

# Coping with Stress Unit Standards Key

## Grade 7 Ages 12-14

### COMMON CORE STANDARDS

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

#### 1. Reading: Informational Texts

CCSS.ELA-Literacy.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CCSS.ELA-Literacy.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### 1. Writing

CCSS.ELA-Literacy.W.7.2: 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.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. CCSS.ELA-Literacy.W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-Literacy.W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### 1. Speaking & Listening

CCSS.ELA-Literacy.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and

expressing their own clearly. CCSS.ELA-Literacy.SL.7.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  $\Sigma$  CCSS.ELA-Literacy.SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. CCSS.ELA-Literacy.SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**COLORADO P-12 ACADEMIC STANDARDS** <http://www.cde.state.co.us/standardsandinstruction/colorado-standards-academicstandards>

1. Comprehensive Health Standard 3: Emotional and Social Wellness in Health Grade Level Expectation (GLE): 2. Develop self-management skills to prevent and manage stress Evidence Outcome (EO): Students can: a. Compare and contrast positive and negative ways of dealing with stress b. Define stress c. Identify personal stressors d. Explain the body's physical and psychological responses to stressful situations e. Develop personal strategies to deal with stressors f. Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to reduce stress

#### 2. Reading, Writing and Communicating

Standard 1: Oral Expression and Listening Grade Level Expectation (GLE): 1. Formal presentations require preparation and effective delivery Evidence Outcomes (EO): Students can: a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,

adequate volume, and clear pronunciation b. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.) Grade Level Expectation (GLE): 2. Small and large group discussions rely on active listening and the effective contributions of all participants Evidence Outcomes (EO): Students can: b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly c. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study Standard 2: Reading for All Purposes Grade Level Expectation (GLE): 2. Informational and persuasive texts are summarized and evaluated Evidence Outcomes (EO): Students can: a. Use Key Ideas and Details to: i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ii. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text

Standard 3: Writing and Composition Grade Level Expectation (GLE): 2. Organization is used when composing informational and persuasive texts Evidence Outcome (EO): Students can: b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content  $\Sigma$  Standard 4: Research and Reasoning Grade Level Expectation (GLE): 1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources Evidence

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Outcomes (EO): Students can: a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation i. Identify a topic for research, developing the central idea or focus ii. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation i. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information ii. Evaluate accuracy and usefulness of information, and the credibility of the sources used iii. Collect, interpret, and analyze relevant information; identify direct quotes for use in the report and information to summarize or paraphrase that will support the thesis or research question c. Draw evidence from literary or informational texts to support analysis, reflection, and research

### 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

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

Self-awareness - Stressed Out, Personal Stressors, Reducing your Stress, Care Vs. "Over" Care Activity

Social Awareness - Stressed Out, Personal Stressors, Care Vs. "Over" Care Activity

Self-management - Stressed Out, Personal Stressors, Reducing your Stress, Care Vs. "Over" Care Activity