

Choosing Kindness Unit Standards Key

Grade 8 Ages 14-16

COMMON CORE STANDARDS (www.corestandards.org)

1. Writing

CCSS.ELA-Literacy.W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8: 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.

2. Speaking & Listening

CCSS.ELA-Literacy.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Mathematics

CCSS.Math.Content.8.SP.A.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

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): 2. Internal and external factors influence mental and emotional health

Evidence Outcome (EO): Students can:

b. Describe how personal and family values and feelings influence choices

Standard 4: Prevention and Risk Management in Health

Grade Level Expectation (GLE): 5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior Evidence Outcomes (EO): Students can:

a. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim

b. Stand up for those being bullied

c. Advocate for a positive and respectful school environment that supports pro-social behavior

2. Reading, Writing and Communicating

• Standard 1: Oral Expression and Listening

Grade Level Expectation (GLE): 1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations

Evidence Outcomes (EO): Students can:

a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse

partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

• Standard 3: Writing and Composition

Grade Level Expectation (GLE): 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality Evidence Outcomes (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

• Standard 4: Research and Reasoning

Grade Level Expectation (GLE): 1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented and presented using logical procedures Evidence Outcomes (EO): Students can:

a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

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

3. Mathematics

• Standard 3: Data Analysis, Statistics and Probability

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Grade Level Expectation (GLE): 1.
Visual displays and summary statistics of two-variable data condense the information in data sets into usable knowledge

Evidence Outcome (EO): Students can:

a. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities

Inquiry Questions (IQ):

1. How is it known that two variables are related to each other?

2. How is it known that an apparent trend is just a coincidence?

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?, Become an Upstander!, Walking in Someone Else's Shoes

• Social awareness - What is Bullying?, Become an Upstander!, Walking in Someone Else's Shoes, Creating a Kind Community at School

• Relationship skills - What is Bullying?, Become an Upstander!, Walking in Someone Else's Shoes, Creating a Kind Community at School