

Responding with Kindness Unit Standards Key

Grade 6 Ages 11-13

COMMON CORE STANDARDS

(www.corestandards.org)

1. Reading: Informational Texts

CCSS.ELA-Literacy.RI.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.RI.6.2: Determine a 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.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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.6.7: 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 3. Emotional and Social Wellness in Health

Grade Level Expectation (GLE): 1. Understand how to be mentally and emotionally healthy Evidence Outcome (EO): Students can:

- Explain the interrelationship of physical, mental, emotional, social, and spiritual health
- Analyze the relationship between feelings and behavior
- Explain appropriate ways to express

needs, wants, and feelings Inquiry Question (IQ): 1. How can feelings affect behavior?

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 Outcome (EO): Students can:

- 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
- 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 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:

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- 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
- Draw evidence from literary or informational texts to support analysis, reflection, and research

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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

4. Social Studies

Standard 1. History

Grade Level Expectation (GLE):

1. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another

Evidence Outcome (EO): Students can:

b. Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts

c. Critique information to determine if it is sufficient to answer historical questions

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

2. Social and Emotional Standards (www.casel.org)

Self-awareness- Responding With Kindness Role-Plays

Social awareness - Lifting People Up, Responding With Kindness Role-Plays, Peaceful Change, Reaching Out To The School Community

Self-management - Responding With Kindness Role-Plays

Relationship skills - Lifting People Up, Responding With Kindness Role-Plays, Reaching Out To The School Community

Responsible decision making - Lifting People Up, Responding With Kindness Role-Plays, Peaceful Change, Reaching Out To The School Community