Judd and
		Marty, and the way they learn to tolerate one another.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
		"January" Chapter/To discuss the "January" chapter, in which Bandit
		learns that she is moving to the U.S. and is given an American name,
		Shirley. To discuss the meaning behind names in Shirley's family and
		students' names. To explore the emotions Shirley and family members may
		have about the move and her new name. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L3 <i>"March"</i>
		& "April" Chapters /To discuss the "March" and "April" chapters, in which
		Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
		skates. To explore the difficulties Shirley faces in making friends at her
1		American school. To identify reasons for Shirley's challenges and to
		brainstorm solutions for Shirley.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		"June" Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to
		go to school for two days, joins Mabel's stickball team and becomes known
		as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in
		how people give compliments.
W.4.1d	Write opinion pieces on	PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
	topics or texts, supporting	School/Cause-effect reasoning; cooperative group learning; oral
	a point of view with	discussion; problem solving; writing (optional)
	reasons and information.	To increase children's awareness of social problems and how they can be
	Provide a concluding	solved. To demonstrate to children how they can set goals to create
	statement or section	positive change.
	related to the opinion	PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first
	presented.	two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by
		peers. To identify cultural and economic differences in Wanda's class and
		several ways that people may respond to those who are different.
		PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
		Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
		the letter from her father saying that they have moved away. To understand
		how being a silent bystander contributes to teasing or harassment. To
		explore the issue of discrimination towards people who are different.
		PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
		preexisting circumstances affecting Drita and Maxie, and what brings the
		two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the
		emotions Drita and Maxie might have (one coping with the loss of her
		mother, the other coping with the consequences of war and a mother
		struggling with war trauma)
		PATHS-Gr4, Drita, My Homegirl, L6 Chapters 21-24/To understand
		Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
		apologizes to her father and Maxie arrives at the apartment just when
		Drita's mother has a breakdown. To reflect on how distressed everyone
		feels about Drita's mother and what they can or should do. To discuss
		Maxie's conversation with her father, and how Maxie successfully
		apologized to her father. PATHS-Gr4 , <i>Shiloh</i> , L3 Chapters 5-6/To understand how problems
		escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
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		different shades of dishonesty (telling half-truths, avoiding the truth, telling
		outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.
		PATHS-Gr4, <i>Shiloh</i> , L4 Chapters 7-8/To discuss Chapters 7 and 8, in
		which Marty spends the day with his friend David Howard, and Marty's
		mother discovers his secret. To explore unintended consequences of
		actions, and to understand that one cannot control these. To identify
		others' feelings and practice problem solving in difficult situations.
		PATHS-Gr4, <i>Shiloh</i> , L5 Chapters 9-10/To focus on the relationship
		between Marty and his father in Chapters 9 and 10. Marty's father takes
		Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
		father agrees to let Shiloh return to their house until he is healed. To
		explore some of the key elements in a good interpersonal relationship,
		such as trust, reliability and open communication. To develop the ability to
		consider multiple sides of a story at once by considering the complexities of
		Marty's problem.
		PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
		Marty works off his debt to Judd Travers, Judd pushes Marty to work very
		hard, Judd teases him about getting the dog, and, in the end, Marty and
		Judd understand each other. To review the book in its entirety and identify
		its main themes. To understand the cultural differences between Judd and
		Marty, and the way they learn to tolerate one another.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
		"January" Chapter/To discuss the "January" chapter, in which Bandit
		learns that she is moving to the U.S. and is given an American name,
		Shirley. To discuss the meaning behind names in Shirley's family and
		students' names. To explore the emotions Shirley and family members may
		have about the move and her new name.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		<i>"June"</i> Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known
		as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
		may not be available in other cultures. To explore cultural differences in
		how people give compliments.
W.4.2a	Write	PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
	informative/explanatory	School/Cause-effect reasoning; cooperative group learning; oral
	texts to examine a topic	discussion; problem solving; writing (optional)
	and convey ideas and	To increase children's awareness of social problems and how they can be
	information clearly.	solved. To demonstrate to children how they can set goals to create
	Introduce a topic clearly	positive change.
	and group related	PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
	information in paragraphs	Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
	and sections; include	discussion; problem solving; reading comprehension; social studies-
	formatting (e.g.,	character biography; writing (optional); cooperative group learning
	headings), illustrations, and multimedia when	(optional)
	useful to aiding	To provide a biographical story in which a person identifies an important
	comprehension.	problem and goes about creating change in a responsible manner. PATHS-Gr4 , <i>Drita, My Homegirl</i> , L1 Chapters 1-4/To understand the
		preexisting circumstances affecting Drita and Maxie, and what brings the
		two girls into one another's lives. To discuss the cultures of each of the
		girls, and to compare their differences and similarities. To explore the
		emotions Drita and Maxie might have (one coping with the loss of her
		mother, the other coping with the consequences of war and a mother
		struggling with war trauma).
		PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
		in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
		that the Prestons are hiding Shiloh and Judd demands they return Shiloh
		on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
		To understand how Marty's determination and perseverance help him to
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		solve his problem
		solve his problem. PATHS-Gr4, <i>Shiloh</i> , L8 Chapter 15/To complete Chapter 15, in which
		Marty works off his debt to Judd Travers, Judd pushes Marty to work very
		hard, Judd teases him about getting the dog, and, in the end, Marty and
		Judd understand each other. To review the book in its entirety and identify
		its main themes. To understand the cultural differences between Judd and
		Marty, and the way they learn to tolerate one another.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March & "April" Chapters/To discuss the "March" and "April" chapters, in which
		Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
		skates. To explore the difficulties Shirley faces in making friends at her
		American school. To identify reasons for Shirley's challenges and to
		brainstorm solutions for Shirley.
N.4.2b	Write	PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
V.4.2D		School/Cause-effect reasoning; cooperative group learning; oral
	informative/explanatory	
	texts to examine a topic	discussion; problem solving; writing (optional)
	and convey ideas and	To increase children's awareness of social problems and how they can be
	information clearly.	solved. To demonstrate to children how they can set goals to create
	Develop the topic with	positive change.
	facts, definitions, concrete	PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
	details, quotations, or	Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
	other information and	discussion; problem solving; reading comprehension; social studies-
	examples related to the	character biography; writing (optional); cooperative group learning
	topic.	(optional)
		To provide a biographical story in which a person identifies an important
		problem and goes about creating change in a responsible manner.
		PATHS-Gr4, <i>Drita, My Homegirl</i> , L1 Chapters 1-4/To understand the
		preexisting circumstances affecting Drita and Maxie, and what brings the
		two girls into one another's lives. To discuss the cultures of each of the
		girls, and to compare their differences and similarities. To explore the
		emotions Drita and Maxie might have (one coping with the loss of her
		mother, the other coping with the consequences of war and a mother
		struggling with war trauma).
		PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
		in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds of
		that the Prestons are hiding Shiloh and Judd demands they return Shiloh
		on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
		To understand how Marty's determination and perseverance help him to
		solve his problem.
		PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
		Marty works off his debt to Judd Travers, Judd pushes Marty to work very
		hard, Judd teases him about getting the dog, and, in the end, Marty and
		Judd understand each other. To review the book in its entirety and identify
		its main themes. To understand the cultural differences between Judd and
		Marty, and the way they learn to tolerate one another.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March
		& "April" Chapters/To discuss the "March" and "April" chapters, in which
		Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
		skates. To explore the difficulties Shirley faces in making friends at her
		American school. To identify reasons for Shirley's challenges and to
N A 0	10/-:	brainstorm solutions for Shirley.
W.4.2e	Write	PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
	informative/explanatory	School/Cause-effect reasoning; cooperative group learning; oral
	texts to examine a topic	discussion; problem solving; writing (optional)
	and convey ideas and	To increase children's awareness of social problems and how they can be
	information clearly.	solved. To demonstrate to children how they can set goals to create
	Provide a concluding	positive change.
	statement or section	PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
	I related to the information	
	related to the information or explanation presented.	preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the

		girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her
		mother, the other coping with the consequences of war and a mother
		struggling with war trauma)
		PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
		in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
		that the Prestons are hiding Shiloh and Judd demands they return Shiloh
		on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
		To understand how Marty's determination and perseverance help him to
		solve his problem.
		PATHS-Gr4 , <i>Shiloh</i> , L8 Chapter 15/To complete Chapter 15, in which Marty works off his debt to Judd Travers, Judd pushes Marty to work very
		hard, Judd teases him about getting the dog, and, in the end, Marty and
		Judd understand each other. To review the book in its entirety and identify
		its main themes. To understand the cultural differences between Judd and
		Marty, and the way they learn to tolerate one another.
W.4.3a	Write narratives to	PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept
	develop real or imagined	Review/Attentional and listening skills; cooperative learning; memory
	experiences or events	retrieval; writing (optional)
	using effective technique,	To review a number of the central ideas from the grade 3 PATHS
	descriptive details, and	curriculum. To provide the teacher with an assessment of the knowledge
	clear event sequences. Orient the reader by	base of his or her students. PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative
	establishing a situation	thinking; oral discussion; problem-solving skills; role-playing and
	and introducing a narrator	communication skills
	and/or characters;	To provide practice in problem solving in a group situation. To set up a
	organize an event	format for solving problems in the classroom.
	sequence that unfolds	PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative
	naturally.	thinking; hierarchical thinking; oral discussion; cooperative learning
		(optional); writing (optional)
		To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.
		PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
		monitoring; writing (optional)
		To relate abstract feeling concepts to personal experiences. To introduce
		additional methods for calming down.
		PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
		retrieval; writing
		To practice using the Feelings Dictionary. PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
		Review /Attentional and listening skills; cause-effect reasoning;
		communication skills; cooperative group learning; creative thinking;
		problem solving
		To introduce the structure of social problem solving in a game-like
		atmosphere. To encourage cooperation through group problem solving. To
		encourage creativity in the generation of solutions and plans.
		PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-
		effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.
		PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
		reasoning; communication skills; oral discussion; role-playing; writing
		(optional)
		To promote and reinforce skills in forming groups and learning how to work
		well on teams. To teach direct, assertive ways to handle conflict.
		PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
		discussion; problem solving; writing (optional)
		To discuss the concept of forgiveness and its relationship to intentionality.
		DATUS Out The Hundred Dueses 14 Objections 4 O/Te alle 11 11 11
		PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first
		PATHS-Gr4 , <i>The Hundred Dresses</i> , L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by

nears. To identify sultural and economic differences in Wanda's class and
peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.
PATHS-Gr4, <i>The Hundred Dresses</i> , L4 Chapter 6/To discuss Chapter 6,
in which Maddie and Peggy go up to Boggins Heights to find Wanda's
house, only to find the Petronski family has already moved. To expand on
issues related to being a bystander and contributing to teasing or
harassment. To help children identify when they feel sorry for what they
have done and how they can apologize.
PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of
dresses she had made in their likeness. To explore feelings of regret or
remorse and ways to resolve these uncomfortable feelings. To understand
how important events can shape someone's reputation and the rest of his
or her life.
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, <i>Drita, My Homegirl</i> , L4 Chapters 13-16/To discuss Chapters
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other. PATHS-Gr4, <i>Drita, My Homegirl</i> , L5 Chapters 17-20/To discuss Chapters
17-20, in which Drita and Maxie's friendship begins and both girls talk with
their grandmothers about their problems. To explore the uncomfortable
feelings both girls have regarding their families and the other girls at
school. To define bullying and identify what students can do if they see
bullying or are bullied.
PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how
emergencies and life-or-death situations can bring people together to work
toward a common good. To focus on the familial relationships in the novel
and how this emergency enabled people to care for one another.
PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters
29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
to Maxie, Drita's mother recovers, and Maxie presents her project on
Project Night. To identify what Drita and Maxie had in common and what
their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.
PATHS-Gr4, <i>Shiloh</i> , L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
his own family by implying that he has not seen Shiloh. To explore the

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		different shades of dishonesty (telling half-truths, avoiding the truth, telling
		outright lies). To help students connect the strong temptation to lie
		evidenced by Marty's actions with their own experiences.
		PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
		which Marty spends the day with his friend David Howard, and Marty's
		mother discovers his secret. To explore unintended consequences of
		actions, and to understand that one cannot control these. To identify
		others' feelings and practice problem solving in difficult situations.
		PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
		in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
		that the Prestons are hiding Shiloh and Judd demands they return Shiloh
		on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
		To understand how Marty's determination and perseverance help him to
		solve his problem.
		PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
		in which Marty cannot think of any solutions to keep Shiloh, so he goes
		early Sunday morning to talk to Judd. To explore the complex decision
		Marty makes when he sees Judd shoot the does out of season.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
		"January" Chapter/To discuss the "January" chapter, in which Bandit
		learns that she is moving to the U.S. and is given an American name,
		Shirley. To discuss the meaning behind names in Shirley's family and
		students' names. To explore the emotions Shirley and family members may
		have about the move and her new name.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
		"February" Chapter/To discuss the "February" chapter, in which Shirley
		and her mother travel "A Journey of Ten Thousand Miles," are introduced
		to their new home, and receive father's Chinese friends. To think and write
		about the experience of being lost where you cannot speak the language.
		To reflect on the difficulty of going from an undeveloped country to an
		industrial one with a very different culture and values.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" &
		"August" Chapters/To discuss the "July" and "August" chapters, in which
		Shirley has no friends with whom she can play, she becomes a diehard
		Dodgers and Jackie Robinson fan, and she spends time helping her father
		be a landlord. To explore Shirley's motivation when volunteering her family
		to do something very generous. To understand how doing hard work
		transformed into developing handy skills and good relations with neighbors.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
		"September" Chapter/To discuss the "September" chapter, in which
		Shirley worries about returning to school, Shirley becomes friends with a
		girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
		what she has done that compromises her Chinese character. To reflect on
		Shirley's dilemma of facing different cultural expectations and on ways to
		handle them. To focus on Shirley's feelings of guilt and shame, and on
		ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters/To discuss the "October" and
		"November" chapters, in which the Dodgers lose the World Series,
		Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage.
W.4.3b	Write narratives to	PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept
	develop real or imagined	Review/Attentional and listening skills; cooperative learning; memory
	experiences or events	retrieval; writing (optional)
	using effective technique,	To review a number of the central ideas from the grade 3 PATHS
	descriptive details, and	curriculum. To provide the teacher with an assessment of the knowledge
	clear event sequences.	base of his or her students.
	Use dialogue and	PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative
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description to develop experiences and events or	thinking; oral discussion; problem-solving skills; role-playing and communication skills
show the responses of characters to situations.	To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.
	PATHS-Gr4, U2, L8 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; cooperative learning
	(optional); writing (optional)
	To develop awareness of bodily and facial cues that indicate the feeling of
	anger in oneself and others. To explore different ways to gain self-control.
	PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
	monitoring; writing (optional)
	To relate abstract feeling concepts to personal experiences. To introduce
	additional methods for calming down.
	PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
	retrieval; writing
	To practice using the Feelings Dictionary.
	PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning;
	communication skills; cooperative group learning; creative thinking;
	problem solving
	To introduce the structure of social problem solving in a game-like
	atmosphere. To encourage cooperation through group problem solving. T
	encourage creativity in the generation of solutions and plans.
	PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause
	effect reasoning; oral discussion; role-playing; writing (optional)
	To promote and reinforce skills in forming friendships.
	PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
	reasoning; communication skills; oral discussion; role-playing; writing
	(optional)
	To promote and reinforce skills in forming groups and learning how to wor
	well on teams. To teach direct, assertive ways to handle conflict. PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
	discussion; problem solving; writing (optional)
	To discuss the concept of forgiveness and its relationship to intentionality.
	PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first
	two chapters of the book, which set up the story and the issues that Wand
	Petronski faces. To explore the importance of being accepted and liked by
	peers. To identify cultural and economic differences in Wanda's class and
	several ways that people may respond to those who are different.
	PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6
	in which Maddie and Peggy go up to Boggins Heights to find Wanda's
	house, only to find the Petronski family has already moved. To expand on
	issues related to being a bystander and contributing to teasing or
	harassment. To help children identify when they feel sorry for what they have done and how they can apologize.
	PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7
	in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
	to the class and, in her letter, gives Maddie and Peggy the drawings of
	dresses she had made in their likeness. To explore feelings of regret or
	remorse and ways to resolve these uncomfortable feelings. To understand
	how important events can shape someone's reputation and the rest of his
	or her life.
	PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
	to the reader, Maxie gets in trouble with the principal at school, and Drita's
	grandmother makes a favorite recipe from home. To consider Maxie's
	motivation for misbehavior. To reflect on both Drita's and Maxie's feelings
	PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapte
	13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both

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	Brandee and Maxie wind up with the principal while Drita hides. To identify
	Drita's attempts in trying to make friends and to discuss strategies that she
	could use that might work better. To explore the importance of "frikacake,"
	"scrub" and "world's biggest hotdog" and other names the girls use to judge
	themselves and each other.
	PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
	17-20, in which Drita and Maxie's friendship begins and both girls talk with
	their grandmothers about their problems. To explore the uncomfortable
	feelings both girls have regarding their families and the other girls at
	school. To define bullying and identify what students can do if they see
	bullying or are bullied.
	PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
	25-28, in which Maxie's grandmother takes Drita's mother to the hospital
	and Maxie buys a gift for Drita's mother with Lisa. To consider how
	emergencies and life-or-death situations can bring people together to work
	toward a common good. To focus on the familial relationships in the novel
	and how this emergency enabled people to care for one another.
	PATHS-Gr4, <i>Drita, My Homegirl</i> , L8 Chapters 29-32/To discuss Chapters
	29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
	to Maxie, Drita's mother recovers, and Maxie presents her project on
	Project Night. To identify what Drita and Maxie had in common and what
	their differences were, and to consider what solidified their friendship. To
	review the book as a whole and its major themes.
	PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
	which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
	Judd, Shiloh's owner. To examine the feelings experienced by Marty when
	he becomes attached to Shiloh and fears for Shiloh's future.
	PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
	of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
	learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
	in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
	To evaluate Marty's problem-solving skills. To practice problem-solving
	skills by considering possible solutions and plans for Marty.
	PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
	his own family by implying that he has not seen Shiloh. To explore the
	different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie
	evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	which Marty spends the day with his friend David Howard, and Marty's
	mother discovers his secret. To explore unintended consequences of
	actions, and to understand that one cannot control these. To identify
	others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
	in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
	To understand how Marty's determination and perseverance help him to
	solve his problem.
	PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
	in which Marty cannot think of any solutions to keep Shiloh, so he goes
	early Sunday morning to talk to Judd. To explore the complex decision
	Marty makes when he sees Judd shoot the does out of season.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	"January" Chapter/To discuss the "January" chapter, in which Bandit
	learns that she is moving to the U.S. and is given an American name,
	Shirley. To discuss the meaning behind names in Shirley's family and
	students' names. To explore the emotions Shirley and family members may
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		have about the move and her new name.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
		<i>"February"</i> Chapter/To discuss the "February" chapter, in which Shirley
		and her mother travel "A Journey of Ten Thousand Miles," are introduced
		to their new home, and receive father's Chinese friends. To think and write
		about the experience of being lost where you cannot speak the language.
		To reflect on the difficulty of going from an undeveloped country to an
		industrial one with a very different culture and values.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" &
		"August" Chapters/To discuss the "July" and "August" chapters, in which
		Shirley has no friends with whom she can play, she becomes a diehard
		Dodgers and Jackie Robinson fan, and she spends time helping her father
		be a landlord. To explore Shirley's motivation when volunteering her family
		to do something very generous. To understand how doing hard work
		transformed into developing handy skills and good relations with neighbors.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
		"September" Chapter/To discuss the "September" chapter, in which
		Shirley worries about returning to school, Shirley becomes friends with a
		girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
		what she has done that compromises her Chinese character. To reflect on
		Shirley's dilemma of facing different cultural expectations and on ways to
		handle them. To focus on Shirley's feelings of guilt and shame, and on
		ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters/To discuss the "October" and
		"November" chapters, in which the Dodgers lose the World Series,
		Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage.
W.4.3d	Write narratives to	PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
	develop real or imagined	retrieval; writing
	experiences or events	To practice using the Feelings Dictionary.
	using effective technique,	PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
	descriptive details, and	reasoning; communication skills; oral discussion; role-playing; writing
	clear event sequences.	(optional)
	Use concrete words and	To promote and reinforce skills in forming groups and learning how to work
	phrases and sensory	well on teams. To teach direct, assertive ways to handle conflict.
	details to convey	PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
	experiences and events	discussion; problem solving; writing (optional)
	precisely.	To discuss the concept of forgiveness and its relationship to intentionality.
W.4.3e	Write narratives to	PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept
11.4.00	develop real or imagined	Review /Attentional and listening skills; cooperative learning; memory
	experiences or events	retrieval; writing (optional)
	using effective technique	To review a number of the central ideas from the grade 3 PATHS
	using effective technique,	To review a number of the central ideas from the grade 3 PATHS
	descriptive details, and	curriculum. To provide the teacher with an assessment of the knowledge
	descriptive details, and clear event sequences.	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.
	descriptive details, and clear event sequences. Provide a conclusion that	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
	descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story /Creative thinking; memory retrieval; writing
	descriptive details, and clear event sequences. Provide a conclusion that	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story /Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.
	descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary. PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
	descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary. PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning;
	descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary. PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking;
	descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary. PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving
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	descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story /Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary. PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review /Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To
	descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary. PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans.
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	descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary. PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans. PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral discussion; problem solving; writing (optional)
	descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students. PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary. PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving Review/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative group learning; creative thinking; problem solving To introduce the structure of social problem solving in a game-like atmosphere. To encourage cooperation through group problem solving. To encourage creativity in the generation of solutions and plans. PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral

	PATHS-Gr4 , <i>The Hundred Dresses</i> , L1 Chapters 1-2/To discuss the first two shorters of the back which act up the story and the issues that Wanda
	two chapters of the book, which set up the story and the issues that Wanda
	Petronski faces. To explore the importance of being accepted and liked by
	peers. To identify cultural and economic differences in Wanda's class and several ways that people may respond to those who are different.
	PATHS-Gr4, <i>The Hundred Dresses</i> , L4 Chapter 6/To discuss Chapter 6,
	in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on
	issues related to being a bystander and contributing to teasing or
	harassment. To help children identify when they feel sorry for what they
	have done and how they can apologize.
	PATHS-Gr4, <i>The Hundred Dresses</i> , L5 Chapter 5/To discuss Chapter 7,
	in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
	to the class and, in her letter, gives Maddie and Peggy the drawings of
	dresses she had made in their likeness. To explore feelings of regret or
	remorse and ways to resolve these uncomfortable feelings. To understand
	how important events can shape someone's reputation and the rest of his
	or her life.
	PATHS-Gr4, <i>The Hundred Dresses</i> , L6 Review/To review the important
	themes of the book. To practice problem solving by brainstorming different
	endings to the book. To identify lessons learned from this story, and ways
	they apply to students' lives.
	PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
	to the reader, Maxie gets in trouble with the principal at school, and Drita's
	grandmother makes a favorite recipe from home. To consider Maxie's
	motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
	PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
	13-16, in which Drita is rejected by her peers, her father does not get the
	job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
	Brandee and Maxie wind up with the principal while Drita hides. To identify
	Drita's attempts in trying to make friends and to discuss strategies that she
	could use that might work better. To explore the importance of "frikacake,"
	"scrub" and "world's biggest hotdog" and other names the girls use to judge
	themselves and each other.
	PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
	17-20, in which Drita and Maxie's friendship begins and both girls talk with
	their grandmothers about their problems. To explore the uncomfortable
	feelings both girls have regarding their families and the other girls at
	school. To define bullying and identify what students can do if they see
	bullying or are bullied.
	PATHS-Gr4 , <i>Drita, My Homegirl</i> , L7 Chapters 25-28/To discuss Chapters 25-28, in which Maxie's grandmother takes Drita's mother to the hospital
	and Maxie buys a gift for Drita's mother with Lisa. To consider how
	emergencies and life-or-death situations can bring people together to work
	toward a common good. To focus on the familial relationships in the novel
	and how this emergency enabled people to care for one another.
	PATHS-Gr4, <i>Drita, My Homegirl</i> , L8 Chapters 29-32/To discuss Chapters
	29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
	to Maxie, Drita's mother recovers, and Maxie presents her project on
	Project Night. To identify what Drita and Maxie had in common and what
	their differences were, and to consider what solidified their friendship. To
	review the book as a whole and its major themes.
	PATHS-Gr4, <i>Shiloh</i> , L1 Chapters 1-2/To discuss Chapters 1 and 2, in
	which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
	Judd, Shiloh's owner. To examine the feelings experienced by Marty when
	he becomes attached to Shiloh and fears for Shiloh's future.
	PATHS-Gr4, <i>Shiloh</i> , L2 Chapters 3-4/To develop a better understanding
	of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
1 1	Tradior retario enior to educi rravers, marty wants to buy enior, marty

learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
To evaluate Marty's problem-solving skills. To practice problem-solving
skills by considering possible solutions and plans for Marty.
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
his own family by implying that he has not seen Shiloh. To explore the
different shades of dishonesty (telling half-truths, avoiding the truth, telling
outright lies). To help students connect the strong temptation to lie
evidenced by Marty's actions with their own experiences.
PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
which Marty spends the day with his friend David Howard, and Marty's
mother discovers his secret. To explore unintended consequences of
actions, and to understand that one cannot control these. To identify
others' feelings and practice problem solving in difficult situations.
PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
that the Prestons are hiding Shiloh and Judd demands they return Shiloh
on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
To understand how Marty's determination and perseverance help him to
solve his problem.
PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
in which Marty cannot think of any solutions to keep Shiloh, so he goes
early Sunday morning to talk to Judd. To explore the complex decision
Marty makes when he sees Judd shoot the does out of season.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
<i>"January"</i> Chapter/To discuss the "January" chapter, in which Bandit
learns that she is moving to the U.S. and is given an American name,
Shirley. To discuss the meaning behind names in Shirley's family and
students' names. To explore the emotions Shirley and family members may
have about the move and her new name.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
<i>"February"</i> Chapter/To discuss the "February" chapter, in which Shirley
and her mother travel "A Journey of Ten Thousand Miles," are introduced
to their new home, and receive father's Chinese friends. To think and write
about the experience of being lost where you cannot speak the language.
To reflect on the difficulty of going from an undeveloped country to an
industrial one with a very different culture and values. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L5 <i>"July"</i> &
"August" Chapters/To discuss the "July" and "August" chapters, in which
Shirley has no friends with whom she can play, she becomes a diehard
Dodgers and Jackie Robinson fan, and she spends time helping her father
be a landlord. To explore Shirley's motivation when volunteering her family
to do something very generous. To understand how doing hard work
transformed into developing handy skills and good relations with neighbors.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
"September" Chapter/To discuss the "September" chapter, in which
Shirley worries about returning to school, Shirley becomes friends with a
girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
what she has done that compromises her Chinese character. To reflect on
Shirley's dilemma of facing different cultural expectations and on ways to
handle them. To focus on Shirley's feelings of guilt and shame, and on
ways she resolved them.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
"October" & "November" Chapters/To discuss the "October" and
"November" chapters, in which the Dodgers lose the World Series,
Shirley's family misses their relatives, especially Grandfather, and the
family belatedly celebrates the Fall Harvest Moon. To consider traits of

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	Pro	Writing: oduction and Distribution of Writing
W.4.4	Produce clear and	PATHS-Gr3, U1, L4 The Golden Rule/Attentional and listening skills;
	coherent writing in which	cause-effect reasoning; communication skills; cooperative learning; writing
	the development and organization are	(optional)
	appropriate to task,	To review why rules are important. To adapt the rules to fit your classroom environment.
	purpose, and audience.	PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect
		reasoning; communication skills; hierarchical thinking; vocabulary
		development
		To review all the PATHS ideas that children use and remember. To
		improve children's personal sense of responsibility.
		PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept
		Review/Attentional and listening skills; cooperative learning; memory
		retrieval; writing (optional)
		To review a number of the central ideas from the grade 3 PATHS
		curriculum. To provide the teacher with an assessment of the knowledge
		base of his or her students.
		PATHS-Gr4, U1, L4 Cooperative Learning Skills/Attentional and listenin
		skills; communication skills; cooperative learning
		To emphasize communication skills in small group structures.
		PATHS-Gr4, U1, L5 The Golden Rule /Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing
		(optional)
		To review why rules are important. To adapt the rules to fit your classroom
		environment.
		PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative
		thinking; oral discussion; problem-solving skills; role-playing and
		communication skills
		To provide practice in problem solving in a group situation. To set up a
		format for solving problems in the classroom.
		PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative
		thinking; hierarchical thinking; oral discussion; cooperative learning
		(optional); writing (optional)
		To develop awareness of bodily and facial cues that indicate the feeling of
		anger in oneself and others. To explore different ways to gain self-control. PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
		monitoring; writing (optional)
		To relate abstract feeling concepts to personal experiences. To introduce
		additional methods for calming down.
		PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
		comparative thinking; hierarchical thinking; oral discussion; writing
		(optional)
		To facilitate and increase the use of emotion labels. To increase the
		understanding of emotion concepts. To provide a generalization technique
		for using emotion concepts throughout the classroom day during the entire
		school year.
		PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
		retrieval; writing
		To practice using the Feelings Dictionary.
		PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
		Review /Attentional and listening skills; cause-effect reasoning;
		communication skills; cooperative group learning; creative thinking; problem solving
		To introduce the structure of social problem solving in a game-like
		atmosphere. To encourage cooperation through group problem solving. To
		encourage creativity in the generation of solutions and plans.
		PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional
		and listening skills; decision making; oral discussion; problem solving;
		writing (optional)
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pressure.
PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
Solutions/Attentional and listening skills; cause-effect reasoning;
cooperative group learning; problem solving; writing
To review problem-solving steps 2-5. To assess students' knowledge of
problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> .
PATHS-Gr4, U3, L16 Consequences: What Might Happen
Next/Brainstorming; consequential thinking; decision making; problem
solving
To review problem-solving steps 1-5.
PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
decision making; oral discussion; problem solving
To review and practice the problem-solving steps learned thus far. To
reinforce the importance of thinking before acting.
PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What
Happens/Cooperative group learning; decision making; problem solving;
role-playing and communication skills
To provide continued review and practice in using the problem-solving
steps learned thus far. To discuss the idea of evaluating the entire
problem-solving process.
PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making
memory retrieval; oral discussion; problem solving; role-playing and communication skills
To encourage careful decision making. To further explore peer relations and social pressure.
PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-
Solvers /Decision making; oral discussion; problem solving; role-playing;
writing
To provide practice in formal problem solving in a group situation with a
designated problem.
PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
Harriet Tubman/Cause-effect reasoning; problem solving; reading
comprehension; social studies-character biography; cooperative group
learning (optional); writing (optional); art (optional)
To introduce the idea of personal goals. To provide a biographical story in
which a person stops, identifies a problem, sets a goal and works hard to
reach it.
PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
School/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; writing (optional)
To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create
positive change.
PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
reasoning; consequential thinking; cooperative group learning (optional);
reading comprehension (optional); social studies-character biography
(optional); writing (optional)
To emphasize the importance of setting goals and developing plans to
reach them.
PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding/Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing
(optional)
To emphasize the importance of considering global goals. To help childre
see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause
effect reasoning; oral discussion; role-playing; writing (optional)
To promote and reinforce skills in forming friendships.

	PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning;
	communication skills; oral discussion; role-playing; cooperative group
	learning (optional); writing (optional)
	To further promote and reinforce skills in friendship.
	PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
	and listening skills; oral discussion; role-playing
	To promote and reinforce skills in forming groups and learning how to work
	well in teams.
	PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
	reasoning; communication skills; oral discussion; role-playing; writing
	(optional)
	To promote and reinforce skills in forming groups and learning how to work
	well on teams. To teach direct, assertive ways to handle conflict.
	PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
	cooperative group learning; oral discussion; problem solving
	To discuss problems that are out of one's control. To encourage alternative
	solutions that provide relief from feelings of stress.
	PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
	discussion; problem solving; writing (optional)
	To discuss the concept of forgiveness and its relationship to intentionality.
	PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
	Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
	discussion; problem solving; reading comprehension; social studies-
	character biography; writing (optional); cooperative group learning
	(optional)
	To provide a biographical story in which a person identifies an important
	problem and goes about creating change in a responsible manner.
	PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
	cooperative group learning; oral discussion; problem solving
	To help children better understand how their feelings are affected by their
	perceptions and by evaluations by others. To informally illustrate one
	solution to a problem. To facilitate discussion regarding possible fears or
	feelings of inferiority that special needs children might have as a result of
	their differences.
	PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
	thinking; cause-effect reasoning; cooperative group learning; problem
	solving; writing (optional)
	To facilitate awareness about stereotypes and how they might lead to
	unfair treatment or discrimination towards other people.
	PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
	Commemoration /Cause-effect reasoning; cooperative group learning;
	problem solving; reading comprehension; social studies-character
	biography; art (optional)
	To increase children's awareness of important events and people in their
	school and community. To provide a biographical story of an artist who
	honors others. To conduct a cooperative group project.
	PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first
	two chapters of the book, which set up the story and the issues that Wanda
	Petronski faces. To explore the importance of being accepted and liked by
	peers. To identify cultural and economic differences in Wanda's class and
	several ways that people may respond to those who are different.
	PATHS-Gr4, The Hundred Dresses, L2 Chapter 3/To discuss Chapter 3,
	in which Maddie reflects on how "the dresses game" started. To brainstorm
	ways to be accepted in a group, especially as a newcomer or outsider. To
	explore issues related to cultural and economic differences and how to be
	sensitive to others.
	PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
	Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
	the letter from her father saying that they have moved away. To understand
	how being a silent bystander contributes to teasing or harassment. To
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	explore the issue of discrimination towards people who are different.
	PATHS-Gr4, <i>The Hundred Dresses</i> , L4 Chapter 6/To discuss Chapter 6,
	in which Maddie and Peggy go up to Boggins Heights to find Wanda's
	house, only to find the Petronski family has already moved. To expand on
	issues related to being a bystander and contributing to teasing or
	harassment. To help children identify when they feel sorry for what they
	have done and how they can apologize.
	PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
	in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
	to the class and, in her letter, gives Maddie and Peggy the drawings of
	dresses she had made in their likeness. To explore feelings of regret or
	remorse and ways to resolve these uncomfortable feelings. To understand
	how important events can shape someone's reputation and the rest of his
	or her life.
	PATHS-Gr4, The Hundred Dresses, L6 Review/To review the important
	themes of the book. To practice problem solving by brainstorming different
	endings to the book. To identify lessons learned from this story, and ways
	they apply to students' lives.
	PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
	preexisting circumstances affecting Drita and Maxie, and what brings the
	two girls into one another's lives. To discuss the cultures of each of the
	girls, and to compare their differences and similarities. To explore the
	emotions Drita and Maxie might have (one coping with the loss of her
	mother, the other coping with the consequences of war and a mother
	struggling with war trauma). PATHS-Gr4, <i>Drita, My Homegirl</i> , L2 Chapters 5-8/To discuss Chapters
	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
	to the reader, Maxie gets in trouble with the principal at school, and Drita's
	grandmother makes a favorite recipe from home. To consider Maxie's
	motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
	PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
	13-16, in which Drita is rejected by her peers, her father does not get the
	job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
	Brandee and Maxie wind up with the principal while Drita hides. To identify
	Drita's attempts in trying to make friends and to discuss strategies that she
	could use that might work better. To explore the importance of "frikacake,"
	"scrub" and "world's biggest hotdog" and other names the girls use to judge
	themselves and each other.
	PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
	17-20, in which Drita and Maxie's friendship begins and both girls talk with
	their grandmothers about their problems. To explore the uncomfortable
	feelings both girls have regarding their families and the other girls at
	school. To define bullying and identify what students can do if they see
	bullying or are bullied.
	PATHS-Gr4, Drita, My Homegirl, L6 Chapters 21-24/To understand
	Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
	apologizes to her father and Maxie arrives at the apartment just when
	Drita's mother has a breakdown. To reflect on how distressed everyone
	feels about Drita's mother and what they can or should do. To discuss
	Maxie's conversation with her father, and how Maxie successfully apologized to her father.
	PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
	25-28, in which Maxie's grandmother takes Drita's mother to the hospital
	and Maxie buys a gift for Drita's mother with Lisa. To consider how
	emergencies and life-or-death situations can bring people together to work
	toward a common good. To focus on the familial relationships in the novel
	and how this emergency enabled people to care for one another.
	PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters
	29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
	to Maxie, Drita's mother recovers, and Maxie presents her project on
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	Project Night. To identify what Drita and Maxie had in common and what
	their differences were, and to consider what solidified their friendship. To
	review the book as a whole and its major themes.
	PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
	which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
	Judd, Shiloh's owner. To examine the feelings experienced by Marty when
	he becomes attached to Shiloh and fears for Shiloh's future.
	PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
	of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
	learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
	in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
	To evaluate Marty's problem-solving skills. To practice problem-solving
	skills by considering possible solutions and plans for Marty.
	PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
	his own family by implying that he has not seen Shiloh. To explore the
	different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie
	evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	which Marty spends the day with his friend David Howard, and Marty's
	mother discovers his secret. To explore unintended consequences of
	actions, and to understand that one cannot control these. To identify
	others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4, Shiloh, L5 Chapters 9-10/To focus on the relationship
	between Marty and his father in Chapters 9 and 10. Marty's father takes
	Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
	father agrees to let Shiloh return to their house until he is healed. To
	explore some of the key elements in a good interpersonal relationship,
	such as trust, reliability and open communication. To develop the ability to
	consider multiple sides of a story at once by considering the complexities of
	Marty's problem.
	PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
	in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
	To understand how Marty's determination and perseverance help him to
	solve his problem.
	PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
	in which Marty cannot think of any solutions to keep Shiloh, so he goes
	early Sunday morning to talk to Judd. To explore the complex decision
	Marty makes when he sees Judd shoot the does out of season.
	PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
	Marty works off his debt to Judd Travers, Judd pushes Marty to work very
	hard, Judd teases him about getting the dog, and, in the end, Marty and
	Judd understand each other. To review the book in its entirety and identify
	its main themes. To understand the cultural differences between Judd and
	Marty, and the way they learn to tolerate one another.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	"January" Chapter/To discuss the "January" chapter, in which Bandit
	learns that she is moving to the U.S. and is given an American name,
	Shirley. To discuss the meaning behind names in Shirley's family and
	students' names. To explore the emotions Shirley and family members may
	have about the move and her new name.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
	<i>"February"</i> Chapter/To discuss the "February" chapter, in which Shirley
	and her mother travel "A Journey of Ten Thousand Miles," are introduced
	to their new home, and receive father's Chinese friends. To think and write
	about the experience of being lost where you cannot speak the language.
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To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner, PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first 2011 PATHS® Program Holding, LLC. Item #502092B 55			
problem and goes about creating change in a responsible manner, PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first 2011 PATHS® Program Holding, LLC. Item #502092B 55			
PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first 2011 PATHS® Program Holding, LLC. Item #502092B 53			
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	two chapters of the book, which set up the story and the issues that Wanda
	Petronski faces. To explore the importance of being accepted and liked by
	peers. To identify cultural and economic differences in Wanda's class and
	several ways that people may respond to those who are different.
	PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
	in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
	to the class and, in her letter, gives Maddie and Peggy the drawings of
	dresses she had made in their likeness. To explore feelings of regret or
	remorse and ways to resolve these uncomfortable feelings. To understand
	how important events can shape someone's reputation and the rest of his
	or her life.
	PATHS-Gr4, <i>The Hundred Dresses</i> , L6 Review/To review the important
	themes of the book. To practice problem solving by brainstorming different
	endings to the book. To identify lessons learned from this story, and ways
	they apply to students' lives.
	PATHS-Gr4, <i>Drita, My Homegirl</i> , L1 Chapters 1-4/To understand the
	preexisting circumstances affecting Drita and Maxie, and what brings the two girls into one another's lives. To discuss the cultures of each of the
	girls, and to compare their differences and similarities. To explore the
	emotions Drita and Maxie might have (one coping with the loss of her
	mother, the other coping with the consequences of war and a mother
	struggling with war trauma).
	PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
	to the reader, Maxie gets in trouble with the principal at school, and Drita's
	grandmother makes a favorite recipe from home. To consider Maxie's
	motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
	PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
	13-16, in which Drita is rejected by her peers, her father does not get the
	job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
	Brandee and Maxie wind up with the principal while Drita hides. To identify
	Drita's attempts in trying to make friends and to discuss strategies that she
	could use that might work better. To explore the importance of "frikacake,"
	"scrub" and "world's biggest hotdog" and other names the girls use to judge
	themselves and each other.
	PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters
	29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
	to Maxie, Drita's mother recovers, and Maxie presents her project on
	Project Night. To identify what Drita and Maxie had in common and what
	their differences were, and to consider what solidified their friendship. To
	review the book as a whole and its major themes.
	PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
	which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
	Judd, Shiloh's owner. To examine the feelings experienced by Marty when
	he becomes attached to Shiloh and fears for Shiloh's future.
	PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
	of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
	learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
	in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
	To evaluate Marty's problem-solving skills. To practice problem-solving
	skills by considering possible solutions and plans for Marty
	PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
	Marty works off his debt to Judd Travers, Judd pushes Marty to work very
	hard, Judd teases him about getting the dog, and, in the end, Marty and
	Judd understand each other. To review the book in its entirety and identify
	its main themes. To understand the cultural differences between Judd and
	Marty, and the way they learn to tolerate one another.
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	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit

		learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i>, L2
		"February" Chapter /To discuss the "February" chapter, in which Shirley and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write about the experience of being lost where you cannot speak the language. To reflect on the difficulty of going from an undeveloped country to an inductrial one with a your different authure and voluce.
		industrial one with a very different culture and values.
		PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8
		"December" Chapter /To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play.
		To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.
W.4.8	Recall relevant	PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
	information from experiences or gather relevant information from	Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group learning (optional); writing (optional); art (optional)
	print and digital sources; take notes and categorize information, and provide a	To introduce the idea of personal goals. To provide a biographical story in which a person stops, identifies a problem, sets a goal and works hard to reach it.
	list of sources.	PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan /Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional)
		To emphasize the importance of setting goals and developing plans to reach them.
		PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral discussion; problem solving; reading comprehension; social studies- character biography; writing (optional); cooperative group learning (optional)
		To provide a biographical story in which a person identifies an important problem and goes about creating change in a responsible manner.
		PATHS-Gr4, <i>The Hundred Dresses,</i> L1 Chapters 1-2 /To discuss the first two chapters of the book, which set up the story and the issues that Wanda Petronski faces. To explore the importance of being accepted and liked by peers. To identify cultural and economic differences in Wanda's class and
		several ways that people may respond to those who are different. PATHS-Gr4, <i>The Hundred Dresses</i>, L5 Chapter 5 /To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter

to the class and, in her letter, gives Maddie and Peggy the drawings of
dresses she had made in their likeness. To explore feelings of regret or
remorse and ways to resolve these uncomfortable feelings. To understand
how important events can shape someone's reputation and the rest of his
or her life.
PATHS-Gr4, The Hundred Dresses, L6 Review/To review the important
themes of the book. To practice problem solving by brainstorming different
endings to the book. To identify lessons learned from this story, and ways
they apply to students' lives.
PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
preexisting circumstances affecting Drita and Maxie, and what brings the
two girls into one another's lives. To discuss the cultures of each of the
girls, and to compare their differences and similarities. To explore the
emotions Drita and Maxie might have (one coping with the loss of her
mother, the other coping with the consequences of war and a mother
struggling with war trauma).
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's
motivation for misbehavior. To reflect on both Drita's and Maxie's feelings
PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other.
PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters
29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
to Maxie, Drita's mother recovers, and Maxie presents her project on
Project Night. To identify what Drita and Maxie had in common and what
their differences were, and to consider what solidified their friendship. To
review the book as a whole and its major themes.
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
To evaluate Marty's problem-solving skills. To practice problem-solving
skills by considering possible solutions and plans for Marty.
PATHS-Gr4, <i>Shiloh</i> , L8 Chapter 15/To complete Chapter 15, in which
Marty works off his debt to Judd Travers, Judd pushes Marty to work very
hard, Judd teases him about getting the dog, and, in the end, Marty and
Judd understand each other. To review the book in its entirety and identify
its main themes. To understand the cultural differences between Judd and
Marty, and the way they learn to tolerate one another.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
<i>"January" Chapter</i> /To discuss the "January" chapter, in which Bandit
learns that she is moving to the U.S. and is given an American name,
Shirley. To discuss the meaning behind names in Shirley's family and
students' names. To explore the emotions Shirley and family members may
have about the move and her new name.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
"February" Chapter/To discuss the "February" chapter, in which Shirley

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and her mother travel "A Journey of Ten Thousand Miles," are introdute to their new home, and receive father's Chinese friends. To think and	icea i
	write
about the experience of being lost where you cannot speak the langua	age.
To reflect on the difficulty of going from an undeveloped country to an	
industrial one with a very different culture and values.	
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "Ma	
"June" Chapters/To discuss the "May" and "June" chapters, in which	
Shirley gets two black eyes, tells her parents nothing happened, refus	
go to school for two days, joins Mabel's stickball team and becomes k	
as "Jackie Robinson." To explore the kinds of opportunities in the U.S	
may not be available in other cultures. To explore cultural differences	in
how people give compliments. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L7	
"October" & "November" Chapters/To discuss the "October" and	
"November" chapters, in which the Dodgers lose the World Series,	
Shirley's family misses their relatives, especially Grandfather, and the)
family belatedly celebrates the Fall Harvest Moon. To consider traits of	
heroes and role models, and examine students' choices of heroes. To	
examine why it is important to maintain one's cultural heritage.	
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8	
"December" Chapter/To discuss the "December" chapter, in which S	
is a turkey in the school play, Shirley introduces Jackie Robinson as a	
speaker, and she learns that she will have a sibling. To identify and en	
the teamwork needed to transform Shirley into a turkey for the school	piay.
To focus on the feelings that Shirley has when she is nominated to	the
introduce Jackie Robinson to speak and how her feelings change by t end of the presentation. To review the book as a whole and its theme	
W.4.9a Draw evidence from PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biograp	
literary or informational Harriet Tubman/Cause-effect reasoning; problem solving; reading	y 01
texts to support analysis, comprehension; social studies-character biography; cooperative grou	q
reflection, and research. learning (optional); writing (optional); art (optional)	•
Apply grade 4 Reading To introduce the idea of personal goals. To provide a biographical sto	ory in
standards to literature which a person stops, identifies a problem, sets a goal and works har	d to
(e.g., "Describe in depth a reach it.	
character, setting, or PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effe	
event in a story or drama, reasoning; consequential thinking; cooperative group learning (option	
drawing on specific details reading comprehension (optional); social studies-character biography in the text [e.g., a (optional); writing (optional)	
in the text [e.g., a (optional); writing (optional) character's thoughts, To emphasize the importance of setting goals and developing plans to	0
words, or actions]."). reach them.	0
PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A	
Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; or	
discussion; problem solving; reading comprehension; social studies-	-
character biography; writing (optional); cooperative group learning	
(optional)	
To provide a biographical story in which a person identifies an importa-	ant
problem and goes about creating change in a responsible manner.	
PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss th	
two chapters of the book, which set up the story and the issues that V	
Petronski faces. To explore the importance of being accepted and like	
peers. To identify cultural and economic differences in Wanda's class	anu
several ways that people may respond to those who are different. PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chap	iter 7
in which Maddie and Peggy write a letter to Wanda, Wanda sends a l	
to the class and, in her letter, gives Maddie and Peggy the drawings of	
dresses she had made in their likeness. To explore feelings of regret	
remorse and ways to resolve these uncomfortable feelings. To unders	
how important events can shape someone's reputation and the rest o	
or her life.	
PATHS-Gr4, The Hundred Dresses, L6 Review/To review the import	rtant

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PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters
29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
to Maxie, Drita's mother recovers, and Maxie presents her project on
Project Night. To identify what Drita and Maxie had in common and what
their differences were, and to consider what solidified their friendship. To
review the book as a whole and its major themes.
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4, <i>Shiloh</i> , L2 Chapters 3-4/To develop a better understanding
of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
To evaluate Marty's problem-solving skills. To practice problem-solving
skills by considering possible solutions and plans for Marty.
PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
which Marty spends the day with his friend David Howard, and Marty's
mother discovers his secret. To explore unintended consequences of
actions, and to understand that one cannot control these. To identify
others' feelings and practice problem solving in difficult situations.
PATHS-Gr4, Shiloh, L5 Chapters 9-10/To focus on the relationship
between Marty and his father in Chapters 9 and 10. Marty's father takes
Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
father agrees to let Shiloh return to their house until he is healed. To
explore some of the key elements in a good interpersonal relationship,
such as trust, reliability and open communication. To develop the ability to
consider multiple sides of a story at once by considering the complexities of
Marty's problem.
PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,

purposes, and audiences.	curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.
	retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS
two) for a range of	Review /Attentional and listening skills; cooperative learning; memory
single sitting or a day or	PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept
and shorter time frames (a	improve children's personal sense of responsibility.
(, , , , , , , , , , , , , , , , , , ,	To review all the PATHS ideas that children use and remember. To
	reasoning; communication skills; hierarchical thinking; vocabulary development
	PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect
	Range of Writing
	Writing:
	end of the presentation. To review the book as a whole and its themes.
	introduce Jackie Robinson to speak and how her feelings change by the
	To focus on the feelings that Shirley has when she is nominated to
	the teamwork needed to transform Shirley into a turkey for the school play.
	speaker, and she learns that she will have a sibling. To identify and enjoy
	is a turkey in the school play, Shirley introduces Jackie Robinson as a
	"December" Chapter/To discuss the "December" chapter, in which Shirle
	examine why it is important to maintain one's cultural heritage. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L8
	heroes and role models, and examine students' choices of heroes. To
	family belatedly celebrates the Fall Harvest Moon. To consider traits of
	Shirley's family misses their relatives, especially Grandfather, and the
	"November" chapters, in which the Dodgers lose the World Series,
	"October" & "November" Chapters/To discuss the "October" and
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
	how people give compliments.
	may not be available in other cultures. To explore cultural differences in
	as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
	Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known
	"June" Chapters/To discuss the "May" and "June" chapters, in which
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
	industrial one with a very different culture and values.
	To reflect on the difficulty of going from an undeveloped country to an
	about the experience of being lost where you cannot speak the language.
	to their new home, and receive father's Chinese friends. To think and write
	and her mother travel "A Journey of Ten Thousand Miles," are introduced
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2 "February" Chapter/To discuss the "February" chapter, in which Shirley
	have about the move and her new name.
	students' names. To explore the emotions Shirley and family members may
	Shirley. To discuss the meaning behind names in Shirley's family and
	learns that she is moving to the U.S. and is given an American name,
	<i>"January"</i> Chapter/To discuss the "January" chapter, in which Bandit
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.
	Judd understand each other. To review the book in its entirety and identify
	hard, Judd teases him about getting the dog, and, in the end, Marty and
	Marty works off his debt to Judd Travers, Judd pushes Marty to work very
	PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
	solve his problem.
	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to
	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	single sitting or a day or two) for a range of discipline-specific tasks,

cause-effect reasoning; communication skills; cooperative learning; writing (optional)
To review why rules are important. To adapt the rules to fit your classroom environment.
PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule /Creative thinking; oral discussion; problem-solving skills; role-playing and
communication skills
To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom.
PATHS-Gr4, U2, L8 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; cooperative learning
(optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of
anger in oneself and others. To explore different ways to gain self-control. PATHS-Gr4, U2, L9 Calm or Relaxed, Tense /Oral discussion; self-
monitoring; writing (optional)
To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
comparative thinking; hierarchical thinking; oral discussion; writing (optional)
To facilitate and increase the use of emotion labels. To increase the
understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire
school year.
PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
retrieval; writing To practice using the Feelings Dictionary.
PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
Review /Attentional and listening skills; cause-effect reasoning;
communication skills; cooperative group learning; creative thinking; problem solving
To introduce the structure of social problem solving in a game-like
atmosphere. To encourage cooperation through group problem solving. The encourage creativity in the generation of solutions and plans.
PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional and listening skills; decision making; oral discussion; problem solving;
writing (optional)
To encourage careful decision making. To explore peer relations and soci pressure.
PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
Solutions /Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing
To review problem-solving steps 2-5. To assess students' knowledge of
problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> .
PATHS-Gr4, U3, L16 Consequences: What Might Happen
Next /Brainstorming; consequential thinking; decision making; problem solving
To review problem-solving steps 1-5.
PATHS-Gr4, U3, L17 Making a Good Plan /Cooperative group learning; decision making; oral discussion; problem solving
To review and practice the problem-solving steps learned thus far. To reinforce the importance of thinking before acting.
PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What
Happens /Cooperative group learning; decision making; problem solving; role-playing and communication skills
To provide continued review and practice in using the problem-solving steps learned thus far. To discuss the idea of evaluating the entire
problem-solving process.

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	PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making;
	memory retrieval; oral discussion; problem solving; role-playing and
	communication skills
	To encourage careful decision making. To further explore peer relations
	and social pressure.
	PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-
	Solvers /Decision making; oral discussion; problem solving; role-playing;
	writing
	To provide practice in formal problem solving in a group situation with a
	designated problem.
	PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
	Harriet Tubman/Cause-effect reasoning; problem solving; reading
	comprehension; social studies-character biography; cooperative group
	learning (optional); writing (optional); art (optional)
	To introduce the idea of personal goals. To provide a biographical story in
	which a person stops, identifies a problem, sets a goal and works hard to
	reach it.
	PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
	School /Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; writing (optional)
	To increase children's awareness of social problems and how they can be
	solved. To demonstrate to children how they can set goals to create
	positive change.
	PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
	reasoning; consequential thinking; cooperative group learning (optional);
	reading comprehension (optional); social studies-character biography
	(optional); writing (optional)
	To emphasize the importance of setting goals and developing plans to
	reach them.
	PATHS-Gr4, U4, L25 Goals for Our World – Global
	Understanding/Cooperative group learning; oral discussion; problem
	solving; reasoning; science; social studies; music (optional); writing
	(optional)
	To emphasize the importance of considering global goals. To help children
	see how their actions affect others at home and around the world.
	PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-
	effect reasoning; oral discussion; role-playing; writing (optional)
	To promote and reinforce skills in forming friendships.
	PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning;
	communication skills; oral discussion; role-playing; cooperative group
	learning (optional); writing (optional)
	To further promote and reinforce skills in friendship.
	PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
	and listening skills; oral discussion; role-playing
	To promote and reinforce skills in forming groups and learning how to work
	well in teams.
	PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
	reasoning; communication skills; oral discussion; role-playing; writing
	(optional)
	To promote and reinforce skills in forming groups and learning how to work
	well on teams. To teach direct, assertive ways to handle conflict.
	PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
	cooperative group learning; oral discussion; problem solving
	To discuss problems that are out of one's control. To encourage alternative
	solutions that provide relief from feelings of stress.
	PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
	discussion; problem solving; writing (optional)
	To discuss the concept of forgiveness and its relationship to intentionality.
	PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
	Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
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	discussion; problem solving; reading comprehension; social studies-
	character biography; writing (optional); cooperative group learning
	(optional)
	To provide a biographical story in which a person identifies an important
	problem and goes about creating change in a responsible manner.
	PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
	cooperative group learning; oral discussion; problem solving
	To help children better understand how their feelings are affected by their
	perceptions and by evaluations by others. To informally illustrate one
	solution to a problem. To facilitate discussion regarding possible fears or
	feelings of inferiority that special needs children might have as a result of
	their differences.
	PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
	thinking; cause-effect reasoning; cooperative group learning; problem
	solving; writing (optional)
	To facilitate awareness about stereotypes and how they might lead to
	unfair treatment or discrimination towards other people.
	PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
	Commemoration /Cause-effect reasoning; cooperative group learning;
	problem solving; reading comprehension; social studies-character
	biography; art (optional)
	To increase children's awareness of important events and people in their
	school and community. To provide a biographical story of an artist who
	honors others. To conduct a cooperative group project.
	PATHS-Gr4, <i>The Hundred Dresses</i> , L1 Chapters 1-2/To discuss the first
	two chapters of the book, which set up the story and the issues that Wanda
	Petronski faces. To explore the importance of being accepted and liked by
	peers. To identify cultural and economic differences in Wanda's class and
	several ways that people may respond to those who are different.
	PATHS-Gr4, <i>The Hundred Dresses</i> , L2 Chapter 3/To discuss Chapter 3,
	in which Maddie reflects on how "the dresses game" started. To brainstorm
	ways to be accepted in a group, especially as a newcomer or outsider. To
	explore issues related to cultural and economic differences and how to be
	sensitive to others.
	PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
	Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
	the letter from her father saying that they have moved away. To understand
	how being a silent bystander contributes to teasing or harassment. To
	explore the issue of discrimination towards people who are different.
	PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6,
	in which Maddie and Peggy go up to Boggins Heights to find Wanda's
	house, only to find the Petronski family has already moved. To expand on
	issues related to being a bystander and contributing to teasing or
	harassment. To help children identify when they feel sorry for what they
	have done and how they can apologize.
	PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
	in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
	to the class and, in her letter, gives Maddie and Peggy the drawings of
	dresses she had made in their likeness. To explore feelings of regret or
	remorse and ways to resolve these uncomfortable feelings. To understand
	how important events can shape someone's reputation and the rest of his
	or her life.
	PATHS-Gr4, The Hundred Dresses, L6 Review/To review the important
	themes of the book. To practice problem solving by brainstorming different
	endings to the book. To identify lessons learned from this story, and ways
	they apply to students' lives.
	PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
	preexisting circumstances affecting Drita and Maxie, and what brings the
	two girls into one another's lives. To discuss the cultures of each of the
	girls, and to compare their differences and similarities. To explore the

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emotions Drita and Maxie might have (one coping with the loss of her
mother, the other coping with the consequences of war and a mother
struggling with war trauma).
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's
motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other.
PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
17-20, in which Drita and Maxie's friendship begins and both girls talk with
their grandmothers about their problems. To explore the uncomfortable
feelings both girls have regarding their families and the other girls at
school. To define bullying and identify what students can do if they see
bullying or are bullied.
PATHS-Gr4, Drita, My Homegirl, L6 Chapters 21-24/To understand
Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
apologizes to her father and Maxie arrives at the apartment just when
Drita's mother has a breakdown. To reflect on how distressed everyone
feels about Drita's mother and what they can or should do. To discuss
Maxie's conversation with her father, and how Maxie successfully
apologized to her father.
PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
25-28, in which Maxie's grandmother takes Drita's mother to the hospital
and Maxie buys a gift for Drita's mother with Lisa. To consider how
emergencies and life-or-death situations can bring people together to work
toward a common good. To focus on the familial relationships in the novel
and how this emergency enabled people to care for one another.
PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters
29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
to Maxie, Drita's mother recovers, and Maxie presents her project on
Project Night. To identify what Drita and Maxie had in common and what
their differences were, and to consider what solidified their friendship. To
review the book as a whole and its major themes.
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4, <i>Shiloh</i> , L2 Chapters 3-4/To develop a better understanding
of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
To evaluate Marty's problem-solving skills. To practice problem-solving
skills by considering possible solutions and plans for Marty.
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
his own family by implying that he has not seen Shiloh. To explore the
different shades of dishonesty (telling half-truths, avoiding the truth, telling
outright lies). To help students connect the strong temptation to lie
evidenced by Marty's actions with their own experiences.
PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
which Marty spends the day with his friend David Howard, and Marty's

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	mother discovers his secret. To explore unintended consequences of
	actions, and to understand that one cannot control these. To identify
	others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4, Shiloh, L5 Chapters 9-10/To focus on the relationship
	between Marty and his father in Chapters 9 and 10. Marty's father takes
	Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's father agrees to let Shiloh return to their house until he is healed. To
	explore some of the key elements in a good interpersonal relationship,
	such as trust, reliability and open communication. To develop the ability to
	consider multiple sides of a story at once by considering the complexities of
	Marty's problem.
	PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
	in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
	To understand how Marty's determination and perseverance help him to
	solve his problem.
	PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
	in which Marty cannot think of any solutions to keep Shiloh, so he goes
	early Sunday morning to talk to Judd. To explore the complex decision
	Marty makes when he sees Judd shoot the does out of season.
	PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
	Marty works off his debt to Judd Travers, Judd pushes Marty to work very
	hard, Judd teases him about getting the dog, and, in the end, Marty and
	Judd understand each other. To review the book in its entirety and identify
	its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	<i>"January"</i> Chapter/To discuss the "January" chapter, in which Bandit
	learns that she is moving to the U.S. and is given an American name,
	Shirley. To discuss the meaning behind names in Shirley's family and
	students' names. To explore the emotions Shirley and family members may
	have about the move and her new name.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
	"February" Chapter/To discuss the "February" chapter, in which Shirley
	and her mother travel "A Journey of Ten Thousand Miles," are introduced
	to their new home, and receive father's Chinese friends. To think and write
	about the experience of being lost where you cannot speak the language.
	To reflect on the difficulty of going from an undeveloped country to an
	industrial one with a very different culture and values.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March"
	& "April" Chapters /To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
	Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her
	American school. To identify reasons for Shirley's challenges and to
	brainstorm solutions for Shirley.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
	<i>"June"</i> Chapters/To discuss the "May" and "June" chapters, in which
	Shirley gets two black eyes, tells her parents nothing happened, refuses to
	go to school for two days, joins Mabel's stickball team and becomes known
	as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
	may not be available in other cultures. To explore cultural differences in
	how people give compliments.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" &
	"August" Chapters/To discuss the "July" and "August" chapters, in which
	Shirley has no friends with whom she can play, she becomes a diehard
	Dodgers and Jackie Robinson fan, and she spends time helping her father
	be a landlord. To explore Shirley's motivation when volunteering her family
	to do something very generous. To understand how doing hard work
1 1	transformed into developing handy skills and good relations with neighbors.

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	 PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.
	Speaking and Listening:
	Comprehension and Collaboration
SL.4.1a Engage effectively in a range of collaborative discussions (one-on-or in groups, and teacher-led) with diverse partner on grade 4 topics and texts, building on other ideas and expressing to own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known abo the topic to explore idea under discussion.	To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure. PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility. PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional)

To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
comparative thinking; hierarchical thinking; oral discussion; writing
(optional)
To facilitate and increase the use of emotion labels. To increase the
understanding of emotion concepts. To provide a generalization technique
for using emotion concepts throughout the classroom day during the entire
school year.
PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
retrieval; writing
To practice using the Feelings Dictionary.
PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/
To provide an overview of the brain and how emotions and thinking work
together. To help your students understand the importance of self-control
for appropriate expression of emotions. To increase motivation for
mastering self-control.
PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
Review /Attentional and listening skills; cause-effect reasoning;
communication skills; cooperative group learning; creative thinking;
problem solving
To introduce the structure of social problem solving in a game-like
atmosphere. To encourage cooperation through group problem solving. The approximate creativity in the approximate of solutions and plans
encourage creativity in the generation of solutions and plans. PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional
and listening skills; decision making; oral discussion; problem solving;
writing (optional)
To encourage careful decision making. To explore peer relations and soci
pressure.
PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
Solutions /Attentional and listening skills; cause-effect reasoning;
cooperative group learning; problem solving; writing
To review problem-solving steps 2-5. To assess students' knowledge of
problem-solving steps 2-5. To have cooperative learning groups apply
problem-solving steps 4 and 5 to the story At the Mall.
PATHS-Gr4, U3, L16 Consequences: What Might Happen
Next/Brainstorming; consequential thinking; decision making; problem
solving
To review problem-solving steps 1-5.
PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
decision making; oral discussion; problem solving
To review and practice the problem-solving steps learned thus far. To
reinforce the importance of thinking before acting.
PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What
Happens/Cooperative group learning; decision making; problem solving;
role-playing and communication skills
To provide continued review and practice in using the problem-solving
steps learned thus far. To discuss the idea of evaluating the entire
problem-solving process.
PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making
memory retrieval; oral discussion; problem solving; role-playing and
communication skills
To encourage careful decision making. To further explore peer relations
and social pressure.
PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
solving; reasoning; role-playing; art (optional)
To review the problem-solving steps 1-10. To teach a persistent approach
to solving problems.
PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-
Solvers /Decision making; oral discussion; problem solving; role-playing;

writing To provide practice in formal problem solving in a group situation with a
designated problem.
PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
School/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; writing (optional)
To increase children's awareness of social problems and how they can be
solved. To demonstrate to children how they can set goals to create
positive change.
PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
reasoning; consequential thinking; cooperative group learning (optional);
reading comprehension (optional); social studies-character biography
(optional); writing (optional)
To emphasize the importance of setting goals and developing plans to
reach them.
PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding /Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing
(optional)
To emphasize the importance of considering global goals. To help children
see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning;
communication skills; oral discussion; role-playing; cooperative group
learning (optional); writing (optional)
To further promote and reinforce skills in friendship.
PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional
and listening skills; associational thinking; oral discussion; problem solving
To promote and reinforce skills in forming groups and learning how to work
well on teams. To illustrate how conflicts can escalate quickly.
PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
reasoning; communication skills; oral discussion; role-playing; writing
(optional)
To promote and reinforce skills in forming groups and learning how to wor
well on teams. To teach direct, assertive ways to handle conflict.
PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
cooperative group learning; oral discussion; problem solving
To discuss problems that are out of one's control. To encourage alternativ
solutions that provide relief from feelings of stress.
PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
discussion; problem solving; writing (optional)
To discuss the concept of forgiveness and its relationship to intentionality.
PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
cooperative group learning; oral discussion; problem solving
To help children better understand how their feelings are affected by their
perceptions and by evaluations by others. To informally illustrate one
solution to a problem. To facilitate discussion regarding possible fears or
feelings of inferiority that special needs children might have as a result of
their differences.
PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
thinking; cause-effect reasoning; cooperative group learning; problem
solving; writing (optional)
To facilitate awareness about stereotypes and how they might lead to
unfair treatment or discrimination towards other people.
PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause
effect reasoning; problem solving; writing (optional)
To help children better understand gossip and how it affects friendship.
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and t
his own family by implying that he has not seen Shiloh. To explore the
different shades of dishonesty (telling half-truths, avoiding the truth, telling

		outright lies). To help students connect the strong temptation to lie
		evidenced by Marty's actions with their own experiences.
		PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
		which Marty spends the day with his friend David Howard, and Marty's
		mother discovers his secret. To explore unintended consequences of
		actions, and to understand that one cannot control these. To identify
		others' feelings and practice problem solving in difficult situations.
		PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
		Marty works off his debt to Judd Travers, Judd pushes Marty to work very
		hard, Judd teases him about getting the dog, and, in the end, Marty and
		Judd understand each other. To review the book in its entirety and identify
		its main themes. To understand the cultural differences between Judd and
SL.4.1b	Francisco effective having a	Marty, and the way they learn to tolerate one another.
5L.4.10	Engage effectively in a range of collaborative	PATHS-Gr4, U1, L1 Formulating Classroom Rules/Attentional and
	discussions (one-on-one,	listening skills; brainstorming; creative thinking; interviewing- communication skills; reading comprehension
	in groups, and teacher-	To introduce children to the PATHS curriculum. To help children see and
	led) with diverse partners	learn the importance of having rules and structure within a group. To orient
	on grade 4 topics and	children towards becoming attentive listeners. To allow children to
	texts, building on others'	participate in the process of creating rules and structure.
	ideas and expressing their	PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect
	own clearly. Follow	reasoning; communication skills; hierarchical thinking; vocabulary
	agreed-upon rules for	development
	discussions and carry out	To review all the PATHS ideas that children use and remember. To
	assigned roles.	improve children's personal sense of responsibility.
		PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept
		Review/Attentional and listening skills; cooperative learning; memory
		retrieval; writing (optional)
		To review a number of the central ideas from the grade 3 PATHS
		curriculum. To provide the teacher with an assessment of the knowledge
		base of his or her students.
		PATHS-Gr4, U1, L4 Cooperative Learning Skills/Attentional and listenin
		skills; communication skills; cooperative learning
		To emphasize communication skills in small group structures.
		PATHS-Gr4, U1, L5 The Golden Rule /Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing
		(optional)
		To review why rules are important. To adapt the rules to fit your classroom
		environment.
		PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative
		thinking; oral discussion; problem-solving skills; role-playing and
		communication skills
		To provide practice in problem solving in a group situation. To set up a
		format for solving problems in the classroom.
		PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary
		development; writing (optional)
		To encourage categorical and creative thinking. To provide practice in
		memory and language skills. To help children understand that the way we
		feel can be associated with things that have happened during the day.
		PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative
		thinking; hierarchical thinking; oral discussion; cooperative learning
		(optional); writing (optional)
		To develop awareness of bodily and facial cues that indicate the feeling of
		anger in oneself and others. To explore different ways to gain self-control.
		PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
		monitoring; writing (optional)
		To relate abstract feeling concepts to personal experiences. To introduce
		additional methods for calming down.
		PATHS-Gr4, U2, L10 Feelings Dictionary /Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing

(optional)
To facilitate and increase the use of emotion labels. To increase the
understanding of emotion concepts. To provide a generalization technique
for using emotion concepts throughout the classroom day during the entire
school year.
PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
retrieval; writing
To practice using the Feelings Dictionary.
PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
Review /Attentional and listening skills; cause-effect reasoning;
communication skills; cooperative group learning; creative thinking;
problem solving
To introduce the structure of social problem solving in a game-like
atmosphere. To encourage cooperation through group problem solving. To
encourage creativity in the generation of solutions and plans.
PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional
and listening skills; decision making; oral discussion; problem solving;
writing (optional)
To encourage careful decision making. To explore peer relations and social
pressure.
PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
decision making; oral discussion; problem solving
To review and practice the problem-solving steps learned thus far. To
reinforce the importance of thinking before acting.
PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What
Happens/Cooperative group learning; decision making; problem solving;
role-playing and communication skills
To provide continued review and practice in using the problem-solving
steps learned thus far. To discuss the idea of evaluating the entire
problem-solving process.
PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making;
memory retrieval; oral discussion; problem solving; role-playing and
communication skills
To encourage careful decision making. To further explore peer relations
and social pressure.
PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
School/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; writing (optional)
To increase children's awareness of social problems and how they can be
solved. To demonstrate to children how they can set goals to create
positive change.
PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
reasoning; consequential thinking; cooperative group learning (optional);
reading comprehension (optional); social studies-character biography
(optional); writing (optional)
To emphasize the importance of setting goals and developing plans to
reach them.
PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding/Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing
(optional)
To emphasize the importance of considering global goals. To help children
see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-
effect reasoning; oral discussion; role-playing; writing (optional)
To promote and reinforce skills in forming friendships.
PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning;
communication skills; oral discussion; role-playing; cooperative group
learning (optional); writing (optional)

PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
reasoning; communication skills; oral discussion; role-playing; writing
(optional)
To promote and reinforce skills in forming groups and learning how to work
well on teams. To teach direct, assertive ways to handle conflict.
PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
cooperative group learning; oral discussion; problem solving
To discuss problems that are out of one's control. To encourage alternative
solutions that provide relief from feelings of stress.
PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
discussion; problem solving; writing (optional)
To discuss the concept of forgiveness and its relationship to intentionality.
PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
discussion; problem solving; reading comprehension; social studies-
character biography; writing (optional); cooperative group learning
(optional)
To provide a biographical story in which a person identifies an important
problem and goes about creating change in a responsible manner.
PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
cooperative group learning; oral discussion; problem solving
To help children better understand how their feelings are affected by their
perceptions and by evaluations by others. To informally illustrate one
solution to a problem. To facilitate discussion regarding possible fears or
feelings of inferiority that special needs children might have as a result of
their differences.
PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
thinking; cause-effect reasoning; cooperative group learning; problem
solving; writing (optional)
To facilitate awareness about stereotypes and how they might lead to
unfair treatment or discrimination towards other people.
PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying
Situations/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; vocabulary building; writing
To encourage careful decision-making. To encourage responsible
behavior. To explore the issue of being responsible in order to help others.
PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
Commemoration /Cause-effect reasoning; cooperative group learning;
problem solving; reading comprehension; social studies-character
biography; art (optional)
To increase children's awareness of important events and people in their
school and community. To provide a biographical story of an artist who
honors others. To conduct a cooperative group project.
PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other.
PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
17-20, in which Drita and Maxie's friendship begins and both girls talk with
their grandmothers about their problems. To explore the uncomfortable
feelings both girls have regarding their families and the other girls at
school. To define bullying and identify what students can do if they see
bullying or are bullied.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
"June" Chapters/To discuss the "May" and "June" chapters, in which
Shirley gets two black eyes, tells her parents nothing happened, refuses to

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		go to school for two days, joins Mabel's stickball team and becomes know as "Jackie Robinson." To explore the kinds of opportunities in the U.S. tha
		may not be available in other cultures. To explore cultural differences in how people give compliments.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
		"September" Chapter/To discuss the "September" chapter, in which
		Shirley worries about returning to school, Shirley becomes friends with a
		girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
		what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to
		handle them. To focus on Shirley's feelings of guilt and shame, and on
		ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8
		"December" Chapter/To discuss the "December" chapter, in which Shirle
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play
		To focus on the feelings that Shirley has when she is nominated to
		introduce Jackie Robinson to speak and how her feelings change by the
		end of the presentation. To review the book as a whole and its themes.
6L.4.1c	Engage effectively in a	PATHS-Gr4, U1, L1 Formulating Classroom Rules/Attentional and
	range of collaborative	listening skills; brainstorming; creative thinking; interviewing-
	discussions (one-on-one,	communication skills; reading comprehension
	in groups, and teacher-	To introduce children to the PATHS curriculum. To help children see and
	led) with diverse partners	learn the importance of having rules and structure within a group. To orier
	on grade 4 topics and	children towards becoming attentive listeners. To allow children to
	texts, building on others' ideas and expressing their	participate in the process of creating rules and structure. PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect
	own clearly. Pose and	reasoning; communication skills; hierarchical thinking; vocabulary
	respond to specific	development
	questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	To review all the PATHS ideas that children use and remember. To
		improve children's personal sense of responsibility.
		PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept
		Review/Attentional and listening skills; cooperative learning; memory
		retrieval; writing (optional)
		To review a number of the central ideas from the grade 3 PATHS
		curriculum. To provide the teacher with an assessment of the knowledge
		base of his or her students.
		PATHS-Gr4, U1, L4 Cooperative Learning Skills/Attentional and listenin
		skills; communication skills; cooperative learning
		To emphasize communication skills in small group structures.
		PATHS-Gr4, U1, L5 The Golden Rule /Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing
		(optional)
		To review why rules are important. To adapt the rules to fit your classroon
		environment.
		PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative
		thinking; oral discussion; problem-solving skills; role-playing and
		communication skills
		To provide practice in problem solving in a group situation. To set up a
		format for solving problems in the classroom.
		PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary
		development; writing (optional)
		To encourage categorical and creative thinking. To provide practice in
		memory and language skills. To help children understand that the way we
		feel can be associated with things that have happened during the day.
		PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative
		thinking; hierarchical thinking; oral discussion; cooperative learning
		(optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of

anger in oneself and others. To explore different ways to gain self-control.
PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
monitoring; writing (optional)
To relate abstract feeling concepts to personal experiences. To introduce
additional methods for calming down.
PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
comparative thinking; hierarchical thinking; oral discussion; writing
(optional)
To facilitate and increase the use of emotion labels. To increase the
understanding of emotion concepts. To provide a generalization technique
for using emotion concepts throughout the classroom day during the entire
school year.
PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
retrieval; writing
To practice using the Feelings Dictionary.
PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/
To provide an overview of the brain and how emotions and thinking work
together. To help your students understand the importance of self-control
for appropriate expression of emotions. To increase motivation for
mastering self-control.
PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
Review/Attentional and listening skills; cause-effect reasoning;
communication skills; cooperative group learning; creative thinking;
problem solving
To introduce the structure of social problem solving in a game-like
atmosphere. To encourage cooperation through group problem solving. To
encourage creativity in the generation of solutions and plans.
PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional
and listening skills; decision making; oral discussion; problem solving;
writing (optional)
To encourage careful decision making. To explore peer relations and soci
pressure.
PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
Solutions/Attentional and listening skills; cause-effect reasoning;
cooperative group learning; problem solving; writing
To review problem-solving steps 2-5. To assess students' knowledge of
problem-solving steps 2-5. To have cooperative learning groups apply
problem-solving steps 4 and 5 to the story At the Mall.
PATHS-Gr4, U3, L16 Consequences: What Might Happen
Next/Brainstorming; consequential thinking; decision making; problem
solving
To review problem-solving steps 1-5.
PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
decision making; oral discussion; problem solving
To review and practice the problem-solving steps learned thus far. To
reinforce the importance of thinking before acting.
PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What
Happens/Cooperative group learning; decision making; problem solving;
role-playing and communication skills
To provide continued review and practice in using the problem-solving
steps learned thus far. To discuss the idea of evaluating the entire
problem-solving process.
PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making
memory retrieval; oral discussion; problem solving; role-playing and
communication skills
To encourage careful decision making. To further explore peer relations
and social pressure.
PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
solving; reasoning; role-playing; art (optional)
To review the problem-solving steps 1-10. To teach a persistent approach
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PATHS-Gr4, U3, L21 Solving Problems: Dear Problem- Solvers /Decision making; oral discussion; problem solving; role-playing;
Solvers/Decision making: oral discussion: problem solving: role-plaving:
writing
To provide practice in formal problem solving in a group situation with a designated problem.
PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography o
Harriet Tubman/Cause-effect reasoning; problem solving; reading comprehension; social studies-character biography; cooperative group
learning (optional); writing (optional); art (optional) To introduce the idea of personal goals. To provide a biographical story in
which a person stops, identifies a problem, sets a goal and works hard to reach it.
PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
School/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; writing (optional)
To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can set goals to create
positive change.
PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan /Cause-effect reasoning; consequential thinking; cooperative group learning (optional); reading comprehension (optional); social studies-character biography (optional); writing (optional)
To emphasize the importance of setting goals and developing plans to reach them.
PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding /Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing (optional)
To emphasize the importance of considering global goals. To help children
see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause
effect reasoning; oral discussion; role-playing; writing (optional) To promote and reinforce skills in forming friendships.
PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning;
communication skills; oral discussion; role-playing; cooperative group
learning (optional); writing (optional)
To further promote and reinforce skills in friendship.
PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
and listening skills; oral discussion; role-playing
To promote and reinforce skills in forming groups and learning how to wor well in teams.
PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional
and listening skills; associational thinking; oral discussion; problem solving
To promote and reinforce skills in forming groups and learning how to wor well on teams. To illustrate how conflicts can escalate quickly.
PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
reasoning; communication skills; oral discussion; role-playing; writing
(optional) To promote and reinforce skills in forming groups and learning how to wor
well on teams. To teach direct, assertive ways to handle conflict.
PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
cooperative group learning; oral discussion; problem solving
To discuss problems that are out of one's control. To encourage alternativ solutions that provide relief from feelings of stress.
PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
discussion; problem solving; writing (optional)
To discuss the concept of forgiveness and its relationship to intentionality.
PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral

discussion; problem solving; reading comprehension; social studies- character biography; writing (optional); cooperative group learning
(optional)
To provide a biographical story in which a person identifies an important
problem and goes about creating change in a responsible manner.
PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their
perceptions and by evaluations by others. To informally illustrate one
solution to a problem. To facilitate discussion regarding possible fears or
feelings of inferiority that special needs children might have as a result of
their differences.
PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
thinking; cause-effect reasoning; cooperative group learning; problem
solving; writing (optional)
To facilitate awareness about stereotypes and how they might lead to
unfair treatment or discrimination towards other people.
PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-
effect reasoning; problem solving; writing (optional)
To help children better understand gossip and how it affects friendship.
PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral
discussion; problem solving; role-playing; self-monitoring; communication
skills (optional)
To define bullying. To discuss what children can do if they are bullied.
PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying
Situations/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; vocabulary building; writing
To encourage careful decision-making. To encourage responsible
behavior. To explore the issue of being responsible in order to help others.
PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
Commemoration/Cause-effect reasoning; cooperative group learning;
problem solving; reading comprehension; social studies-character
biography; art (optional)
To increase children's awareness of important events and people in their
school and community. To provide a biographical story of an artist who
honors others. To conduct a cooperative group project.
PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and
Review/Brainstorming; communication skills
To encourage children to reflect on the many aspects of the PATHS
program. To practice skills in being interviewed and recorded.
PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first
two chapters of the book, which set up the story and the issues that Wand
Petronski faces. To explore the importance of being accepted and liked by
peers. To identify cultural and economic differences in Wanda's class and
several ways that people may respond to those who are different.
PATHS-Gr4, The Hundred Dresses, L2 Chapter 3/To discuss Chapter 3,
in which Maddie reflects on how "the dresses game" started. To brainstorn
ways to be accepted in a group, especially as a newcomer or outsider. To
explore issues related to cultural and economic differences and how to be
sensitive to others.
PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
the letter from her father saying that they have moved away. To understan
how being a silent bystander contributes to teasing or harassment. To
explore the issue of discrimination towards people who are different.
PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6,
in which Maddie and Peggy go up to Boggins Heights to find Wanda's
house, only to find the Petronski family has already moved. To expand on
issues related to being a bystander and contributing to teasing or
harassment. To help children identify when they feel sorry for what they
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have done and how they can apologize.
PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
to the class and, in her letter, gives Maddie and Peggy the drawings of
dresses she had made in their likeness. To explore feelings of regret or
remorse and ways to resolve these uncomfortable feelings. To understand
how important events can shape someone's reputation and the rest of his
or her life.
PATHS-Gr4, The Hundred Dresses, L6 Review/To review the important
themes of the book. To practice problem solving by brainstorming different
endings to the book. To identify lessons learned from this story, and ways
they apply to students' lives.
PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
preexisting circumstances affecting Drita and Maxie, and what brings the
two girls into one another's lives. To discuss the cultures of each of the
girls, and to compare their differences and similarities. To explore the
emotions Drita and Maxie might have (one coping with the loss of her
mother, the other coping with the consequences of war and a mother
struggling with war trauma).
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's
motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, Drita, My Homegirl, L3 Chapters 9-12/To discuss Chapters
9-12, in which Drita helps her grandmother make a favorite Albanian dish,
her mother – after days of sleeping – gets up screaming from a nightmare,
Maxie is rude to Lisa and her son, and Maxie and her father talk about her
mother. To explore the powerful emotions each of the girls is experiencing
at home, and how they are coping with them.
PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
13-16, in which Drita is rejected by her peers, her father does not get the
job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she
could use that might work better. To explore the importance of "frikacake,"
"scrub" and "world's biggest hotdog" and other names the girls use to judge
themselves and each other.
PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
17-20, in which Drita and Maxie's friendship begins and both girls talk with
their grandmothers about their problems. To explore the uncomfortable
feelings both girls have regarding their families and the other girls at
school. To define bullying and identify what students can do if they see
bullying or are bullied.
PATHS-Gr4, Drita, My Homegirl, L6 Chapters 21-24/To understand
Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie
apologizes to her father and Maxie arrives at the apartment just when
Drita's mother has a breakdown. To reflect on how distressed everyone
feels about Drita's mother and what they can or should do. To discuss
Maxie's conversation with her father, and how Maxie successfully
apologized to her father.
PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
25-28, in which Maxie's grandmother takes Drita's mother to the hospital
and Maxie buys a gift for Drita's mother with Lisa. To consider how
emergencies and life-or-death situations can bring people together to work
toward a common good. To focus on the familial relationships in the novel
and how this emergency enabled people to care for one another.
PATHS-Gr4, Drita, My Homegirl. L8 Chapters 29-32/To discuss Chapters
PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
PATHS-Gr4 , <i>Drita, My Homegirl</i> , L8 Chapters 29-32/To discuss Chapters 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on

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	Project Night. To identify what Drita and Maxie had in common and what
	their differences were, and to consider what solidified their friendship. To
	review the book as a whole and its major themes.
	PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
	which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
	Judd, Shiloh's owner. To examine the feelings experienced by Marty when
	he becomes attached to Shiloh and fears for Shiloh's future.
	PATHS-Gr4 , <i>Shiloh</i> , L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
	learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
	in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
	To evaluate Marty's problem-solving skills. To practice problem-solving
	skills by considering possible solutions and plans for Marty.
	PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
	his own family by implying that he has not seen Shiloh. To explore the
	different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie
	evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	which Marty spends the day with his friend David Howard, and Marty's
	mother discovers his secret. To explore unintended consequences of
	actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4, <i>Shiloh</i> , L5 Chapters 9-10/To focus on the relationship
	between Marty and his father in Chapters 9 and 10. Marty's father takes
	Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
	father agrees to let Shiloh return to their house until he is healed. To
	explore some of the key elements in a good interpersonal relationship,
	such as trust, reliability and open communication. To develop the ability to
	consider multiple sides of a story at once by considering the complexities of
	Marty's problem.
	PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
	in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
	To understand how Marty's determination and perseverance help him to solve his problem.
	PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
	in which Marty cannot think of any solutions to keep Shiloh, so he goes
	early Sunday morning to talk to Judd. To explore the complex decision
	Marty makes when he sees Judd shoot the does out of season.
	PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
	Marty works off his debt to Judd Travers, Judd pushes Marty to work very
	hard, Judd teases him about getting the dog, and, in the end, Marty and
	Judd understand each other. To review the book in its entirety and identify
	its main themes. To understand the cultural differences between Judd and
	Marty, and the way they learn to tolerate one another.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	<i>"January"</i> Chapter/To discuss the "January" chapter, in which Bandit
	learns that she is moving to the U.S. and is given an American name,
	Shirley. To discuss the meaning behind names in Shirley's family and
	students' names. To explore the emotions Shirley and family members may
	have about the move and her new name. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
	<i>"February"</i> Chapter/To discuss the "February" chapter, in which Shirley
	and her mother travel "A Journey of Ten Thousand Miles," are introduced
	to their new home, and receive father's Chinese friends. To think and write
	about the experience of being lost where you cannot speak the language.
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		To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different outfure and values
		industrial one with a very different culture and values.
		PATHS-Gr4 , <i>In the Year of the Boar and Jackie Robinson</i> , L3 <i>"March"</i> & <i>"April"</i> Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
		skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to
		brainstorm solutions for Shirley.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		"June" Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to
		go to school for two days, joins Mabel's stickball team and becomes known
		as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in
		how people give compliments.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" &
		<i>"August"</i> Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard
		Dodgers and Jackie Robinson fan, and she spends time helping her father
		be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work
		transformed into developing handy skills and good relations with neighbors.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
		"September" Chapter/To discuss the "September" chapter, in which
		Shirley worries about returning to school, Shirley becomes friends with a
		girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on
		Shirley's dilemma of facing different cultural expectations and on ways to
		handle them. To focus on Shirley's feelings of guilt and shame, and on
		ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series,
		Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play.
		To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the
		end of the presentation. To review the book as a whole and its themes.
SL.4.1d	Engage effectively in a	PATHS-Gr4, U1, L1 Formulating Classroom Rules/Attentional and
	range of collaborative	listening skills; brainstorming; creative thinking; interviewing-
	discussions (one-on-one,	communication skills; reading comprehension
	in groups, and teacher- led) with diverse partners	To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient
	on grade 4 topics and	children towards becoming attentive listeners. To allow children to
	texts, building on others'	participate in the process of creating rules and structure.
	ideas and expressing their	PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect
	own clearly. Review the	reasoning; communication skills; hierarchical thinking; vocabulary
	key ideas expressed and explain their own ideas	development To review all the PATHS ideas that children use and remember. To
	and understanding in light	improve children's personal sense of responsibility.
	of the discussion.	PATHS-Gr4, U1, L4 Cooperative Learning Skills/Attentional and listening
		skills; communication skills; cooperative learning
		To emphasize communication skills in small group structures.
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 PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills;
cause-effect reasoning; communication skills; cooperative learning; writing
(optional)
To review why rules are important. To adapt the rules to fit your classroom
environment.
PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative
thinking; oral discussion; problem-solving skills; role-playing and
communication skills
To provide practice in problem solving in a group situation. To set up a
format for solving problems in the classroom.
PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary
development; writing (optional)
To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we
feel can be associated with things that have happened during the day.
PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative
thinking; hierarchical thinking; oral discussion; cooperative learning
(optional); writing (optional)
To develop awareness of bodily and facial cues that indicate the feeling of
anger in oneself and others. To explore different ways to gain self-control.
PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
monitoring; writing (optional)
To relate abstract feeling concepts to personal experiences. To introduce
additional methods for calming down.
PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
comparative thinking; hierarchical thinking; oral discussion; writing
(optional)
To facilitate and increase the use of emotion labels. To increase the
understanding of emotion concepts. To provide a generalization technique
for using emotion concepts throughout the classroom day during the entire
school year.
PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
retrieval; writing
To practice using the Feelings Dictionary.
PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
Review/Attentional and listening skills; cause-effect reasoning;
communication skills; cooperative group learning; creative thinking;
problem solving
To introduce the structure of social problem solving in a game-like
atmosphere. To encourage cooperation through group problem solving. To
encourage creativity in the generation of solutions and plans.
PATHS-Gr4, U3, L14 Making Good Decisions: At the Mall/Attentional
and listening skills; decision making; oral discussion; problem solving;
writing (optional)
To encourage careful decision making. To explore peer relations and socia pressure.
PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
Solutions/Attentional and listening skills; cause-effect reasoning;
cooperative group learning; problem solving; writing
To review problem-solving steps 2-5. To assess students' knowledge of
To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply
To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> .
To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> . PATHS-Gr4, U3, L16 Consequences: What Might Happen
To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> . PATHS-Gr4, U3, L16 Consequences: What Might Happen Next /Brainstorming; consequential thinking; decision making; problem
To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> . PATHS-Gr4, U3, L16 Consequences: What Might Happen Next /Brainstorming; consequential thinking; decision making; problem solving
To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> . PATHS-Gr4, U3, L16 Consequences: What Might Happen Next /Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5.
To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> . PATHS-Gr4, U3, L16 Consequences: What Might Happen Next /Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5. PATHS-Gr4, U3, L17 Making a Good Plan /Cooperative group learning;
To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> . PATHS-Gr4, U3, L16 Consequences: What Might Happen Next /Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5. PATHS-Gr4, U3, L17 Making a Good Plan /Cooperative group learning; decision making; oral discussion; problem solving
To review problem-solving steps 2-5. To assess students' knowledge of problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> . PATHS-Gr4, U3, L16 Consequences: What Might Happen Next /Brainstorming; consequential thinking; decision making; problem solving To review problem-solving steps 1-5. PATHS-Gr4, U3, L17 Making a Good Plan /Cooperative group learning;

PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What
Happens/Cooperative group learning; decision making; problem solving;
role-playing and communication skills
To provide continued review and practice in using the problem-solving
steps learned thus far. To discuss the idea of evaluating the entire
problem-solving process.
PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making;
memory retrieval; oral discussion; problem solving; role-playing and
communication skills
To encourage careful decision making. To further explore peer relations
and social pressure.
PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
solving; reasoning; role-playing; art (optional)
To review the problem-solving steps 1-10. To teach a persistent approach
to solving problems.
PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-
Solvers /Decision making; oral discussion; problem solving; role-playing;
writing
To provide practice in formal problem solving in a group situation with a
designated problem.
PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
Harriet Tubman/Cause-effect reasoning; problem solving; reading
comprehension; social studies-character biography; cooperative group
learning (optional); writing (optional); art (optional)
To introduce the idea of personal goals. To provide a biographical story in
which a person stops, identifies a problem, sets a goal and works hard to
reach it.
PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
School/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; writing (optional)
To increase children's awareness of social problems and how they can be
solved. To demonstrate to children how they can set goals to create
positive change.
PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
reasoning; consequential thinking; cooperative group learning (optional);
reading comprehension (optional); social studies-character biography
(optional); writing (optional)
To emphasize the importance of setting goals and developing plans to
reach them.
PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding/Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing
(optional)
To emphasize the importance of considering global goals. To help children
see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-
effect reasoning; oral discussion; role-playing; writing (optional)
To promote and reinforce skills in forming friendships.
PATHS-Gr4, U5, L27 Joining Other Kids/Cause-effect reasoning;
communication skills; oral discussion; role-playing; cooperative group
learning (optional); writing (optional)
To further promote and reinforce skills in friendship.
PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
and listening skills; oral discussion; role-playing
To promote and reinforce skills in forming groups and learning how to work
well in teams.
PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional
and listening skills; associational thinking; oral discussion; problem solving
To promote and reinforce skills in forming groups and learning how to work
well on teams. To illustrate how conflicts can escalate quickly.

PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
reasoning; communication skills; oral discussion; role-playing; writing
(optional)
To promote and reinforce skills in forming groups and learning how to work
well on teams. To teach direct, assertive ways to handle conflict.
PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
cooperative group learning; oral discussion; problem solving
To discuss problems that are out of one's control. To encourage alternative
solutions that provide relief from feelings of stress. PATHS-Gr4, U5, L32 Forgiving/Resentful /Cause-effect reasoning; oral
discussion; problem solving; writing (optional)
To discuss the concept of forgiveness and its relationship to intentionality.
PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
Biography of Dr. Martin Luther King, Jr. /Cause-effect reasoning; oral
discussion; problem solving; reading comprehension; social studies-
character biography; writing (optional); cooperative group learning
(optional)
To provide a biographical story in which a person identifies an important
problem and goes about creating change in a responsible manner.
PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
cooperative group learning; oral discussion; problem solving
To help children better understand how their feelings are affected by their
perceptions and by evaluations by others. To informally illustrate one
solution to a problem. To facilitate discussion regarding possible fears or
feelings of inferiority that special needs children might have as a result of
their differences.
PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
thinking; cause-effect reasoning; cooperative group learning; problem
solving; writing (optional)
To facilitate awareness about stereotypes and how they might lead to
unfair treatment or discrimination towards other people. PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-
effect reasoning; problem solving; writing (optional)
To help children better understand gossip and how it affects friendship.
PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral
discussion; problem solving; role-playing; self-monitoring; communication
skills (optional)
To define bullying. To discuss what children can do if they are bullied.
PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying
Situations/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; vocabulary building; writing
To encourage careful decision-making. To encourage responsible
behavior. To explore the issue of being responsible in order to help others.
PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
Commemoration/Cause-effect reasoning; cooperative group learning;
problem solving; reading comprehension; social studies-character
biography; art (optional)
To increase children's awareness of important events and people in their
school and community. To provide a biographical story of an artist who
honors others. To conduct a cooperative group project.
PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and
Review /Brainstorming; communication skills
To encourage children to reflect on the many aspects of the PATHS program. To practice skills in being interviewed and recorded.
PATHS-Gr4 , <i>The Hundred Dresses</i> , L1 Chapters 1-2/To discuss the first two chapters of the book, which set up the story and the issues that Wanda
Petronski faces. To explore the importance of being accepted and liked by
peers. To identify cultural and economic differences in Wanda's class and
several ways that people may respond to those who are different.
PATHS-Gr4, <i>The Hundred Dresses</i> , L2 Chapter 3/To discuss Chapter 3,

in which Maddie reflects on how "the dresses game" started. To brainstorm ways to be accepted in a group, especially as a newcomer or outsider. To
explore issues related to cultural and economic differences and how to be sensitive to others.
PATHS-Gr4, <i>The Hundred Dresses,</i> L3 Chapters 4-5/To discuss Chapters 4 and 5, in which Wanda wins the contest and the teacher reads the letter from her father saying that they have moved away. To understand
how being a silent bystander contributes to teasing or harassment. To explore the issue of discrimination towards people who are different.
PATHS-Gr4, <i>The Hundred Dresses,</i> L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.
PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand
how important events can shape someone's reputation and the rest of his or her life.
PATHS-Gr4 , <i>The Hundred Dresses</i> , L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different endings to the book. To identify lessons learned from this story, and ways
they apply to students' lives. PATHS-Gr4 , <i>Drita, My Homegirl</i> , L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the
two girls into one another's lives. To discuss the cultures of each of the girls, and to compare their differences and similarities. To explore the emotions Drita and Maxie might have (one coping with the loss of her mother, the other coping with the consequences of war and a mother
struggling with war trauma). PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's grandmother makes a favorite recipe from home. To consider Maxie's
motivation for misbehavior. To reflect on both Drita's and Maxie's feelings. PATHS-Gr4 , <i>Drita</i> , <i>My</i> Homegirl, L3 Chapters 9-12/To discuss Chapters 0.42 is which Drita halos has a manufacture a favorite Albertan disk
 9-12, in which Drita helps her grandmother make a favorite Albanian dish, her mother – after days of sleeping – gets up screaming from a nightmare, Maxie is rude to Lisa and her son, and Maxie and her father talk about her mother. To explore the powerful emotions each of the girls is experiencing at home, and how they are coping with them.
PATHS-Gr4, <i>Drita, My Homegirl</i> , L4 Chapters 13-16/To discuss Chapters 13-16, in which Drita is rejected by her peers, her father does not get the job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both Brandee and Maxie wind up with the principal while Drita hides. To identify
Drita's attempts in trying to make friends and to discuss strategies that she could use that might work better. To explore the importance of " <i>frikacake</i> ," "scrub" and "world's biggest hotdog" and other names the girls use to judge themselves and each other.
PATHS-Gr4, <i>Drita, My Homegirl</i> , L5 Chapters 17-20/To discuss Chapters 17-20, in which Drita and Maxie's friendship begins and both girls talk with their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at
school. To define bullying and identify what students can do if they see bullying or are bullied.
PATHS-Gr4 , <i>Drita, My Homegirl</i> , L6 Chapters 21-24/To understand Chapters 21-24, in which Drita invites Maxie to her apartment, Maxie

	apologizes to her father and Maxie arrives at the apartment just when
	Drita's mother has a breakdown. To reflect on how distressed everyone
	feels about Drita's mother and what they can or should do. To discuss
	Maxie's conversation with her father, and how Maxie successfully
	apologized to her father.
	PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
	25-28, in which Maxie's grandmother takes Drita's mother to the hospital
	and Maxie buys a gift for Drita's mother with Lisa. To consider how
	emergencies and life-or-death situations can bring people together to work
	toward a common good. To focus on the familial relationships in the novel
	and how this emergency enabled people to care for one another.
	PATHS-Gr4, Drita, My Homegirl, L8 Chapters 29-32/To discuss Chapters
	29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk
	to Maxie, Drita's mother recovers, and Maxie presents her project on
	Project Night. To identify what Drita and Maxie had in common and what
	their differences were, and to consider what solidified their friendship. To
	review the book as a whole and its major themes.
	PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
	which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
	Judd, Shiloh's owner. To examine the feelings experienced by Marty when
	he becomes attached to Shiloh and fears for Shiloh's future.
	PATHS-Gr4, <i>Shiloh</i> , L2 Chapters 3-4/To develop a better understanding
	of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
	learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
	in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
	To evaluate Marty's problem-solving skills. To practice problem-solving
	skills by considering possible solutions and plans for Marty. PATHS-Gr4 , <i>Shiloh</i> , L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
	his own family by implying that he has not seen Shiloh. To explore the
	different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie
	evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, <i>Shiloh</i> , L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	which Marty spends the day with his friend David Howard, and Marty's
	mother discovers his secret. To explore unintended consequences of
	actions, and to understand that one cannot control these. To identify
	others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4, <i>Shiloh</i> , L5 Chapters 9-10/To focus on the relationship
	between Marty and his father in Chapters 9 and 10. Marty's father takes
	Shiloh to Doc Murphy, Marty tells David Howard about Shiloh and Marty's
	father agrees to let Shiloh return to their house until he is healed. To
	explore some of the key elements in a good interpersonal relationship,
	such as trust, reliability and open communication. To develop the ability to
	consider multiple sides of a story at once by considering the complexities of
	Marty's problem.
	PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
	in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
	To understand how Marty's determination and perseverance help him to
	solve his problem.
	PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
	in which Marty cannot think of any solutions to keep Shiloh, so he goes
	early Sunday morning to talk to Judd. To explore the complex decision
	Marty makes when he sees Judd shoot the does out of season.
	PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
	Marty works off his debt to Judd Travers, Judd pushes Marty to work very
	hard, Judd teases him about getting the dog, and, in the end, Marty and
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	Judd understand each other. To review the book in its entirety and identify
	its main themes. To understand the cultural differences between Judd and
	Marty, and the way they learn to tolerate one another.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	"January" Chapter/To discuss the "January" chapter, in which Bandit
	learns that she is moving to the U.S. and is given an American name,
	Shirley. To discuss the meaning behind names in Shirley's family and
	students' names. To explore the emotions Shirley and family members may
	have about the move and her new name.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
	"February" Chapter/To discuss the "February" chapter, in which Shirley
	and her mother travel "A Journey of Ten Thousand Miles," are introduced
	to their new home, and receive father's Chinese friends. To think and write
	about the experience of being lost where you cannot speak the language.
	To reflect on the difficulty of going from an undeveloped country to an
	industrial one with a very different culture and values.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March"
	& "April" Chapters/To discuss the "March" and "April" chapters, in which
	Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
	skates. To explore the difficulties Shirley faces in making friends at her
	American school. To identify reasons for Shirley's challenges and to
	brainstorm solutions for Shirley.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
	"June" Chapters/To discuss the "May" and "June" chapters, in which
	Shirley gets two black eyes, tells her parents nothing happened, refuses to
	go to school for two days, joins Mabel's stickball team and becomes known
	as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
	may not be available in other cultures. To explore cultural differences in
	how people give compliments.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" &
	"August" Chapters/To discuss the "July" and "August" chapters, in which
	Shirley has no friends with whom she can play, she becomes a diehard
	Dodgers and Jackie Robinson fan, and she spends time helping her father
	be a landlord. To explore Shirley's motivation when volunteering her family
	to do something very generous. To understand how doing hard work
	transformed into developing handy skills and good relations with neighbors.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
	"September" Chapter/To discuss the "September" chapter, in which
	Shirley worries about returning to school, Shirley becomes friends with a
	girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
	what she has done that compromises her Chinese character. To reflect on
	Shirley's dilemma of facing different cultural expectations and on ways to
	handle them. To focus on Shirley's feelings of guilt and shame, and on
	ways she resolved them.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
	"October" & "November" Chapters/To discuss the "October" and
	"November" chapters, in which the Dodgers lose the World Series,
	Shirley's family misses their relatives, especially Grandfather, and the
	family belatedly celebrates the Fall Harvest Moon. To consider traits of
	heroes and role models, and examine students' choices of heroes. To
	examine why it is important to maintain one's cultural heritage.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8
	"December" Chapter/To discuss the "December" chapter, in which Shirley
	is a turkey in the school play, Shirley introduces Jackie Robinson as a
	speaker, and she learns that she will have a sibling. To identify and enjoy
	the teamwork needed to transform Shirley into a turkey for the school play.
	To focus on the feelings that Shirley has when she is nominated to
	introduce Jackie Robinson to speak and how her feelings change by the
	end of the presentation. To review the book as a whole and its themes.
SL.4.2 Paraphrase portions of a	PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving

text read aloud or	Review/Attentional and listening skills; cause-effect reasoning;
information presented in	communication skills; cooperative group learning; creative thinking;
diverse media and	problem solving
formats, including visually,	To introduce the structure of social problem solving in a game-like
quantitatively, and orally.	atmosphere. To encourage cooperation through group problem solving. To
	encourage creativity in the generation of solutions and plans.
	PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
	decision making; oral discussion; problem solving
	To review and practice the problem-solving steps learned thus far. To
	reinforce the importance of thinking before acting.
	PATHS-Gr4, U5, L29 The Eagles and the Playoffs: Part 2/Attentional
	and listening skills; associational thinking; oral discussion; problem solving
	To promote and reinforce skills in forming groups and learning how to work
	well on teams. To illustrate how conflicts can escalate quickly.
	PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
	reasoning; communication skills; oral discussion; role-playing; writing
	(optional)
	To promote and reinforce skills in forming groups and learning how to work
	well on teams. To teach direct, assertive ways to handle conflict.
	PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
	cooperative group learning; oral discussion; problem solving
	To discuss problems that are out of one's control. To encourage alternative
	solutions that provide relief from feelings of stress.
	PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
	discussion; problem solving; writing (optional)
	To discuss the concept of forgiveness and its relationship to intentionality.
	PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
	cooperative group learning; oral discussion; problem solving
	To help children better understand how their feelings are affected by their
	perceptions and by evaluations by others. To informally illustrate one
	solution to a problem. To facilitate discussion regarding possible fears or
	feelings of inferiority that special needs children might have as a result of
	their differences.
	PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
	thinking; cause-effect reasoning; cooperative group learning; problem
	solving; writing (optional)
	To facilitate awareness about stereotypes and how they might lead to
	unfair treatment or discrimination towards other people.
	PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-
	effect reasoning; problem solving; writing (optional)
	To help children better understand gossip and how it affects friendship.
	PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
	Commemoration /Cause-effect reasoning; cooperative group learning;
	problem solving; reading comprehension; social studies-character
	biography; art (optional)
	To increase children's awareness of important events and people in their
	school and community. To provide a biographical story of an artist who
	honors others. To conduct a cooperative group project.
	PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and
	Review/Brainstorming; communication skills
	To encourage children to reflect on the many aspects of the PATHS
	program. To practice skills in being interviewed and recorded.
	PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the first
	two chapters of the book, which set up the story and the issues that Wanda
	Petronski faces. To explore the importance of being accepted and liked by
	peers. To identify cultural and economic differences in Wanda's class and
	several ways that people may respond to those who are different.
	PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
	Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
	the letter from her father saying that they have moved away. To understand
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	how being a silent bystander contributes to teasing or harassment. To
	explore the issue of discrimination towards people who are different.
	PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6,
	in which Maddie and Peggy go up to Boggins Heights to find Wanda's
	house, only to find the Petronski family has already moved. To expand on
	issues related to being a bystander and contributing to teasing or
	harassment. To help children identify when they feel sorry for what they
	have done and how they can apologize.
	PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7,
	in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
	to the class and, in her letter, gives Maddie and Peggy the drawings of
	dresses she had made in their likeness. To explore feelings of regret or
	remorse and ways to resolve these uncomfortable feelings. To understand
	how important events can shape someone's reputation and the rest of his
	or her life.
	PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
	preexisting circumstances affecting Drita and Maxie, and what brings the
	two girls into one another's lives. To discuss the cultures of each of the
	girls, and to compare their differences and similarities. To explore the
	emotions Drita and Maxie might have (one coping with the loss of her
	mother, the other coping with the consequences of war and a mother
	struggling with war trauma).
	PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
	to the reader, Maxie gets in trouble with the principal at school, and Drita's
	grandmother makes a favorite recipe from home. To consider Maxie's
	motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
	PATHS-Gr4, <i>Shiloh</i> , L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
	his own family by implying that he has not seen Shiloh. To explore the
	different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie
	evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, <i>Shiloh</i> , L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	which Marty spends the day with his friend David Howard, and Marty's
	mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify
	others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4 , <i>Shiloh</i> , L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty connect thick of any collitions to keep Shiloh on he appendix
	in which Marty cannot think of any solutions to keep Shiloh, so he goes
	early Sunday morning to talk to Judd. To explore the complex decision
	Marty makes when he sees Judd shoot the does out of season.
	PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
	Marty works off his debt to Judd Travers, Judd pushes Marty to work very
	hard, Judd teases him about getting the dog, and, in the end, Marty and
	Judd understand each other. To review the book in its entirety and identify
	its main themes. To understand the cultural differences between Judd and
	Marty, and the way they learn to tolerate one another.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	"January" Chapter/To discuss the "January" chapter, in which Bandit
	learns that she is moving to the U.S. and is given an American name,
	Shirley. To discuss the meaning behind names in Shirley's family and
	students' names. To explore the emotions Shirley and family members may
	have about the move and her new name.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
	"February" Chapter/To discuss the "February" chapter, in which Shirley
	and her mother travel "A Journey of Ten Thousand Miles," are introduced
	to their new home, and receive father's Chinese friends. To think and write
	about the experience of being lost where you cannot speak the language.
	To reflect on the difficulty of going from an undeveloped country to an
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		industrial one with a very different culture and values.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March"
		& "April" Chapters/To discuss the "March" and "April" chapters, in which
		Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
		skates. To explore the difficulties Shirley faces in making friends at her
		American school. To identify reasons for Shirley's challenges and to
		brainstorm solutions for Shirley.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		"June" Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to
		go to school for two days, joins Mabel's stickball team and becomes known
		as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
		may not be available in other cultures. To explore cultural differences in
		how people give compliments.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" &
		"August" Chapters/To discuss the "July" and "August" chapters, in which
		Shirley has no friends with whom she can play, she becomes a diehard
		Dodgers and Jackie Robinson fan, and she spends time helping her father
		be a landlord. To explore Shirley's motivation when volunteering her family
		to do something very generous. To understand how doing hard work
		transformed into developing handy skills and good relations with neighbors.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
		"September" Chapter/To discuss the "September" chapter, in which
		Shirley worries about returning to school, Shirley becomes friends with a
		girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
		what she has done that compromises her Chinese character. To reflect on
		Shirley's dilemma of facing different cultural expectations and on ways to
		handle them. To focus on Shirley's feelings of guilt and shame, and on
		ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8
		"December" Chapter/To discuss the "December" chapter, in which Shirley
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play.
		To focus on the feelings that Shirley has when she is nominated to
		introduce Jackie Robinson to speak and how her feelings change by the
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	Pre	esentation of Knowledge and Ideas
JL.4.4	REDUIT OF A TOOLC OF LEXT	PAINS-Gr4. U1. L1 Formulating Classroom Rules/Attentional and
JL.4.4	Report on a topic or text, tell a story, or recount an	PATHS-Gr4, U1, L1 Formulating Classroom Rules /Attentional and listening skills: brainstorming: creative thinking: interviewing-
JL.4.4	tell a story, or recount an	listening skills; brainstorming; creative thinking; interviewing-
JL.4.4	tell a story, or recount an experience in an	listening skills; brainstorming; creative thinking; interviewing- communication skills; reading comprehension
JL.4.4	tell a story, or recount an experience in an organized manner, using	listening skills; brainstorming; creative thinking; interviewing- communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and
JL.4.4	tell a story, or recount an experience in an organized manner, using appropriate facts and	listening skills; brainstorming; creative thinking; interviewing- communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient
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JL.4.4	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an	 listening skills; brainstorming; creative thinking; interviewing- communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure. PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary
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JL.4.4	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an	 listening skills; brainstorming; creative thinking; interviewing- communication skills; reading comprehension To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure. PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility. PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.

PATHS-Gr4, U1, L5 The Golden Rule /Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing
(optional)
To review why rules are important. To adapt the rules to fit your classroon environment.
PATHS-Gr4, U1, L6 Problem Solving and the Golden Rule/Creative
thinking; oral discussion; problem-solving skills; role-playing and
communication skills
To provide practice in problem solving in a group situation. To set up a
format for solving problems in the classroom.
PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative
thinking; hierarchical thinking; oral discussion; cooperative learning
(optional); writing (optional)
To develop awareness of bodily and facial cues that indicate the feeling of
anger in oneself and others. To explore different ways to gain self-control.
PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
Review/Attentional and listening skills; cause-effect reasoning;
communication skills; cooperative group learning; creative thinking;
problem solving
To introduce the structure of social problem solving in a game-like
atmosphere. To encourage cooperation through group problem solving. T
encourage creativity in the generation of solutions and plans. PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
Solutions/Attentional and listening skills; cause-effect reasoning;
cooperative group learning; problem solving; writing
To review problem-solving steps 2-5. To assess students' knowledge of
problem-solving steps 2-5. To have cooperative learning groups apply
problem-solving steps 4 and 5 to the story At the Mall.
PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
solving; reasoning; role-playing; art (optional)
To review the problem-solving steps 1-10. To teach a persistent approach
to solving problems.
PATHS-Gr4, U3, L21 Solving Problems: Dear Problem-
Solvers /Decision making; oral discussion; problem solving; role-playing;
writing
To provide practice in formal problem solving in a group situation with a
designated problem. PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
Harriet Tubman/Cause-effect reasoning; problem solving; reading
comprehension; social studies-character biography; cooperative group
learning (optional); writing (optional); art (optional)
To introduce the idea of personal goals. To provide a biographical story in
which a person stops, identifies a problem, sets a goal and works hard to
reach it.
PATHS-Gr4, U4, L23 Setting a Goal: A Class Project to Improve the
School/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; writing (optional)
To increase children's awareness of social problems and how they can be
solved. To demonstrate to children how they can set goals to create
positive change.
PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
reasoning; consequential thinking; cooperative group learning (optional);
reading comprehension (optional); social studies-character biography
(optional); writing (optional) To emphasize the importance of setting goals and developing plans to
reach them.
PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding/Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing
(optional)

To emphasize the importance of considering global goals. To help children see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause
effect reasoning; oral discussion; role-playing; writing (optional)
To promote and reinforce skills in forming friendships.
PATHS-Gr4, U5, L30 The Eagles and the Playoffs: Part 3/Cause-effect
reasoning; communication skills; oral discussion; role-playing; writing
(optional)
To promote and reinforce skills in forming groups and learning how to wor
well on teams. To teach direct, assertive ways to handle conflict.
PATHS-Gr4, U5, L31 Managing Our Feelings/Cause-effect reasoning;
cooperative group learning; oral discussion; problem solving
To discuss problems that are out of one's control. To encourage alternativ
solutions that provide relief from feelings of stress.
PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
discussion; problem solving; writing (optional)
To discuss the concept of forgiveness and its relationship to intentionality.
PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
thinking; cause-effect reasoning; cooperative group learning; problem
solving; writing (optional)
To facilitate awareness about stereotypes and how they might lead to
unfair treatment or discrimination towards other people.
PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause
effect reasoning; problem solving; writing (optional)
To help children better understand gossip and how it affects friendship.
PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying
Situations/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; vocabulary building; writing
To encourage careful decision-making. To encourage responsible
behavior. To explore the issue of being responsible in order to help others
PATHS-Gr4, U6, L39 Being Responsible: A Class Project of
Commemoration /Cause-effect reasoning; cooperative group learning;
problem solving; reading comprehension; social studies-character
biography; art (optional)
To increase children's awareness of important events and people in their
school and community. To provide a biographical story of an artist who
honors others. To conduct a cooperative group project.
PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and
Review/Brainstorming; communication skills
To encourage children to reflect on the many aspects of the PATHS
program. To practice skills in being interviewed and recorded.
PATHS-Gr4, The Hundred Dresses, L1 Chapters 1-2/To discuss the firs
two chapters of the book, which set up the story and the issues that Wand
Petronski faces. To explore the importance of being accepted and liked by
peers. To identify cultural and economic differences in Wanda's class and
several ways that people may respond to those who are different.
PATHS-Gr4, <i>The Hundred Dresses</i> , L3 Chapters 4-5/To discuss
Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
the letter from her father saying that they have moved away. To understar
how being a silent bystander contributes to teasing or harassment. To
explore the issue of discrimination towards people who are different.
PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6
in which Maddie and Peggy go up to Boggins Heights to find Wanda's
house, only to find the Petronski family has already moved. To expand on
issues related to being a bystander and contributing to teasing or
harassment. To help children identify when they feel sorry for what they
have done and how they can apologize.
PATHS-Gr4, The Hundred Dresses, L5 Chapter 5/To discuss Chapter 7
in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
The which madule and reduy while a letter to wanda, wanda sends a letter
to the class and, in her letter, gives Maddie and Peggy the drawings of

dresses she had made in their likeness. To explore feelings of regret or
remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his
or her life.
PATHS-Gr4 , <i>The Hundred Dresses</i> , L6 Review/To review the important themes of the book. To practice problem solving by brainstorming different
endings to the book. To identify lessons learned from this story, and ways
they apply to students' lives.
PATHS-Gr4 , <i>Drita, My Homegirl</i> , L1 Chapters 1-4/To understand the preexisting circumstances affecting Drita and Maxie, and what brings the
two girls into one another's lives. To discuss the cultures of each of the
girls, and to compare their differences and similarities. To explore the
emotions Drita and Maxie might have (one coping with the loss of her
mother, the other coping with the consequences of war and a mother struggling with war trauma).
PATHS-Gr4, <i>Drita, My Homegirl</i> , L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4 , <i>Shiloh</i> , L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
in the woods). To explore Marty's uncomfortable feelings of anger and guilt
To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
his own family by implying that he has not seen Shiloh. To explore the
different shades of dishonesty (telling half-truths, avoiding the truth, telling
outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences.
PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
which Marty spends the day with his friend David Howard, and Marty's
mother discovers his secret. To explore unintended consequences of
actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.
PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds ou
that the Prestons are hiding Shiloh and Judd demands they return Shiloh
on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry. To understand how Marty's determination and perseverance help him to
solve his problem.
PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
in which Marty cannot think of any solutions to keep Shiloh, so he goes
early Sunday morning to talk to Judd. To explore the complex decision Marty makes when he sees Judd shoot the does out of season.
PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
Marty works off his debt to Judd Travers, Judd pushes Marty to work very
hard, Judd teases him about getting the dog, and, in the end, Marty and
Judd understand each other. To review the book in its entirety and identify
its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
<i>"January"</i> Chapter/To discuss the "January" chapter, in which Bandit

		loarno that ano is maying to the LLS, and is given an American arms
		learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and
		students' names. To explore the emotions Shirley and family members may
		have about the move and her new name.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
		"February" Chapter/To discuss the "February" chapter, in which Shirley
		and her mother travel "A Journey of Ten Thousand Miles," are introduced to their new home, and receive father's Chinese friends. To think and write
		about the experience of being lost where you cannot speak the language.
		To reflect on the difficulty of going from an undeveloped country to an
		industrial one with a very different culture and values.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March"
		& "April" Chapters/To discuss the "March" and "April" chapters, in which
		Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
		skates. To explore the difficulties Shirley faces in making friends at her
		American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		<i>"June"</i> Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to
		go to school for two days, joins Mabel's stickball team and becomes known
		as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
		may not be available in other cultures. To explore cultural differences in how people give compliments.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L5 "July" &
		"August" Chapters/To discuss the "July" and "August" chapters, in which
		Shirley has no friends with whom she can play, she becomes a diehard
		Dodgers and Jackie Robinson fan, and she spends time helping her father
		be a landlord. To explore Shirley's motivation when volunteering her family
		to do something very generous. To understand how doing hard work
		transformed into developing handy skills and good relations with neighbors. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L6
		"September" Chapter/To discuss the "September" chapter, in which
		Shirley worries about returning to school, Shirley becomes friends with a
		girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for
		what she has done that compromises her Chinese character. To reflect on
		Shirley's dilemma of facing different cultural expectations and on ways to
		handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters/To discuss the "October" and
		"November" chapters, in which the Dodgers lose the World Series,
		Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L8
		"December" Chapter/To discuss the "December" chapter, in which Shirley
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play.
		To focus on the feelings that Shirley has when she is nominated to
		introduce Jackie Robinson to speak and how her feelings change by the
SL.4.5	Add audio recordings and	end of the presentation. To review the book as a whole and its themes. PATHS-Gr4, U2, L10 Feelings Dictionary /Cause-effect reasoning;
52.7.5	visual displays to	comparative thinking; hierarchical thinking; oral discussion; writing
	presentations when	(optional)
	appropriate to enhance	To facilitate and increase the use of emotion labels. To increase the
	the development of main	understanding of emotion concepts. To provide a generalization technique
	ideas or themes.	for using emotion concepts throughout the classroom day during the entire
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		school year.
		PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/
		To provide an overview of the brain and how emotions and thinking work
		together. To help your students understand the importance of self-control
		for appropriate expression of emotions. To increase motivation for
		mastering self-control.
		PATHS-Gr4, U3, L13 Treasure Hunt/Problem-Solving
		Review/Attentional and listening skills; cause-effect reasoning;
		communication skills; cooperative group learning; creative thinking;
		problem solving
		To introduce the structure of social problem solving in a game-like
		atmosphere. To encourage cooperation through group problem solving. To
		encourage creativity in the generation of solutions and plans.
		PATHS-Gr4, U3, L16 Consequences: What Might Happen
		Next/Brainstorming; consequential thinking; decision making; problem
		solving
		To review problem-solving steps 1-5.
		PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
		solving; reasoning; role-playing; art (optional)
		To review the problem-solving steps 1-10. To teach a persistent approach
		to solving problems.
		PATHS-Gr4, U4, L22 Setting and Reaching Your Goal: A Biography of
		Harriet Tubman/Cause-effect reasoning; problem solving; reading
		comprehension; social studies-character biography; cooperative group
		learning (optional); writing (optional); art (optional)
		To introduce the idea of personal goals. To provide a biographical story in which a person store identifies a problem sets a goal and works hard to
		which a person stops, identifies a problem, sets a goal and works hard to reach it.
		PATHS-Gr4, U4, L24 Setting a Goal and Making a Plan/Cause-effect
		reasoning; consequential thinking; cooperative group learning (optional);
		reading comprehension (optional); social studies-character biography
		(optional); writing (optional)
		To emphasize the importance of setting goals and developing plans to
		reach them.
		PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-
		effect reasoning; oral discussion; role-playing; writing (optional)
		To promote and reinforce skills in forming friendships.
		PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
		and listening skills; oral discussion; role-playing
		To promote and reinforce skills in forming groups and learning how to work
		well in teams.
		PATHS-Gr4, U6, L33 Being Responsible and Creating Change: A
		Biography of Dr. Martin Luther King, Jr./Cause-effect reasoning; oral
		discussion; problem solving; reading comprehension; social studies-
		character biography; writing (optional); cooperative group learning
		(optional)
		To provide a biographical story in which a person identifies an important
		problem and goes about creating change in a responsible manner.
		PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and
		Review /Brainstorming; communication skills
		To encourage children to reflect on the many aspects of the PATHS
		program. To practice skills in being interviewed and recorded.
		PATHS-Gr4, The Hundred Dresses, L3 Chapters 4-5/To discuss
		Chapters 4 and 5, in which Wanda wins the contest and the teacher reads
		the letter from her father saying that they have moved away. To understand how being a silent bystander contributes to teasing or harassment. To
		explore the issue of discrimination towards people who are different.
		PATHS-Gr4, <i>The Hundred Dresses</i> , L5 Chapter 5/To discuss Chapter 7,
		in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter
		to the class and, in her letter, gives Maddie and Peggy the drawings of
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 dropped she had made in their likeness. To evalure feelings of regret or
dresses she had made in their likeness. To explore feelings of regret or remorse and ways to resolve these uncomfortable feelings. To understand
how important events can shape someone's reputation and the rest of his
or her life.
PATHS-Gr4, The Hundred Dresses, L6 Review/To review the important
themes of the book. To practice problem solving by brainstorming different
endings to the book. To identify lessons learned from this story, and ways
they apply to students' lives.
PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
5-8, in which Drita and her grandmother get lost, Maxie reveals her secret
to the reader, Maxie gets in trouble with the principal at school, and Drita's
grandmother makes a favorite recipe from home. To consider Maxie's
motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
PATHS-Gr4, Drita, My Homegirl, L7 Chapters 25-28/To discuss Chapters
25-28, in which Maxie's grandmother takes Drita's mother to the hospital and Maxie buys a gift for Drita's mother with Lisa. To consider how
emergencies and life-or-death situations can bring people together to work
toward a common good. To focus on the familial relationships in the novel
and how this emergency enabled people to care for one another.
PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in
which Marty meets Shiloh, Shiloh follows Marty home and Marty meets
Judd, Shiloh's owner. To examine the feelings experienced by Marty when
he becomes attached to Shiloh and fears for Shiloh's future.
PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
his own family by implying that he has not seen Shiloh. To explore the
different shades of dishonesty (telling half-truths, avoiding the truth, telling
outright lies). To help students connect the strong temptation to lie
evidenced by Marty's actions with their own experiences. PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8 /To discuss Chapters 7 and 8, in
which Marty spends the day with his friend David Howard, and Marty's
mother discovers his secret. To explore unintended consequences of
actions, and to understand that one cannot control these. To identify
others' feelings and practice problem solving in difficult situations.
PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
that the Prestons are hiding Shiloh and Judd demands they return Shiloh
on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
To understand how Marty's determination and perseverance help him to
solve his problem.
PATHS-Gr4, <i>Shiloh</i> , L7 Chapters 13-14/To discuss Chapters 13 and 14, in which Marty cannot think of any solutions to keep Shiloh, so he goes
early Sunday morning to talk to Judd. To explore the complex decision
Marty makes when he sees Judd shoot the does out of season.
PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
Marty works off his debt to Judd Travers, Judd pushes Marty to work very
hard, Judd teases him about getting the dog, and, in the end, Marty and
Judd understand each other. To review the book in its entirety and identify
its main themes. To understand the cultural differences between Judd and
Marty, and the way they learn to tolerate one another.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L2
"February" Chapter/To discuss the "February" chapter, in which Shirley
and her mother travel "A Journey of Ten Thousand Miles," are introduced
to their new home, and receive father's Chinese friends. To think and write
about the experience of being lost where you cannot speak the language.
To reflect on the difficulty of going from an undeveloped country to an
To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.
To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values. PATHS-Gr4 , <i>In the Year of the Boar and Jackie Robinson</i> , L4 <i>"May"</i> &
To reflect on the difficulty of going from an undeveloped country to an industrial one with a very different culture and values.

		go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments. PATHS-Gr4 , <i>In the Year of the Boar and Jackie Robinson</i> , L5 " <i>July</i> " & " <i>August</i> " Chapters/To discuss the "July" and "August" chapters, in which Shirley has no friends with whom she can play, she becomes a diehard Dodgers and Jackie Robinson fan, and she spends time helping her father be a landlord. To explore Shirley's motivation when volunteering her family to do something very generous. To understand how doing hard work transformed into developing handy skills and good relations with neighbors. PATHS-Gr4 , <i>In the Year of the Boar and Jackie Robinson</i> , L7 "October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L8 <i>"December"</i> Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play.
		To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.
		Language:
L.4.3a	Use knowledge of	Knowledge of Language PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary
	language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.	development; writing (optional) To encourage categorical and creative thinking. To provide practice in memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day. PATHS-Gr4, U2, L8 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of
		anger in oneself and others. To explore different ways to gain self-control. PATHS-Gr4, U2, L11 My Own Feelings Story /Creative thinking; memory retrieval; writing
		To practice using the Feelings Dictionary. PATHS-Gr4, U5, L30 <i>The Eagles and the Playoffs: Part 3</i> /Cause-effect reasoning; communication skills; oral discussion; role-playing; writing (optional)
		To promote and reinforce skills in forming groups and learning how to work well on teams. To teach direct, assertive ways to handle conflict. PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and Review /Brainstorming; communication skills
		To encourage children to reflect on the many aspects of the PATHS program. To practice skills in being interviewed and recorded. PATHS-Gr4, <i>The Hundred Dresses</i> , L5 Chapter 5/To discuss Chapter 7, in which Maddie and Peggy write a letter to Wanda, Wanda sends a letter to the class and, in her letter, gives Maddie and Peggy the drawings of dresses she had made in their likeness. To explore feelings of regret or
		remorse and ways to resolve these uncomfortable feelings. To understand how important events can shape someone's reputation and the rest of his or her life. PATHS-Gr4, <i>Drita, My Homegirl</i> , L2 Chapters 5-8/To discuss Chapters
@0011 DA	THS® Program Holding, LLC.	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's Item #502092B 95

		grandmother makes a favorite recipe from home. To consider Maxie's motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
		PATHS-Gr4 , <i>Drita, My Homegirl</i> , L8 Chapters 29-32/To discuss Chapter 29-32, in which Maxie gives Drita's mother her gift, Brandee still won't talk to Maxie, Drita's mother recovers, and Maxie presents her project on
		Project Night. To identify what Drita and Maxie had in common and what their differences were, and to consider what solidified their friendship. To review the book as a whole and its major themes.
		Language:
4.4-		Vocabulary Acquisition and Use
4.4a	Determine or clarify the meaning of unknown and multiple-meaning words	PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development
	and phrases based on grade 4 reading and	To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility.
	content, choosing flexibly from a range of strategies. Use context (e.g.,	PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional)
	definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge base of his or her students.
	word or prirase.	PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary development; writing (optional) To encourage categorical and creative thinking. To provide practice in
		memory and language skills. To help children understand that the way we feel can be associated with things that have happened during the day.
		PATHS-Gr4, U2, L8 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; cooperative learning (optional); writing (optional)
		To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.
		 PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce
		additional methods for calming down. PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
		comparative thinking; hierarchical thinking; oral discussion; writing (optional)
		To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.
		PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.
		PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain / To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control
		for appropriate expression of emotions. To increase motivation for mastering self-control. PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
		Solutions /Attentional and listening skills; cause-effect reasoning; cooperative group learning; problem solving; writing To review problem-solving steps 2-5. To assess students' knowledge of
		problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> .
		PATHS-Gr4, U3, L16 Consequences: What Might Happen Next/Brainstorming; consequential thinking; decision making; problem solving
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PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
decision making; oral discussion; problem solving
To review and practice the problem-solving steps learned thus far. To
reinforce the importance of thinking before acting.
PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What
Happens/Cooperative group learning; decision making; problem solving;
role-playing and communication skills
To provide continued review and practice in using the problem-solving
steps learned thus far. To discuss the idea of evaluating the entire
problem-solving process.
PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem
solving; reasoning; role-playing; art (optional)
To review the problem-solving steps 1-10. To teach a persistent approach
to solving problems.
PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding/Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing
(optional)
To emphasize the importance of considering global goals. To help children
see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-
effect reasoning; oral discussion; role-playing; writing (optional)
To promote and reinforce skills in forming friendships.
PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
and listening skills; oral discussion; role-playing
To promote and reinforce skills in forming groups and learning how to work
well in teams.
PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
discussion; problem solving; writing (optional)
To discuss the concept of forgiveness and its relationship to intentionality.
PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
cooperative group learning; oral discussion; problem solving
To help children better understand how their feelings are affected by their
perceptions and by evaluations by others. To informally illustrate one
solution to a problem. To facilitate discussion regarding possible fears or
feelings of inferiority that special needs children might have as a result of
their differences.
PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
thinking; cause-effect reasoning; cooperative group learning; problem
solving; writing (optional)
To facilitate awareness about stereotypes and how they might lead to
unfair treatment or discrimination towards other people.
PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-
effect reasoning; problem solving; writing (optional)
To help children better understand gossip and how it affects friendship.
PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral
discussion; problem solving; role-playing; self-monitoring; communication
skills (optional)
To define bullying. To discuss what children can do if they are bullied.
PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying
Situations/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; vocabulary building; writing
To encourage careful decision-making. To encourage responsible
behavior. To explore the issue of being responsible in order to help others.
PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and
Review /Brainstorming; communication skills
To encourage children to reflect on the many aspects of the PATHS
program. To practice skills in being interviewed and recorded.
PATHS-Gr4, The Hundred Dresses, L4 Chapter 6/To discuss Chapter 6,
in which Maddie and Peggy go up to Boggins Heights to find Wanda's

	have any to find the Detrangly family has already mayod. To expand an
	house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or
	harassment. To help children identify when they feel sorry for what they
	have done and how they can apologize.
	PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
	preexisting circumstances affecting Drita and Maxie, and what brings the
	two girls into one another's lives. To discuss the cultures of each of the
	girls, and to compare their differences and similarities. To explore the
	emotions Drita and Maxie might have (one coping with the loss of her
	mother, the other coping with the consequences of war and a mother
	struggling with war trauma).
	PATHS-Gr4, Drita, My Homegirl, L2 Chapters 5-8/To discuss Chapters
	5-8, in which Drita and her grandmother get lost, Maxie reveals her secret to the reader, Maxie gets in trouble with the principal at school, and Drita's
	grandmother makes a favorite recipe from home. To consider Maxie's
	motivation for misbehavior. To reflect on both Drita's and Maxie's feelings.
	PATHS-Gr4, <i>Drita, My Homegirl</i> , L4 Chapters 13-16/To discuss Chapters
	13-16, in which Drita is rejected by her peers, her father does not get the
	job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
	Brandee and Maxie wind up with the principal while Drita hides. To identify
	Drita's attempts in trying to make friends and to discuss strategies that she
	could use that might work better. To explore the importance of "frikacake,"
	"scrub" and "world's biggest hotdog" and other names the girls use to judge
	themselves and each other.
	PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
	17-20, in which Drita and Maxie's friendship begins and both girls talk with
	their grandmothers about their problems. To explore the uncomfortable feelings both girls have regarding their families and the other girls at
	school. To define bullying and identify what students can do if they see
	bullying or are bullied.
	PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
	of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
	learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
	in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
	To evaluate Marty's problem-solving skills. To practice problem-solving
	skills by considering possible solutions and plans for Marty.
	PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
	his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie
	evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	which Marty spends the day with his friend David Howard, and Marty's
	mother discovers his secret. To explore unintended consequences of
	actions, and to understand that one cannot control these. To identify
	others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
	in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
	To understand how Marty's determination and perseverance help him to
	solve his problem. PATHS-Gr4, <i>Shiloh</i> , L7 Chapters 13-14/To discuss Chapters 13 and 14,
	in which Marty cannot think of any solutions to keep Shiloh, so he goes
	early Sunday morning to talk to Judd. To explore the complex decision
	Marty makes when he sees Judd shoot the does out of season.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	<i>"January"</i> Chapter/To discuss the "January" chapter, in which Bandit
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		learns that she is moving to the U.S. and is given an American name,
		Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may
		have about the move and her new name.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which
		Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
		skates. To explore the difficulties Shirley faces in making friends at her
		American school. To identify reasons for Shirley's challenges and to
		brainstorm solutions for Shirley. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" &
		<i>"June"</i> Chapters/To discuss the "May" and "June" chapters, in which
		Shirley gets two black eyes, tells her parents nothing happened, refuses to
		go to school for two days, joins Mabel's stickball team and becomes known
		as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that
		may not be available in other cultures. To explore cultural differences in how people give compliments.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
		"September" Chapter/To discuss the "September" chapter, in which
		Shirley worries about returning to school, Shirley becomes friends with a
		girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on
		Shirley's dilemma of facing different cultural expectations and on ways to
		handle them. To focus on Shirley's feelings of guilt and shame, and on
		ways she resolved them.
		PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
		"October" & "November" Chapters/To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series,
		Shirley's family misses their relatives, especially Grandfather, and the
		family belatedly celebrates the Fall Harvest Moon. To consider traits of
		heroes and role models, and examine students' choices of heroes. To
		examine why it is important to maintain one's cultural heritage. PATHS-Gr4, <i>In the Year of the Boar and Jackie Robinson</i> , L8
		"December" Chapter/To discuss the "December" chapter, in which Shirley
		is a turkey in the school play, Shirley introduces Jackie Robinson as a
		speaker, and she learns that she will have a sibling. To identify and enjoy
		the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to
		introduce Jackie Robinson to speak and how her feelings change by the
		end of the presentation. To review the book as a whole and its themes.
L.4.4c	Determine or clarify the	PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
	meaning of unknown and multiple-meaning words	comparative thinking; hierarchical thinking; oral discussion; writing
	and phrases based on	(optional) To facilitate and increase the use of emotion labels. To increase the
	grade 4 reading and	understanding of emotion concepts. To provide a generalization technique
	content, choosing flexibly	for using emotion concepts throughout the classroom day during the entire
	from a range of strategies. Consult reference	school year. PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
	materials (e.g.,	retrieval; writing
	dictionaries, glossaries,	To practice using the Feelings Dictionary.
	thesauruses), both print	PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-
	and digital, to find the pronunciation and	effect reasoning; oral discussion; role-playing; writing (optional)
	determine or clarify the	To promote and reinforce skills in forming friendships. PATHS-Gr4, U5, L28 <i>The Eagles and the Playoffs: Part 1</i> /Attentional
	precise meaning of key	and listening skills; oral discussion; role-playing
	words and phrases.	To promote and reinforce skills in forming groups and learning how to work
		well in teams.
		PATHS-Gr4, U5, L32 Forgiving/Resentful /Cause-effect reasoning; oral discussion; problem solving; writing (optional)
		To discuss the concept of forgiveness and its relationship to intentionality.
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		State Standards for English Language Arts

		 PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills; cooperative group learning; oral discussion; problem solving To help children better understand how their feelings are affected by their perceptions and by evaluations by others. To informally illustrate one solution to a problem. To facilitate discussion regarding possible fears or feelings of inferiority that special needs children might have as a result of their differences. PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize. PATHS-Gr4, <i>Shiloh</i>, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations.
		 PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1 "January" Chapter/To discuss the "January" chapter, in which Bandit learns that she is moving to the U.S. and is given an American name, Shirley. To discuss the meaning behind names in Shirley's family and students' names. To explore the emotions Shirley and family members may have about the move and her new name. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to
		brainstorm solutions for Shirley. PATHS-Gr4 , <i>In the Year of the Boar and Jackie Robinson</i> , L8 <i>"December"</i> Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.
L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	 PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6 "September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.
L.4.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.	 PATHS-Gr4, Shiloh, L1 Chapters 1-2/To discuss Chapters 1 and 2, in which Marty meets Shiloh, Shiloh follows Marty home and Marty meets Judd, Shiloh's owner. To examine the feelings experienced by Marty when he becomes attached to Shiloh and fears for Shiloh's future. PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh in the woods). To explore Marty's uncomfortable feelings of anger and guilt.

		To evaluate Marty's problem-solving skills. To practice problem-solving skills by considering possible solutions and plans for Marty.
		 skills by considering possible solutions and plans for Marty. PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to his own family by implying that he has not seen Shiloh. To explore the different shades of dishonesty (telling half-truths, avoiding the truth, telling outright lies). To help students connect the strong temptation to lie evidenced by Marty's actions with their own experiences. PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations. PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
		Marty works off his debt to Judd Travers, Judd pushes Marty to work very hard, Judd teases him about getting the dog, and, in the end, Marty and Judd understand each other. To review the book in its entirety and identify its main themes. To understand the cultural differences between Judd and Marty, and the way they learn to tolerate one another.
L.4.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word	PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment
	meanings. Demonstrate understanding of words by relating them to their	PATHS-Gr4, U5, L32 Forgiving/Resentful /Cause-effect reasoning; oral discussion; problem solving; writing (optional) To discuss the concept of forgiveness and its relationship to intentionality.
	opposites (antonyms) and to words with similar but not identical meanings (synonyms).	 PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying Situations/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing To encourage careful decision-making. To encourage responsible behavior. To explore the issue of being responsible in order to help others. PATHS-Gr4, <i>The Hundred Dresses</i>, L4 Chapter 6/To discuss Chapter 6, in which Maddie and Peggy go up to Boggins Heights to find Wanda's house, only to find the Petronski family has already moved. To expand on issues related to being a bystander and contributing to teasing or harassment. To help children identify when they feel sorry for what they have done and how they can apologize.
		 PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in which Marty spends the day with his friend David Howard, and Marty's mother discovers his secret. To explore unintended consequences of actions, and to understand that one cannot control these. To identify others' feelings and practice problem solving in difficult situations. PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March" & "April" Chapters/To discuss the "March" and "April" chapters, in which Shirley goes to fifth grade, we learn of her loneliness, and she gets roller skates. To explore the difficulties Shirley faces in making friends at her American school. To identify reasons for Shirley's challenges and to brainstorm solutions for Shirley.
L.4.6	Acquire and use accurately grade- appropriate general academic and domain- specific words and	PATHS-Gr4, U1, L2 PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; vocabulary development To review all the PATHS ideas that children use and remember. To improve children's personal sense of responsibility.
	phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a	PATHS-Gr4, U1, L3 PATHS Question & Answer Game/Concept Review/Attentional and listening skills; cooperative learning; memory retrieval; writing (optional) To review a number of the central ideas from the grade 3 PATHS curriculum. To provide the teacher with an assessment of the knowledge
	that are basic to a THS® Program Holding, LLC.	base of his or her students. Item #502092B 101

particular topic (e.g.,	PATHS-Gr4, U1, L5 The Golden Rule/Attentional and listening skills;
wildlife, conservation, and	cause-effect reasoning; communication skills; cooperative learning; writing
endangered when discussing animal	(optional) To review why rules are important. To adapt the rules to fit your classroom
preservation).	environment.
preservation).	PATHS-Gr4, U2, L7 Feelings Review/Memory retrieval; vocabulary
	development; writing (optional)
	To encourage categorical and creative thinking. To provide practice in
	memory and language skills. To help children understand that the way we
	feel can be associated with things that have happened during the day.
	PATHS-Gr4, U2, L8 Recognizing and Controlling Anger/Creative
	thinking; hierarchical thinking; oral discussion; cooperative learning
	(optional); writing (optional)
	To develop awareness of bodily and facial cues that indicate the feeling of
	anger in oneself and others. To explore different ways to gain self-control. PATHS-Gr4, U2, L9 Calm or Relaxed, Tense/Oral discussion; self-
	monitoring; writing (optional)
	To relate abstract feeling concepts to personal experiences. To introduce
	additional methods for calming down.
	PATHS-Gr4, U2, L10 Feelings Dictionary/Cause-effect reasoning;
	comparative thinking; hierarchical thinking; oral discussion; writing
	(optional)
	To facilitate and increase the use of emotion labels. To increase the
	understanding of emotion concepts. To provide a generalization technique
	for using emotion concepts throughout the classroom day during the entire
	school year.
	PATHS-Gr4, U2, L11 My Own Feelings Story/Creative thinking; memory
	retrieval; writing To practice using the Feelings Dictionary.
	PATHS-Gr4, U2, L12 Feelings Review: Feelings and Your Brain/
	To provide an overview of the brain and how emotions and thinking work
	together. To help your students understand the importance of self-control
	for appropriate expression of emotions. To increase motivation for
	mastering self-control.
	PATHS-Gr4, U3, L15 Identifying Problems, Feelings, Goals and
	Solutions/Attentional and listening skills; cause-effect reasoning;
	cooperative group learning; problem solving; writing
	To review problem-solving steps 2-5. To assess students' knowledge of
	problem-solving steps 2-5. To have cooperative learning groups apply problem-solving steps 4 and 5 to the story <i>At the Mall</i> .
	PATHS-Gr4, U3, L16 Consequences: What Might Happen
	Next /Brainstorming; consequential thinking; decision making; problem
	solving
	To review problem-solving steps 1-5.
	PATHS-Gr4, U3, L17 Making a Good Plan/Cooperative group learning;
	decision making; oral discussion; problem solving
	To review and practice the problem-solving steps learned thus far. To
	reinforce the importance of thinking before acting.
	PATHS-Gr4, U3, L18 Trying Your Plan and Evaluating What Happens/Cooperative group learning; decision making; problem solving;
	role-playing and communication skills
	To provide continued review and practice in using the problem-solving
	steps learned thus far. To discuss the idea of evaluating the entire
	problem-solving process.
	PATHS-Gr4, U3, L19 Trying Your Plan: Refusal Skills/Decision making;
	memory retrieval; oral discussion; problem solving; role-playing and
	communication skills
	To encourage careful decision making. To further explore peer relations
	and social pressure.
	PATHS-Gr4, U3, L20 Trying Again: Obstacles/Oral discussion; problem

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solving; reasoning; role-playing; art (optional) To review the problem-solving steps 1-10. To teach a persistent approach
to solving problems.
PATHS-Gr4, U4, L25 Goals for Our World – Global
Understanding /Cooperative group learning; oral discussion; problem
solving; reasoning; science; social studies; music (optional); writing
(optional)
To emphasize the importance of considering global goals. To help children
see how their actions affect others at home and around the world.
PATHS-Gr4, U5, L26 Making New Friends/Associational thinking; cause-
effect reasoning; oral discussion; role-playing; writing (optional)
To promote and reinforce skills in forming friendships.
PATHS-Gr4, U5, L28 The Eagles and the Playoffs: Part 1/Attentional
and listening skills; oral discussion; role-playing
To promote and reinforce skills in forming groups and learning how to work
well in teams.
PATHS-Gr4, U5, L32 Forgiving/Resentful/Cause-effect reasoning; oral
discussion; problem solving; writing (optional)
To discuss the concept of forgiveness and its relationship to intentionality.
PATHS-Gr4, U6, L34 Rejected, Excluded/Attentional and listening skills;
cooperative group learning; oral discussion; problem solving
To help children better understand how their feelings are affected by their
perceptions and by evaluations by others. To informally illustrate one
solution to a problem. To facilitate discussion regarding possible fears or
feelings of inferiority that special needs children might have as a result of
their differences.
PATHS-Gr4, U6, L35 Stereotypes and Discrimination/Associational
thinking; cause-effect reasoning; cooperative group learning; problem
solving; writing (optional)
To facilitate awareness about stereotypes and how they might lead to
unfair treatment or discrimination towards other people.
PATHS-Gr4, U6, L36 Dealing with Gossip/Associational thinking; cause-
effect reasoning; problem solving; writing (optional)
To help children better understand gossip and how it affects friendship.
PATHS-Gr4, U6, L37 Bullying: How to Respond/Creative thinking; oral
discussion; problem solving; role-playing; self-monitoring; communication
skills (optional)
To define bullying. To discuss what children can do if they are bullied.
PATHS-Gr4, U6, L38 Being Responsible: Helping Others in Bullying
Situations/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; vocabulary building; writing
To encourage careful decision-making. To encourage responsible
behavior. To explore the issue of being responsible in order to help others.
PATHS-Gr4, U6, L40 PATHS Closing Lesson: Reactions and
Review/Brainstorming; communication skills
To encourage children to reflect on the many aspects of the PATHS
program. To practice skills in being interviewed and recorded.
PATHS-Gr4, <i>The Hundred Dresses</i> , L4 Chapter 6/To discuss Chapter 6
in which Maddie and Peggy go up to Boggins Heights to find Wanda's
house, only to find the Petronski family has already moved. To expand on
issues related to being a bystander and contributing to teasing or
harassment. To help children identify when they feel sorry for what they
have done and how they can apologize.
PATHS-Gr4, Drita, My Homegirl, L1 Chapters 1-4/To understand the
preexisting circumstances affecting Drita and Maxie, and what brings the
two girls into one another's lives. To discuss the cultures of each of the
girls, and to compare their differences and similarities. To explore the
emotions Drita and Maxie might have (one coping with the loss of her
mother, the other coping with the consequences of war and a mother
struggling with war trauma).

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	PATHS-Gr4, Drita, My Homegirl, L4 Chapters 13-16/To discuss Chapters
	13-16, in which Drita is rejected by her peers, her father does not get the
	job at the bank, Drita is hit by Brandee and Brandee by Maxie, and both
	Brandee and Maxie wind up with the principal while Drita hides. To identify
	Drita's attempts in trying to make friends and to discuss strategies that she
	could use that might work better. To explore the importance of "frikacake,"
	"scrub" and "world's biggest hotdog" and other names the girls use to judge
	themselves and each other.
	PATHS-Gr4, Drita, My Homegirl, L5 Chapters 17-20/To discuss Chapters
	17-20, in which Drita and Maxie's friendship begins and both girls talk with
	their grandmothers about their problems. To explore the uncomfortable
	feelings both girls have regarding their families and the other girls at
	school. To define bullying and identify what students can do if they see
	bullying or are bullied.
	PATHS-Gr4, Shiloh, L2 Chapters 3-4/To develop a better understanding
	of Marty's problem, as revealed in Chapters 3 and 4 (in which Marty's
	father returns Shiloh to Judd Travers, Marty wants to buy Shiloh, Marty
	learns how poorly Judd treats his dogs and Marty builds a coop for Shiloh
	in the woods). To explore Marty's uncomfortable feelings of anger and guilt.
	To evaluate Marty's problem-solving skills. To practice problem-solving
	skills by considering possible solutions and plans for Marty.
	PATHS-Gr4, Shiloh, L3 Chapters 5-6/To understand how problems
	escalate in Chapters 5 and 6, in which Marty continues to lie to Judd and to
	his own family by implying that he has not seen Shiloh. To explore the
	different shades of dishonesty (telling half-truths, avoiding the truth, telling
	outright lies). To help students connect the strong temptation to lie
	evidenced by Marty's actions with their own experiences.
	PATHS-Gr4, Shiloh, L4 Chapters 7-8/To discuss Chapters 7 and 8, in
	which Marty spends the day with his friend David Howard, and Marty's
	mother discovers his secret. To explore unintended consequences of
	actions, and to understand that one cannot control these. To identify
	others' feelings and practice problem solving in difficult situations.
	PATHS-Gr4, Shiloh, L6 Chapters 11-12/To discuss Chapters 11 and 12,
	in which Doc Murphy returns Shiloh to the Prestons, Judd Travers finds out
	that the Prestons are hiding Shiloh and Judd demands they return Shiloh
	on Sunday. To explore Marty's feelings of loneliness, guilt, fear and worry.
	To understand how Marty's determination and perseverance help him to
	solve his problem.
	PATHS-Gr4, Shiloh, L7 Chapters 13-14/To discuss Chapters 13 and 14,
	in which Marty cannot think of any solutions to keep Shiloh, so he goes
	early Sunday morning to talk to Judd. To explore the complex decision
	Marty makes when he sees Judd shoot the does out of season.
	PATHS-Gr4, Shiloh, L8 Chapter 15/To complete Chapter 15, in which
	Marty works off his debt to Judd Travers, Judd pushes Marty to work very
	hard, Judd teases him about getting the dog, and, in the end, Marty and
	Judd understand each other. To review the book in its entirety and identify
	its main themes. To understand the cultural differences between Judd and
	Marty, and the way they learn to tolerate one another.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L1
	<i>"January"</i> Chapter/To discuss the "January" chapter, in which Bandit
	learns that she is moving to the U.S. and is given an American name,
	Shirley. To discuss the meaning behind names in Shirley's family and
	students' names. To explore the emotions Shirley and family members may
	have about the move and her new name.
	PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L3 "March"
	& "April" Chapters/To discuss the "March" and "April" chapters, in which
	Shirley goes to fifth grade, we learn of her loneliness, and she gets roller
	skates. To explore the difficulties Shirley faces in making friends at her
	American school. To identify reasons for Shirley's challenges and to
	brainstorm solutions for Shirley.

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PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L4 "May" & "June" Chapters/To discuss the "May" and "June" chapters, in which Shirley gets two black eyes, tells her parents nothing happened, refuses to go to school for two days, joins Mabel's stickball team and becomes known as "Jackie Robinson." To explore the kinds of opportunities in the U.S. that may not be available in other cultures. To explore cultural differences in how people give compliments.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L6
"September" Chapter/To discuss the "September" chapter, in which Shirley worries about returning to school, Shirley becomes friends with a girl named Emily, Shirley baby-sits for triplets, and Shirley feels shame for what she has done that compromises her Chinese character. To reflect on Shirley's dilemma of facing different cultural expectations and on ways to handle them. To focus on Shirley's feelings of guilt and shame, and on ways she resolved them.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L7
"October" & "November" Chapters /To discuss the "October" and "November" chapters, in which the Dodgers lose the World Series, Shirley's family misses their relatives, especially Grandfather, and the family belatedly celebrates the Fall Harvest Moon. To consider traits of heroes and role models, and examine students' choices of heroes. To examine why it is important to maintain one's cultural heritage.
PATHS-Gr4, In the Year of the Boar and Jackie Robinson, L8 "December" Chapter/To discuss the "December" chapter, in which Shirley is a turkey in the school play, Shirley introduces Jackie Robinson as a speaker, and she learns that she will have a sibling. To identify and enjoy the teamwork needed to transform Shirley into a turkey for the school play. To focus on the feelings that Shirley has when she is nominated to introduce Jackie Robinson to speak and how her feelings change by the end of the presentation. To review the book as a whole and its themes.