

# Healthy Communication Unit Standards Key

## Grade 5 • Ages 10-12

### COMMON CORE STANDARDS

([www.corestandards.org](http://www.corestandards.org))

#### 1. Writing

CCSS.ELA-Literacy.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### 2. Speaking & Listening

CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### 3. Language

CCSS.ELA-Literacy.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**COLORADO P-12 ACADEMIC STANDARDS** <http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp>

#### 1. Comprehensive Health

Standard 3: Emotional and Social Wellness in Health Grade Level Expectation (GLE): 1. Analyze internal and external factors that influence mental and emotional health Evidence Outcome (EO): Students can: c. Explain

how families and peers can influence mental and emotional health Grade Level Expectation (GLE):

Standard 4: Prevention and Risk Management in Health Grade Level Expectation (GLE): 2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying

Evidence Outcomes (EO): Students can: a. Identify factors that influence both violent and nonviolent behaviors and attitudes b. Explain the significance and impact of as well as the short- and long-term consequences of bullying c. Demonstrate pro-social communication skills and strategies d. Identify resources, including safe people or adults, regarding violence in the school and community

#### 2. Reading, Writing and Communicating

Standard 1: Oral Expression and Listening Grade Level Expectation (GLE): 2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes Evidence Outcomes (EO): Students can: a. Listen to other's ideas and form their own opinions b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing their own clearly

Standard 3: Writing and Composition Grade Level Expectation (GLE): 1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes Evidence Outcome (EO): Students can: a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

### OTHER STANDARDS MET

#### 1. 21st Century Skills ([www.p21.org](http://www.p21.org))

Learning and Innovation Skills a. Critical Thinking - Reason effectively, make judgments and decisions, solve problems b. Communicate clearly and collaborate with others c. Creativity and Innovation - Think creatively and work creatively with others

Life and Career Skills a. Initiative and Self Direction - Manage goals and time, work independently, be self-directed learners b. Social and Cross-Cultural Skills - Interact effectively with others c. Productivity and Accountability - Manage projects and produce results d. Responsibility - Be responsible to others

Information, Media and Technology Skills a. Information Literacy - Access and Evaluate Information

#### 2. Social and Emotional Standards ([www.casel.org](http://www.casel.org))

Self-awareness

Social Awareness

Responsible Decision Making