

Becoming an Upstander Unit Standards Key

Grade 6 Ages 11-13

COMMON CORE STANDARDS

(www.corestandards.org)

1. Reading: Literature

CCSS.ELA-Literacy.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

2. Writing

CCSS.ELA-Literacy.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

3. Speaking & Listening

CCSS.ELA-Literacy.SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy.SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

4. Language

CCSS.ELA-Literacy.L.6.1: 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 4: Prevention and Risk Management in Health

Grade Level Expectation (GLE): 3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention

Evidence Outcomes (EO): Students can:

a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders

b. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, or violence

e. Demonstrate the ability to identify a trusted adult to whom school or community violence should be reported

2. Reading, Writing and Communicating

Standard 1: Oral Expression and Listening

Grade Level Expectation (GLE): 1. Successful group discussions require planning and participation by all

Evidence Outcomes (EO): Students can:

d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

e. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

Standard 2: Reading for All Purposes

Grade Level Expectation (GLE): 1. Understanding the meaning within different types of literature depends on properly analyzing literary components

Evidence Outcomes (EO): Students can:

a. Use Key Ideas and Details to:

i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

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ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Standard 4: Research and Reasoning

Grade Level Expectation (GLE): 1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation

Evidence Outcomes (EO): Students can:

- a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research

3. Drama and Theatre Arts

Standard 1: Create

Grade Level Expectation (GLE): 2. Characterization throughout a scripted or improvised scene Evidence Outcome (EO): Students can:

- b. Create roles or characters of their own imagining through improvisation

OTHER STANDARDS MET

1. 21st Century Skills (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)

Self-awareness - What is Bullying?, Becoming an Upstander Means Taking Risks, Consequences of Violence and Bullying, Cyber-Bullying Role-Plays

Self-management - Becoming an Upstander Means Taking Risks, Consequences of Violence and Bullying, Cyber-Bullying Role-Plays

Social awareness - What is Bullying?, Consequences of Violence and Bullying, Cyber-Bullying Role-Plays

Relationship skills - What is Bullying?, Cyber-Bullying Role-Plays

Responsible decision making - What is Bullying?, Becoming an Upstander Means Taking Risks, Consequences of Violence and Bullying, Cyber-Bullying Role-Plays