

# **Alignment of the Olweus Bullying Prevention Program to Middle School Common Core Standards (6-8) Compiled by: Nancy Mullin and June Jenkins**

## **Introduction**

Educators who implement the Olweus Bullying Prevention Program (OBPP), or who are considering doing so, frequently ask if the OBPP supports Common Core Standards. The Common Core is a set of academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do by the end of each grade ([www.corestandards.org](http://www.corestandards.org)). Below are examples of OBPP materials that meet Common Core Standards. This is not an exhaustive list but is intended to: (a) illustrate the many connections between Common Core Standards and the OBPP, and (b) help educators identify OBPP sources that meet each standard.

For more information about the OBPP, visit: [www.violencepreventionworks.org](http://www.violencepreventionworks.org) or [www.clemson.edu/olweus](http://www.clemson.edu/olweus).  
For more information about Common Core Standards, visit: [www.corestandards.org](http://www.corestandards.org).

### OBPP materials include:

*OBPP Schoolwide Guide and DVD/CD-ROM (2007)*

*OBPP Teacher Guide and DVD/CD-ROM (2007)*

*Olweus Bullying Questionnaire (2007)*

*Class Meetings that Matter: A Year's Worth of Resources for Grades 6-8 (2009)*

*Cyber Bullying: A Prevention Curriculum for Grades 6-12 (2008)*

*Class Meetings and Individual Interventions: A How-To Guide and DVDs (2008)*

*OBPP Companion Bibliography for Grades K-12*

## Grade 6

Gr 6 Reading Standards for Literature	Source(s)
<p><b>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies/English, p.39; English, pp. 54, 107; English, p. 142; Literature, p. 156; History, p. 160</p>
<p><b>RL-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.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Spreading Gossip &amp; Rumors, pp. 61-64</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, pp.30; Social Studies/English, p.39; English, p.54; English, p. 107; English, p.142; Literature, p.156</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Sessions 2 and 3, pp. 55-66, 67-80</p>
<p><b>RL-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.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 30; English, p. 107; Literature, p. 156</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Sessions 2 and 3, pp. 55-66, 67-80</p>

<p><b>RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Spreading Gossip &amp; Rumors, pp. 61-64</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies/English, p. 39; Social Studies, p. 94; English, p. 142; Literature, p. 156</p> <p><i>All Class Meetings also include vocabulary lists as part of Curriculum Connections</i></p>
<p><b>RL-5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Spreading Gossip &amp; Rumors, pp. 61-64</p>
<p><b>RL-6 Explain how an author develops the point of view of the narrator or speaker in a text.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 30; English, p. 107; English, p. 142</p>
<p><b>RL-7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Literature/Music, p. 156</p>
<p><b>RL-9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Spreading Gossip &amp; Rumors, pp. 61-64</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 142; History, p. 156; Literature, p. 160</p>

<p><b>RL-10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Spreading Gossip &amp; Rumors, pp. 61-64</p>
<p><b>GR 6 Reading Standards for Informational Text</b></p>	<p><b>Source(s)</b></p>
<p><b>RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Never A Lemming Be, pp. 117-122</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connection, Social Studies, p.30; Social Studies/English, p. 39; Science, p.58; Social Studies, p.72; Social Studies, p. 86; Social Studies, p.102; Science/Health, p.127; History/Geography, p. 137; English, History, Health, Social Studies, p.142; Social Studies/History, p. 156; History, p. 160; History/Social Studies/ Science, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 3, Part 1 (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Creating Positive Cyber Site), pp. 105-128; CD Docs S6-1-4 &amp; S7</p>
<p><b>RI-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.</b></p>	<p><i>Teacher Guide</i>: CD Doc 29: Integrating Bullying Topics into Your Curriculum, Language Arts</p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Not Just Locker Room Talk, pp. 90-94</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), Curriculum Connections, English, English/Science, Social Studies, p.19; Social Studies, p.30; Social</p>

	<p>Studies/English, p. 39; Science, p. 58; Social Studies, p. 94; Social Studies, p. 102; Science/History, p. 127; English, Social Studies, History, Health, p. 142; Social Studies/History, p.156; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i>          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3, (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-83; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12): Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</i></p>
<p><b>RI-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).</b></p>	<p><i>Olweus Companion Bibliography (Grades K-12), pp. 32-42, 63-70</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Naming Prejudice, pp. 157-160</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Curriculum Connections, English, English/Science, Social Studies, p. 19; Social Studies, p. 30; Social Studies/English, p. 43; Social Studies, p. 102; English, p. 142; Literature, Social Studies/History, p. 156; History, p. 160; History/Social Studies, Science, p. 174</i></p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i>          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3, (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>

<p><b>RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Never A Lemming Be, pp. 117-122</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections Vocabulary, pp. 19, 22, 26, 30, 35, 39, 43, 48, 54, 59, 63, 68, 72,76, 82, 86, 94, 98, 102, 107, 112, 118, 120, 125, 127, 137, 142, 156, 160, 164, 169, 174 <i>Vocabulary words are provided for each Class Meeting</i></p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 152; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1 Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1 Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1 Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1 Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp.105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp.105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8):Curriculum Connections English, p. 43; Social Studies, p. 72; English, Social Studies, p. 142; Literature, Social Studies/History, p. 156; (History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):</p>

	<p>Session 1, Part 2 (Journal Entries), pp.42-46; CD Doc S1-1          Session 3, (Journal Entries), pp. 69-71; CD Doc S3-1 ; Session 4, Part 1 (Journal Entries), pp.83-84; CD Doc S4-1; Session 5, Part 1 (Journal Entries), pp.95-100; CD Doc S5-1; Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp.105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</b></p>	<p><i>Teacher Manual</i>: CD Doc 17; DVD, Scenarios and Questions</p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 43; Art, Science, p. 58; Social Studies, p.102; Current Events/Civics, p.120; PE/Sports, p. 125; History/Geography, p. 137; English, Social Studies, History, Health, p.142; Social Studies, Art, Music, p. 152; Literature, Social Studies/History, Music, p. 156; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1; Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1; Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1; Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1; Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp.105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 72; PE/Health, Social Studies, p. 94; Science/History, p. 127; English, Social Studies, History, Health, p. 142; History, p. 160</p>
<p><b>RI-9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 72; Social Studies/History, English, p. 120; History/English, p. 133; History, p. 160</p>

	<p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1 Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1; Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1; Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1</p>
<p><b>RI-10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp.105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>Gr 6 Writing Standard</b></p>	<p><b>Source(s)</b></p>
<p><b>W-1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Be Part of the Solution, pp.74-77</p> <p><i>Class Meetings That Matter</i> (Grades 6-8):Curriculum Connections, English, p. 30; Social Studies, p. 39; English, Science, p. 48; Science, p. 54; Science, Health, p. 58; English, p. 82; Community Service, English, p. 86; English, PE/Health, Social Studies, p. 94; Social Studies/History/Civics, p. 112; English/Communication, p. 116; English, History, Current Events/Civics, Social Studies/History, p. 120; History, English, p. 133; Social Studies, History, Health, p. 142; History, p. 160; English, p. 165</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Peer Leader Statements, pp. 1-10</p>
<p><b>W-2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting</p>	<p><i>Teacher Guide</i>: CD Doc 29, Integrating Bullying Topics into Your Curriculum, Language Arts</p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8):</p>



<p>(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Create Your Own, pp. 20-22; Stopping Bullying Starts Here (PSAs), pp.24</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 22; Social Studies/English, p. 39; English, Social Studies/History/Civics, p. 48; Science, p. 54; Science, p. 58; English/Art, Drama, p. 68; English, p. 82; Community Service, p. 86; English, Social Studies, p. 94; Science, p. 107; Social Studies/History/Civics, p. 112; English/Communication, p. 116; English, History, Current Events/Civics, Social Studies/History, p. 120; History/English, p. 133; Social Studies, History, Health, p. 142; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Peer Leader Statements, pp. 1-10 Session 1, Part 3 (Collages), pp. 50; Session 3, pp. 67-80; Session 4, Part 2 (Write PSAs), pp. 88-90; Part 3 (Homework), Doc S4-4; Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Hallway Hazards, pp.83-89 The Secret Life of the Bus, pp.99-102</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, Social Studies, p. 19); Social Studies/English, p. 39; English, p. 48; English, p. 54; English, p. 63; Drama/English, p. 68; English, p. 72; English, p. 86; English/Art, p. 98; English, p. 112; English, p. 165; English, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 4, Part 2, pp.88-92</p>

<p>e. Provide a conclusion that follows from the narrated experiences or events</p>	
<p><b>W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b> (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Stopping Bullying Starts Here (PSAs), pp.24</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English; Social Studies, p. 19; English, p. 22; English, Community Service, p. 26; Social Studies, p. 39; English, Science, p. 54; English, p. 72; English, p. 82; Community Service, p. 86; English, p. 94</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 4, Part 2, pp. 88-92</p>
<p><b>W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, All research writing projects (included in most Class Meetings)</p>
<p><b>W-6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Stopping Bullying Starts Here (PSAs), pp. 24</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections: Social Studies, p. 82; Art, p. 102; Current Events/Civics, p. 120; History, Social Studies, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 1-5 (Online Journal Writing Option), pp. 337-104 Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b></p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p>

	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, Social Studies, p. 19; Science, p. 54; Health, Science, p. 58; Social Studies, p. 72; Science, p. 107; Social Studies/History/Civics, p. 112; English, History, Current Events/Civics, Social Studies/History, p. 120; Social Studies/History, Music, p. 156; History, p. 160</p>
<p><b>W-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.</b></p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70  <i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 82; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 1, Part 3 (Collages), p.50          Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42; 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 48; English, p. 54; Social Studies, p. 82; Literature, Social Studies/History. p. 136; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b></p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp.32-42; 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): all writing and journal writing assignments and Curriculum Connections (Journaling); (English); (English);</p>

	(English); (English); (English); (English/Community Service) <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 81-92, 105-128; CD Docs S6-1-4; S7-1, S8-1
<b>Grade 6 Speaking and Listening Standard</b>	<b>Source(s)</b>
<p><b>SL-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.</b></p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><i>Teacher Guide</i>: Ch. 6-7; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6 <i>Class Meetings That Matter</i> (Grades 6-8): Do I Know You, p. 16</p> <p><i>Teacher Guide</i>: pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8) : All, (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8 (Class Meetings &amp; Homework), pp. 37-54; 67-80; 93-104</p>
<p><b>SL-2 Interpret information presented in diverse media and formats</b> (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><i>Teacher Guide</i>: Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31 DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8, All</p>

<p><b>SL-3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31 DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter (Grades 6-8):</i> All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i> Sessions 1-8, All</p>
<p><b>SL-4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31 DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter (Grades 6-8):</i> All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i> Sessions 1-8, All</p>
<p><b>SL-5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</b></p>	<p><i>Teacher Guide:</i> CD Doc 29, Integrating Bullying Topics into your Curriculum, Language Arts</p> <p><i>Class Meetings That Matter (Grades 6-8):</i> All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i> Sessions 1-8, All</p>
<p><b>SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7; pp. 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter (Grades 6-8),</i> All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i> Sessions 1-8</p>

Gr 6 Language Standard	Source(s)
<p><b>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p><i>Teacher Guide</i> CD: Doc 29, Integrating Bullying Topics into your Curriculum, Language Arts</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections: All Group and individual oral presentations and written assignments</p> <p><b>Note:</b> <i>While any group discussions, assignments and presentations can be used to reinforce proper conventions of spoken and written standard English, it is recommended that the goal of conversation and discussion during most Class Meetings (including use of worksheets) focus on facilitating the content of open discussion, rather than prompting proper usage of vocabulary, grammar or syntax.</i></p>
<p><b>L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp. 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): For all formal written assignments as described in Curriculum Connections: English, p. 19; English, p. 22; English, p. 54; Art, Music, p. 63; Drama/English, English/Art, p. 68; Social Studies, p. 72; English, Community Service, p. 86; Social Studies; English/Art, p. 98; English/Social Studies, p. 112</p>
<p><b>L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp. 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp. 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31 DVD: Scenarios 1-6</p>

<p><b>reading and content, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Empathy for Strangers and Friends, pp. 32-35 Assertive or Aggressive, What’s the Difference?, pp. 40-44 Courage, pp. 45-49; Friends, Who Needs Them?, pp. 104-107; Never A Lemming Be, pp. 117-122</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Understanding Stereotypes, Prejudice, and Discrimination, pp. 153-156</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Each Class Meeting includes discussion of vocabulary and includes specific Vocabulary related to the content of each in “Curriculum Connections”, pp.19; 22; 26; 30; 35; 39; 43; 48; 54; 58; 63; 68; 72; 76; 82; 86; 94; 98; 102; 107; 112; 118; 120; 125; 127; 137; 142; 147; 152; 156; 160; 164; 169; 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8, pp. 55-66</p>
<p><b>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Empathy for Strangers and Friends, pp. 32-35 Handling Anger in Healthy Ways, pp. 36-39 Assertive or Aggressive, What’s the Difference?, pp. 40-44 Courage, pp. 45-49; Masks we Wear, pp. 51-54; Brief Overview of Cyber Bullying, pp. 65-68; Friends, Who Needs Them?, pp. 104-107; Look Beyond the Labels, pp. 113-116; Never A Lemming Be, pp. 117-122 Respect-- Who Gets It?, pp. 123-126; Understanding Stereotypes, Prejudice, and Discrimination, pp. 153-156</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Art, p. 54; Social Studies, p. 82; Social Studies, p.94; Health/PE, p. 112</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Each Class Meeting includes discussion of vocabulary and includes specific vocabulary related to the</p>

	<p>content of each in "Curriculum Connections". pp.19; 22; 26; 30; 35; 39; 43; 48; 54; 58; 63; 68; 72; 76; 82; 86; 94; 98; 102; 107; 112; 118; 120; 125; 127; 137; 142; 147; 152; 156, 160, 164, 169, 174</p>
<p><b>L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Handling Anger in Healthy Ways, pp.36-39</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Each Class Meeting includes discussion of vocabulary and includes specific vocabulary related to the content of each in "Curriculum Connections". pp.19; 22; 26; 30; 35; 39; 43; 48; 54; 58;63; 68; 72; 76; 82; 86; 94; 98; 102; 107; 112; 118; 120; 125; 127; 137; 142; 147; 152; 156; 160; 164; 169; 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8, All</p>
<p><b>Gr 6 Mathematics Standard (List category, sub-category, and spell our specific standard. E.g. Counting and Cardinality/ Know number names and the count sequence/1. Count to 100 by ones and by tens.)</b></p>	<p><b>Source(s)</b></p>
<p><b>6-RP Understand ratio concepts and use ratio reasoning to solve problems.</b></p> <ol style="list-style-type: none"> <li>1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</li> <li>2. Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</li> <li>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</li> </ol>	<p><i>Olweus Bullying Questionnaire Report</i>: Any graphs or charts may be used to illustrate these concepts</p> <p><i>Class Meetings That Matter</i> (Grades 6-8):          Stopping Bullying Starts Here, pp. 23-26          Hotspots Are Here, pp. 79-82          Positive and Negative Peer Pressure, pp. 109-112          Facts and Myths About Boys, Girls, and Bullying, pp. 143-147</p> <p><i>Class Meetings That Matter</i> (Grades 6-8):Curriculum Connections, Math, p.19; Math/Science, p. 26; Math, p. 82; Science, p. 102; Math, p. 147</p>



<p>a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>b. Solve unit rate problems including those involving unit pricing and constant speed.</p> <p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p>d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	
<p><b>6-NS Apply and extend previous understandings of numbers to the system of rational numbers.</b></p> <p>5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Math, Geography, pp.165</p>

b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

7. Understand ordering and absolute value of rational numbers.

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right*

b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .*

c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.*

d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.*

8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

<p><b>6 EE Expressions and Equations</b>  <b>Apply and extend previous understandings of arithmetic to algebraic expressions.</b></p> <p>1. Write and evaluate numerical expressions involving whole-number exponents.</p> <p>2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as <math>5 - y</math>.</i></p> <p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></p> <p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</i></p> <p>3. Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i></p>	<p><i>Olweus Bullying Questionnaire Report:</i> Any graphs or charts may be used to illustrate these concepts</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Facts and Myths About Boys, Girls, and Bullying, pp.143-147</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Science, p. 102; Math, Geography, p. 165</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Pre/Post, pp. 31-33</p>
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<p>4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i></p>	
<p><b>6 EE Reason about and solve one-variable equations and inequalities.</b></p> <p>5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>7. Solve real-world and mathematical problems by writing and solving equations of the form <math>x + px = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p>8. Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Facts and Myths About Boys, Girls, and Bullying, pp. 143-147</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Science, pp. 102</p>
<p><b>6 EE Represent and analyze quantitative relationships between dependent and independent variables.</b></p> <p>9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Facts and Myths About Boys, Girls, and Bullying, pp. 143-147</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Science, pp. 102</p>

<p>equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p>	
<p><b>6-SP Statistics and Probability</b>  <b>Develop understanding of statistical variability.</b>          1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i>           2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.           3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>	<p><i>Olweus Bullying Questionnaire Report:</i> Any graphs or charts may be used to illustrate these concepts</p> <p><i>Class Meetings That Matter (Grades 6-8):</i>          Stopping Bullying Starts Here, pp. 23-26          Bullying Behaviors in Me and You, pp. 27-30          Hot Spots Are Here, pp. 79-82          Positive and Negative Peer Pressure, pp. 109-112          Facts and Myths About Boys, Girls, and Bullying, pp. 143-147          Spreading the Word (Parts 1 &amp; 2), pp. 162-169</p> <p><i>Class Meetings That Matter (Grades 6-8):</i> Curriculum Connections, Math, p. 19; Math/Social Studies, p. 63; Math, p. 165</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i> Pre/Post Test, pp.31-33</p>
<p><b>6-SP Summarize and describe distributions.</b>          4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.           5. Summarize numerical data sets in relation to their context, such as by:          a. Reporting the number of observations.</p>	<p><i>Olweus Bullying Questionnaire Report:</i> Any graphs or charts may be used to illustrate these concepts</p> <p><i>Class Meetings That Matter (Grades 6-8):</i>          Stopping Bullying Starts Here, pp. 23-26; Courage, pp. 45-49; Positive and Negative Peer Pressure, pp. 109-112; Spreading the Word (Parts 1 &amp; 2), pp. 162-169</p>

<p>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Math, p. 19; Math/Science, Computer Science/Health, p. 26; Math/Social Studies, p. 63; Math, p. 147</p>
<p><b>Grade 6-8 Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b></p>	<p><b>Source(s)</b></p>
<p><b>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Naming Prejudice, pp. 157-160</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 63; Social Studies, p. 68; Social Studies, p. 72; Social Studies, p. 82; Social Studies, p. 102; Social Studies/History/Civics, p. 112; Science/Health, p. 129; History/Geography, p. 137; English, History, Social Studies, Health, p. 142; Social Studies, p. 152; Social Studies/History, p. 156; History, p. 160; History/Social Studies, Science, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 4, Part 2 (PSAs), pp. 88-90; CD Doc S4-3</p>
<p><b>RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Naming Prejudice, pp. 157-160</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies/English, p. 39; Social Studies, p. 102; Social Studies/History/Civics, p. 112; English, History, Current Events/Civics, Social Studies/History, p.</p>

	<p>120; Science/Health, p. 129; History/Geography, p. 137; Social Studies, p. 152; Social Studies/History, p. 156; History/Social Studies, Science, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 4, Part 2 (PSAs), pp. 88-90; CD Doc S4-3 Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<b>RH-3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law)</b>	<i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies/History, p. 156; History, p. 160
<b>RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</b>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Be Part of the Solution, pp.74-77</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Vocabulary, Social Studies, p. 19; Social Studies, p. 72; Social Studies, p. 82; Social Studies, p. 102; History/Geography, 137; Social Studies, History, Health, p. 142; Social Studies, p. 152; Social Studies/History, p. 156; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<b>RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</b>	<i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 8 (Creating a Positive Cyber Site), pp. 123-128
<b>RH-6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</b>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 36-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections: English, English/Science, Social Studies, p. 19; Social Studies, p. 35</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-5 (Journal Entry), pp. 27-104</p>
<b>RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Secret Life of the School Bus, pp. 99-102</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Current Events/Civics, p. 120; PE/Sports, p. 125; History/Geography, p. 137</p>

	<i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 6-8 (Creating a Positive Cyber Site), pp. 105 -128; CD Docs S6-1-4; S7-1, S8-1
<b>RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.</b>	<i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, English/Science, Social Studies, p. 19; Social Studies, p. 30; Social Studies, p. 35; PE/Sports, p. 125; Social Studies, History, Health, p. 142 <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 6-8 (Creating a Positive Cyber Site), pp. 105 -128; CD Docs S6-1-4; S7-1, S8-1
<b>RH-9 Analyze the relationship between a primary and secondary source on the same topic.</b>	<i>Class Meetings That Matter</i> (Grades 6-8):Curriculum Connections, Social Studies, p.127
<b>GR 6-8 Reading Standards for Literacy in Science and Technical Subjects</b>	<b>Source(s)</b>
<b>RST-1 Cite specific textual evidence to support analysis of science and technical texts.</b>	<i>Olweus Companion Bibliography</i> (Grades K-12), pp. 63-70  <i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Science, Health, p. 58; Social Studies, p. 63; Science, Health, p. 129; Social Studies, Health, p. 142; Science, p. 174
<b>RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</b>	<i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Science, p. 48; Science, Health, p. 58; Social Studies, p. 63; Science, Health, p. 129; Social Studies, Health, p. 142
<b>RST-3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</b>	<i>Class Meetings That Matter</i> (Grades 6-8): Paying Attention to Clues, pp. 55-59 Be Part of the Solution, pp. 74-77 Hotspots Are Here, pp. 79-82 <i>Class Meetings That Matter</i> (Grades 6-8):Curriculum Connections, Art, Social Studies, p. 102
<b>RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</b>	<i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 82  <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 6-8 (Creating a Positive Cyber Site), pp. 105 -128; CD Docs S6-1-4; S7-1, S8-



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<b>RST-6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</b>	<i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English/Science, p. 19; Science, p. 48; Social Studies, p. 63; Science/Health, p. 129; Social Studies, Health, p. 142; Science, p. 174
<b>RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</b>	<i>Class Meetings That Matter</i> (Grades 6-8): Hotspots Are Here, pp. 79-82  <i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English/Science, p. 19; Math, p. 82  <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 8, pp. 123-128
<b>RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</b>	<i>Class Meetings That Matter</i> (Grades 6-8): Bullying in the News, pp. 171-174  <i>Class Meetings That Matter</i> (Grades 6-8):Curriculum Connections, Social Studies, p. 68; Social Studies, p. 102; Science/Health, p. 129
<b>RST-9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</b>	<i>Olweus Teacher Guide</i> : Ch. 6-7, pp. 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios1-6  <i>Class Meetings That Matter</i> (Grades 6-8): Overview of Cyber Bullying, pp.65-68  <i>Teacher Guide</i> : DVD scenario 6  <i>Class Meetings That Matter</i> (Grades 6-8): Bullying in the News, pp. 171-174  <i>Class Meetings That Matter</i> (Grades 6-8):Curriculum Connections, Computer Science, p. 26; Science, pp. 43,48; Social Studies, p. 82
<b>Gr 6-8 Writing Standard for Literacy in History/Social Studies, Science, and Technical Subjects</b>	<b>Source(s)</b>
<b>WHST-1 Write arguments focused on <i>discipline-specific content</i>.</b> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and	<i>Teacher Guide</i> : CD Doc 29, Integrating Bullying Topics into your Curriculum History, Social Sciences  <i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections,

<p>organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), Writing for History/SS counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Social Studies, p. 26; Social Studies, p. 35; Social Studies/English, p. 39; Science, Health, p. 58; Social Studies, p. 72; English, PE/Health, Social Studies, p. 94; Science, p. 107; Social Studies/History, p. 120; Social Studies/Community Service, p. 164; History/Social Studies, Science, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12): Sessions 1-5, (Journal Entry), pp. 37-104</i></p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12): CD Docs 1-10, 1-11, 1-12, S1-1, S1-3 thru 5; S2-1, S2-3 thru 6; S3-1, S3-3&amp;4; S4-1, S4-3&amp;4; S5-1, S5-3 thru 5; S6-1 thru 4; S7-1; S8-1</i></p>
<p><b>WHST-2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b></p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from</p>	<p><i>Class Meetings That Matter (Grades 6-8): Create Your Own, pp. 20-23</i> <i>Spread the Word (Parts 1 &amp; 2), pp. 163-169</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Curriculum Connections, Social Studies, p. 19; Social Studies, p.39; Math/Social Studies, p. 63; Social Studies, p. 72; Social Studies, p. 94 ; Social Studies, p. 102; Science, p. 107; Social Studies/History/Civics, p. 112 ; History/English, p. 116 ; History/English, p. 133; Social Studies, History, p. 142; History, p. 160; Social Studies/Community Service, p. 165; Social Studies/History, p. 169 ; History/Social Studies, Science, p. 174</i></p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12): Session 4, Part 2 (PSAs), pp. 81-92; CD Doc S4-3; S4-3</i> <i>Session 6-8 (Creating a Positive Cyber Site); pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</i></p>

<p>and supports the information or explanation presented.</p>	
<p><b>WHST-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): all formal writing in Class Meetings and Curriculum Connections (see WHST-1), All</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 4, Part 2 (PSAs), pp.88-90; CD Doc S4-3</p>
<p><b>WHST-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Stopping Bullying Starts Here, pp. 23-25 Spreading the Word (Parts 1&amp;2), pp. 163-169</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 4, Part 2 (PSAs), pp. 88-90; CD Doc S4-3 Session 6-8 (Creating a Positive Cyber Site); pp. 105- 128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>WHST-6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Community Service, p. 26; Social Studies, p. 39; Social Studies, p. 82; Current Events/Civics, p. 120</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-5 (Respond to Posted Journal Entries Online Option), pp. 37-104 Sessions 6-8: (Cyber Site Development), pp. 125-128</p>
<p><b>WHST-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.</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Science/Health, p. 58; Math/Science, p. 63; Social Studies, p. 68; Social Studies, p. 72; Social Studies, p. 94; Social Studies, p. 102; Science, p. 107; Social Studies/History/Civics, p. 112; History/English, p. 116; English, History, Current Events/Civics, Social Studies/History, p. 120; History/English, p. 133; Social Studies, History, Health, p. 142; History, p. 160</p>
<p><b>WHST-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</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections Computer Science/Health, p. 26; Social Studies, p. 39; Health, Science, p. 58; Social Studies pp. 72, 82; (PE/Health, Social Studies, p. 94; Social</p>

<p><b>paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b></p>	<p>Studies, p. 102; Social Studies/History/Civics, p. 112; History/English, p. 116; English, History, Current Events/Civics, Social Studies/History, p. 120; History/English, p. 133; History, Social Studies, Health, p. 142; History, p. 160); Social Studies/Community Service, p. 165</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 4, Part 2 (PSAs), pp. 88-90; CD Doc S4-3 Session 6-8 (Creating a Positive Cyber Site), pp. 105- 128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>WHST-9 Draw evidence from informational texts to support analysis reflection, and research.</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections: Science, p. 43; Social Studies, p. 63; Social Studies, p. 94; Social Studies/Health/Community Service, p. 98; Social Studies, p. 102 <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 4, Part 2 (PSAs), pp. 88-90; CD Doc S4-3</p>
<p><b>WHST-10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections: all journal and formal writing assignments</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-5 (Online Journal Entry Option); pp. 37-122 Sessions 6-8: (Cyber Site Development), pp. 123-128</p>

## Grade 7

### Common Core State Standards for English Language Arts

Gr 7 Reading Standard for Literature	Source(s)
RL-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42  <i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies/English, p. 39; English, p. 54; English, p. 107; Literature, p. 156; History, p. 160
RL-2 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.	<i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42  <i>Class Meetings That Matter</i> (Grades 6-8): Spreading Gossip & Rumors, pp. 61-64  <i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 30; Social Studies/English, p. 39; English, p. 54; English, p. 107; Literature, p. 156; History, p. 160  <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 2-3, pp. 55-66; 67-80
RL-3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42  <i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, pp. 30, 107; Literature, p. 156  <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): pp. 67-80
RL-5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42

<p>RL-6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8):Curriculum Connections, English, pp. 30; 107; 142</p>
<p>RL-7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p>
<p>RL-9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p>
<p>RL-10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p>
<p><b>Gr 7 Reading Standard for Informational Text</b></p>	<p><b>Source(s)</b></p>
<p><b>RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8):Never A Lemming Be, pp. 117-122</p> <p><i>Class Meetings That Matter</i> (Grades 6-8) :Curriculum Connection, Social Studies, p. 30; Social Studies/English, p. 39; Science, p. 58; Social Studies, p. 72; Social Studies, p. 86; Social Studies, p. 102; Science/Health, p. 127; History/Geography, p. 137; English, History, Health, Social Studies, p. 142; Social Studies/History, p. 156; History, p. 160; History/Social Studies, Science, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 3, Part 1 (Journal Entries), pp. 69-71; CD Doc S3-1</p>

	<p>Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1;          Sessions 6-8 (Creating Positive Cyber Site), pp. 105-128; CD Docs S6-1-4 &amp; S7</p>
<p><b>RI-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</b></p>	<p><i>Teacher Guide</i>: CD Doc 29, Integrating Bullying Topics into Your Curriculum, Language Arts</p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Not Just Locker Room Talk, pp.90-94</p> <p><i>Class Meetings That Matter</i> (Grades 6-8):Curriculum Connections, English; English/Science; Social Studies, p. 19; Social Studies, p. 30; Social Studies/English, p. 39; Science, p. 58; Social Studies, pp. 94, 102; Science,/History, p. 127; English, Social Studies, History, Health, p. 142; Social Studies/History, p. 156; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3, (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p>RI-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).</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Naming Prejudice, pp.157-160  <i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English; English/Science; Social Studies, p. 19; Social Studies, p. 30; Social Studies/English, p. 43; Social Studies, p. 102; English, p. 142; Literature, Social Studies/History, p. 156; History, p. 160; History/Social Studies, Science, p. 174</p>

	<p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3, (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Never A Lemming Be, pp. 117-122</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections Vocabulary, pp.19, 22,26,30,35, 39, 43, 48, 54, 59, 63, 68, 72,76, 82, 86, 94, 98, 102, 107, 112, 118, 120, 125, 127, 137, 142, 156, 160, 164, 169, 174</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 152; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3, (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>



<p><b>RI-6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, 43; Social Studies, p. 72; English, Social Studies, p. 142; Literature, Social Studies/History, p. 156; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3, (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</b></p>	<p><i>Teacher Guide</i>: CD Doc 17; DVD, Scenarios and Questions</p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, (English, p. 43; Art, Science, p. 58; Social Studies, p. 102; Current Events/Civics, p.120; PE/Sports, p. 125; History/Geography, p. 137; English, Social Studies, History, Health, p. 142; Literature, Social Studies,/History, Music, p. 156; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries); pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>

<p><b>RI-8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 72; PE/Health, Social Studies, p. 94; Science/History, p. 127; English, Social Studies, History, Health, p. 142; History, p. 160</p>
<p><b>RI-9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English; Social Studies, p. 72; Social Studies/History, English, p. 133; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1</p>
<p><b>RI-10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>Gr 7 Writing Standard</b></p>	<p><b>Source(s)</b></p>
<p><b>W-1 Write arguments to support claims with clear reasons and relevant evidence.</b></p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Be Part of the Solution, pp. 74-77</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 30; Social Studies, p. 39; English, Science, p. 48; Science, p. 54; Science, Health, p. 58; English, p. 82; Community Service, English, p. 86; English, PE/Health, Social Studies, p. 94; Social Studies/History/Civics, p. 112; English/Communication, p. 116; English, History, Current Events/Civics, Social Studies/History, p. 120; History, English, p. 133; Social Studies, History, Health, p. 142; History, p. 160; English, p. 165</p>

<p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Peer Leader Statements, pp. 1-10</p>
<p><b>W-2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><i>Olweus Teacher Guide: Integrating Bullying Topics into Your Curriculum</i>, Language Arts, CD Doc 29</p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Create Your Own, p. 20-22 Stopping Bullying Starts Here (PSAs), pp.24</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 22; Social Studies/English, p. 39; English, Social Studies/History/Civics, p. 48; Science, p. 54; Science, p. 58; English/Art, Drama, p. 68; English, p. 82; Community Service, p. 86; English, Social Studies, p. 94; Science, p. 107; Social Studies/History/Civics, p. 112; English/Communication, p. 116; English, History, Current Events/Civics, Social Studies/History, p. 120; History/English, p. 133; Social Studies, History, Health, p. 142; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Peer Leader Statements, pp. 1-10 Session 1, Part 3 (Collages), p. 50; Session 3, pp. 67-80; Session 4, Part 2 (Write PSAs), pp. 88-90; Doc S4-3; Part 3 (Homework) &amp; Doc S4-4</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>

<p><b>W-3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Hallway Hazards, pp. 83-89</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): <i>The Secret Life of the Bus</i>, pp. 99-102</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, Social Studies, p. 19; Social Studies/English, p. 39; English, p. 48; English, p. 54; English, p. 63; Drama/English, p. 68; English, p. 72; English, p. 86; English/Art, p. 98; English, p. 112; English, p. 165; English, p. 174</p>
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<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	
<p><b>W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b> (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Stopping Bullying Starts Here (PSAs), pp. 24</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English; Social Studies, p. 19; English, p. 22; English, Community Service, p. 26; Social Studies, p. 39; English, Science, p. 54; English pp. 72, 82; Community Service, p. 86; English, p. 94</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 4, pp. 88-92</p>
<p><b>W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b> (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, All research writing projects (included in most Class Meetings)</p>
<p><b>W-6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Stopping Bullying Starts Here (PSAs), pp.24</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 82; Art, p. 102; Current Events/Civics, p. 120; History, Social</p>

	<p>Studies, p. 174  <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):            Session 1-5 (Online Journal Writing Option), pp. 37-104            Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp.105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</b></p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, Social Studies, Science, p. 54; Health, Science, p. 58; Social Studies, p. 72; Science, p. 107; Social Studies/History/Civics, p. 112; English, History, Current Events/Civics, Social Studies/History, p. 120; Science/Health, p. 129; History/English, p. 133; Social Studies, History, Health, p. 142; Social Studies/History, Music, p. 156; History, p. 160</p>
<p><b>W-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.</b></p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42; 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 82; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):            Session 1, Part 3 (Collages), p. 50</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):            Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>            a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter</p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42; 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 48; English, p. 54; Social studies, p. 82; Literature, Social</p>

<p>history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Studies/History, p. 136; History, p.160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</b></p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): All writing and journal writing assignments and Curriculum Connections, Journaling, p. 39; English, pp. 48, 54, 72, 86, 98; English/Community Service, p. 107</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>Gr 7 Speaking &amp; Listening Standard</b></p>	<p><b>Source(s)</b></p>
<p><b>SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</b></p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and,</p>	<p><i>Teacher Guide</i>: Ch. 6-7, pp. 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Do I Know You, pp. 16-19</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8 (Class Meetings &amp; Homework), All</p>

<p>when warranted, modify their own views.</p>	
<p><b>SL-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.</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86 ; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>SL-3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>SL-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.</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>SL-5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</b></p>	<p><i>Teacher Guide:</i> CD Doc 29, Integrating Bullying Topics into your Curriculum, Language Arts</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions</p>



	1-8
<p><b>SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<b>Gr 7 Language Standard</b>	<b>Source(s)</b>
<p><b>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p><i>Teacher Guide:</i> CD Doc 29, Integrating Bullying Topics into your Curriculum, Language Arts</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections: All Group and individual oral presentations and written assignments</p> <p><i>Note: While any group discussions, assignments and presentations can be used to reinforce proper conventions of spoken and written standard English, it is recommended that the goal of conversation and discussion during most Class Meetings (including use of worksheets) focus on facilitating the content of open discussion, rather than prompting proper usage of vocabulary, grammar or syntax.</i></p>
<p><b>L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>b. Spell correctly.</p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): For all formal written assignments as described in Curriculum Connections: English, p. 19; English, p. 22; English, p. 54; Art, Music, p. 63; Drama/English, English/Art, p. 68; Social Studies, p. 72; English, Community Service, p. 86; Social Studies; English/Art, p. 98; English/Social Studies, p. 112</p>
<p><b>L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>a. Choose language that expresses ideas precisely and concisely,</p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p>

<p>recognizing and eliminating wordiness and redundancy.*</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8), All <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><i>Teacher Guide</i>: Ch. 6-7, 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Empathy for Strangers and Friends, pp. 32-35 Assertive or Aggressive, What’s the Difference?, pp. 40-44 Courage, pp. 45-49; Friends, Who Needs Them?, pp. 104-107; Never A Lemming Be, pp. 117-122</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Understanding Stereotypes, Prejudice, and Discrimination, pp. 153-156</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Each Class Meeting includes discussion of vocabulary and includes specific vocabulary related to the content of each in “Curriculum Connections”, pp.19; 22; 26; 30; 35; 39; 43; 48; 54; 58; 63; 68; 72; 76; 82; 86; 94; 98; 102; 107; 112; 118; 120; 125; 127; 137; 142; 147; 152; 156; 160; 164; 169; 174</p>
<p><b>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Empathy for Strangers and Friends, pp. 32-35 Handling Anger in Healthy Ways, pp. 36-39 Assertive or Aggressive, What’s the Difference?, pp.40-44 Courage, pp. 45-49; Masks we Wear, pp. 51-54; Brief Overview of Cyber Bullying, pp.65-68; Friends, Who Needs Them?, pp. 104-107; Look Beyond the Labels, pp. 113-116; Never A Lemming Be, pp. 117-122; Respect--Who Gets It, pp. 123-126; Understanding Stereotypes, Prejudice, and Discrimination, pp. 153-156</p>

<p>with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Art, p. 54; Social Studies, p. 82; Social Studies, p. 94; Health/PE, p. 112  <i>Class Meetings That Matter</i> (Grades 6-8): Each Class Meeting includes discussion of vocabulary and includes specific vocabulary related to the content of each in “Curriculum Connections”, pp. 19; 22; 26; 30; 35; 39; 43; 48; 54; 58; 63; 68; 72; 76; 82; 86; 94; 98; 102; 107; 112; 118; 120; 125; 127; 137; 142; 147; 152; 156; 160; 164; 169; 174</p>
<p><b>L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Handling Anger in Healthy Ways, pp. 36-39   <i>Class Meetings That Matter</i> (Grades 6-8): Each Class Meeting includes discussion of vocabulary and includes specific vocabulary related to the content of each in “Curriculum Connections”, pp. 19; 22; 26; 30; 35; 39; 43; 48; 54; 58; 63; 68; 72; 76; 82; 86; 94; 98; 102; 107; 112; 118; 120; 125; 127; 137; 142; 147; 152; 156; 160; 164; 169; 174   <i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>Gr 7 Mathematics Standard (List category, sub-category, and spell our specific standard. E.g. Counting and Cardinality/Know number names and the count sequence/1. Count to 100 by ones and by tens.)</b></p>	<p><b>Source(s)</b></p>
<p><b>7 RP Ratios and Proportional Relationships</b>           Analyze proportional relationships and use them to solve real-world and mathematical problems.          1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i>           2. Recognize and represent proportional relationships between</p>	<p><i>Olweus Bullying Questionnaire Report</i>: Any graphs or charts may be used to illustrate these concepts   <i>Class Meetings That Matter</i> (Grades 6-8):          Stopping Bullying Starts Here, pp. 23-26          Hotspots Are Here, pp. 79-82          Positive and Negative Peer Pressure, pp. 109-112          Facts and Myths About Boys, Girls, and Bullying, pp. 143-147   <i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Math, pp. 19, 82, 147; Math/Science, p. 26; Science, p. 102;</p>

<p>quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p>c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></p> <p>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p>3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p>	<p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12): Pre/Post Test, pp.31-33</i></p>
<p><b>7 NS The Number System</b></p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>1. Apply and extend previous understandings of addition and</p>	<p><i>Class Meetings That Matter (Grades 6-8): Curriculum Connections, Math, p. 165</i></p>

subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*

b. Understand  $pp.+q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

c. Understand subtraction of rational numbers as adding the additive inverse,  $pp.-q=pp.+(-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

d. Apply properties of operations as strategies to add and subtract rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1)=1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

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b. Understand that integers can be divided, provided that the

<p>divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p>3. Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	
<p><b>7 EE Expressions and Equations</b></p> <p><b>Use properties of operations to generate equivalent expressions.</b></p> <p>1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</i></p> <p><b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b></p> <p>3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the</p>	<p><i>Olweus Bullying Questionnaire Report</i>: Any graphs or charts may be used to illustrate these concepts</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Facts and Myths About Boys, Girls, and Bullying, pp. 143-147</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Science, p. 102; Math, Geography, p. 165</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Pre/Post Test, pp. 31-33</p>

<p>reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>b. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>	
<p><b>7 SP Statistics and Probability</b>  <b>Use random sampling to draw inferences about a population.</b></p> <p>1. Understand that statistics can be used to gain information about a population by examining a sample of the population;</p>	<p><i>Olweus Bullying Questionnaire Report:</i> Any graphs or charts may be used to illustrate these concepts</p> <p><i>Class Meetings That Matter (Grades 6-8):</i></p>

<p>generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p> <p><b>Draw informal comparative inferences about two populations.</b></p> <p>3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> <p>4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> <p><b>Investigate chance processes and develop, use, and evaluate probability models.</b></p>	<p>Stopping Bullying Starts Here, pp. 23-26          Bullying Behaviors in Me and You, pp. 27-30          Courage, pp. 45-49          Hot Spots Are Here, pp. 79-82          Positive and Negative Peer Pressure, pp. 109-112          Facts and Myths About Boys, Girls, and Bullying, pp. 143-147          Naming Prejudice, pp. 157-160          Spreading the Word (Parts 1 &amp; 2), pp. 162-169</p> <p><i>Class Meetings That Matter Grades 6-8: Curriculum Connections:</i>          Math/Social Studies, p. 63; Social Studies, p. 68; Social Studies, p. 72; Social Studies, p. 82; Social Studies, p. 102; Social Studies/History/Civics, p. 112; Science/Health, p. 129; History/Geography, p. 137; English, History, Social Studies, Health, p. 142; Social Studies, p. 152; Social Studies/History, p. 156; History, p. 160; Social Studies/Community Service, p. 165; History/Social Studies/Science, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i>          Pre/Post Test, pp. 31-33</p>
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5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around  $1/2$  indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
- a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
- b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

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| <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events.</p> |  |
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## Grade 8

### Common Core State Standards for English Language Arts

Gr 8 Reading Standard for Literature	Source(s)
<p><b>RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp.32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections: Social Studies/English, p. 39; English, p. 54; English, p. 107; Literature, p. 156; History, p. 160</p>
<p><b>RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the character and plot; provide an objective summary of the text.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Spreading Gossip &amp; Rumors, pp. 61-64</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 30; Social Studies/English, p. 39; English, p. 54; English, p. 107; Literature, p. 156; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12), All</p>
<p><b>RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, pp. 30, 107; Literature, p. 156</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12), All</p>
<p><b>RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Spreading Gossip &amp; Rumors, pp. 61-64</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies/English, p. 39; Social Studies, p. 94; English, p. 142; Literature, p. 156; All Class Meetings include vocabulary lists in the Curriculum Connections</p>

<b>RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</b>	<i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42
<b>RL6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</b>	<i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42
<b>RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</b>	<i>Olweus Companion Bibliography</i> (Grades K-12), pp.32-42
<b>RL8 NA</b>	
<b>RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</b>	<i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42
<b>RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</b>	<i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42
<b>Gr 8 Standard for Reading Informational Text</b>	<b>Source(s)</b>
<b>RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Never A Lemming Be, pp. 117-122</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connection, Social Studies, p. 30; Social Studies/English, p. 39; Science, p. 58; Social Studies, p. 72, 86, 102; Science/Health, p. 127; History/Geography, p. 137; English, History, Health, Social Studies, p. 142; Social Studies/History, p. 156; History, p. 160; History/Social Studies, Science, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):</p>

	<p>Session 3, Part 1 (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Creating Positive Cyber Site), pp. 105-128; CD Docs S6-1-4 &amp; S7</p>
<p><b>RI-2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</b></p>	<p><i>Teacher Guide: CD Doc 29, Integrating Bullying Topics into Your Curriculum, Language Arts</i></p> <p><i>Olweus Companion Bibliography (Grades K-12), pp. 32-42, 63-70</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Not Just Locker Room Talk, pp. 90-94</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Curriculum Connections, English; English/Science; Social Studies, p. 19; Social Studies, p. 30; Social Studies/English, p. 39; Science, p. 58; Social Studies, p. 94; Social Studies, p. 102; Science,/History, p. 127; English, Social Studies, History, Health, p. 142; Social Studies/History, p. 156; History, p. 160</i></p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i>          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</b></p>	<p><i>Olweus Companion Bibliography (Grades K-12), pp. 32-42, 63-70</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Naming Prejudice, pp. 157-160</i>  <i>Class Meetings That Matter (Grades 6-8): Curriculum Connections, English; English/Science; Social Studies, p. 19; Social Studies, p. 30; Social Studies/English, p. 43; Social Studies, p. 102; English, p. 142; Literature, Social Studies/History, p. 156; History, p. 160; History/Social Studies, Science, p. 174</i></p>

	<p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp.105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Never A Lemming Be, pp. 117-122</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections Vocabulary, pp.19, 22, 26, 30, 35, 39, 43, 48, 54, 59, 63, 68, 72,76, 82, 86, 94, 98, 102, 107, 112, 118, 120, 125, 127, 137, 142, 156, 160, 164, 169, 174</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 152; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp.8 3-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp.105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p>

	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 43; Social Studies, p. 72; English, Social Studies, p. 142; Literature, Social Studies/History, p. 156; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</b></p>	<p><i>Teacher Manual</i>: CD Doc 17 DVD, Scenarios and Questions</p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 43; Art, Science, p. 58); Social Studies, p. 102; Current Events/Civics, p. 120; PE/Sports, p. 125; History/Geography, p. 137; English, Social Studies, History, Health, p. 142; Literature, Social Studies/History, Music, p. 156; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12):          Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1          Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1          Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1          Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1          Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp.105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>RI-8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 72; PE/Health, Social Studies, p. 94; Science/History, p. 127; English, Social Studies, History, Health, p. 142; History, p. 160</p>

<p><b>RI-9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, Social Studies, p. 72; Social Studies/History, English, p. 120; History/English, p. 133; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 1, Part 2 (Journal Entries), pp. 42-46; CD Doc S1-1 Session 3 (Journal Entries), pp. 69-71; CD Doc S3-1 Session 4, Part 1 (Journal Entries), pp. 83-84; CD Doc S4-1 Session 5, Part 1 (Journal Entries), pp. 95-100; CD Doc S5-1</p>
<p><b>RI-10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</b></p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>Gr 8 Writing Standard</b></p>	<p><b>Source(s)</b></p>
<p><b>W-1 Write arguments to support claims with clear reasons and relevant evidence.</b></p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows</p>	<p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Be Part of the Solution, pp.74-77</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English, p. 30; Social Studies, p. 39; English, Science, p. 48; Science, p. 54; Science, Health, p. 58; English, p. 82; Community Service, English, p. 86; English, PE/Health, Social Studies, p. 94; Social Studies/History/Civics, p. 112; English/Communication, p. 116; English, History, Current Events/Civics, Social Studies/History, p. 120; History, English, p. 133; Social Studies, History, Health, p. 142; History, p. 160; English, p. 165</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Peer Leader Statements, pp. 1-10</p>



<p><b>W-2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><i>Teacher Guide: CD Doc 29, Integrating Bullying Topics into Your Curriculum, Language Arts</i></p> <p><i>Olweus Companion Bibliography (Grades K-12), pp. 32-42, 63-70</i></p> <p><i>Class Meetings That Matter (Grades 6-8):</i> Create Your Own, pp. 20-22; Stopping Bullying Starts Here (PSAs), p. 24</p> <p><i>Class Meetings That Matter (Grades 6-8):</i>Curriculum Connections, English, p. 22; Social Studies/English, p. 39; English, Social Studies/History/Civics, p. 48; Science, p. 54; Science, p. 58; English/Art, Drama, p. 68; English, p. 82; Community Service, p. 86; English, Social Studies, p. 94; Science, p. 107; Social Studies/History/Civics, p. 112; English/Communication, p. 116; English, History, Current Events/Civics, Social Studies/History, p. 120); History/English, p. 133; Social Studies, History, Health, p. 142; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12):</i> Peer Leader Statements, pp. 1-10 Session 1, Part 3 (Collages), p. 50; Session 3, pp. 67-80; Session 4, Part 2 (Write PSAs), pp. 88-90; Doc S4-3; Part 3 (Homework) &amp; CD Doc S4-4 Sessions 6-8 (Journal Entries &amp; Developing a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><i>Olweus Companion Bibliography (Grades K-12), pp. 32-42</i></p> <p><i>Class Meetings That Matter Grades 6-8:</i> Hallway Hazards, pp. 83-89 <i>The Secret Life of the Bus</i>, pp. 99-102</p> <p><i>Class Meetings That Matter (Grades 6-8):</i> Curriculum Connections, English, Social Studies, p. 19; Social Studies/English, p. 39; English, p. 48; English, p. 54; English, p. 63); Drama/English, p. 68; English, p. 72; English, 86; English/Art, p. 98; English, p. 112; English, p. 165; English, p. 174</p>

<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12): Session 4, pp. 88-92</i></p>
<p><b>W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b> (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><i>Olweus Companion Bibliography (Grades K-12), pp.32- 42, 63-70</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Stopping Bullying Starts Here (PSAs), p. 24</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Curriculum Connections, English; Social Studies, p. 19; English, p. 22; English, Community Service, p. 26; Social Studies, p. 39; English, Science, p. 54; English, pp.72, 82; Community Service, p. 86; English, p. 94</i></p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum (Grades 6-12): Session 4, pp. 88-92</i></p>
<p><b>W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b> (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)</p>	<p><i>Olweus Companion Bibliography (Grades K-12), pp. 32-42, 63-70</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Curriculum Connections, All research writing projects (included in most Class Meetings)</i></p>
<p><b>W-6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</b></p>	<p><i>Olweus Companion Bibliography (Grades K-12), pp. 32-42, 63-70</i></p> <p><i>Class Meetings That Matter (Grades 6-8): Stopping Bullying Starts Here (PSAs), p. 24</i></p>

	<p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 82; Art, 102; Current Events/Civics, p. 120; History, Social Studies, p. 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 1-5 (Online Journal Writing Option), pp. 37-92 Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-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.</b></p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, English/Science, Social Studies, p. 19; Science, p. 54; Health, Science, p. 58; Social Studies, p. 72; Science, p. 107; Social Studies/History/Civics, p. 112; English, History, Current Events/Civics, Social Studies/History, p. 120; Science/Health, p. 129; History/English, p. 133; Social Studies, History, Health, p. 142; Social Studies/History, Music, p. 156; History, p. 160</p>
<p><b>W-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.</b></p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42; 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Social Studies, p. 82; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Session 1, Part 3 (Collages), p. 50 Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze</p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p>

<p>how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8), Curriculum Connections, Social Studies, p. 48; English, p. 54; Social Studies, p. 82; Literature, Social Studies/History, p. 136; History, p. 160</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 6-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>W-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b></p>	<p><i>Olweus Bullying Questionnaire Report</i></p> <p><i>Olweus Companion Bibliography</i> (Grades K-12), pp. 32-42, 63-70</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): All writing and journal writing assignments and Curriculum Connections, Journaling, p. 39; English, pp. 48, 54, 72, 86, 98; English/Community Service, p. 107</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 4-8 (Online Journal Writing Option; Creating a Positive Cyber Site), pp. 81-92; 105-128; CD Docs S6-1-4; S7-1, S8-1</p>
<p><b>Gr 8 Speaking and Listening Standard</b></p>	<p><b>Source(s)</b></p>
<p><b>SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</b></p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define</p>	<p><i>Olweus Teacher Guide</i>: Ch. 6-7, pp. 67-86; CD Docs 2, 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Do I Know You, pp. 16-19</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8 (Class Meetings &amp; Homework), All</p>

<p>individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	
<p><b>SL-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.</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86, CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>SL-3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp. 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>SL-4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</b></p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp. 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>

<p><b>SL-5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</b></p>	<p><i>Teacher Guide:</i> CD Doc 29, Integrating Bullying Topics into your Curriculum, Language Arts</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</b> (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)</p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All (including many Curriculum Connections activities)</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>Gr 8 Language Standard</b></p>	<p><b>Source(s)</b></p>
<p><b>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<p><i>Teacher Guide:</i> CD Doc 29, Integrating Bullying Topics into your Curriculum, Language Arts</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, All Group and individual oral presentations and written assignments</p> <p><i>Note: While any group discussions, assignments and presentations can be used to reinforce proper conventions of spoken and written standard English, it is recommended that the goal of conversation and discussion during most Class Meetings (including use of worksheets) focus on facilitating the content of open discussion, rather than prompting proper usage of vocabulary, grammar or syntax.</i></p>
<p><b>L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><i>Olweus Teacher Guide:</i> Ch. 6-7, pp. 67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All formal written assignments as described in Curriculum Connections: English, pp. 19, 22, 54; Art, Music, p.</p>

<p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>63; Drama/English, English/Art, p. 68; Social Studies, p. 72; English, Community Service, p. 86; Social Studies; English/Art, 98; English/Social Studies, p. 112</p>
<p><b>L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8), All</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12), All</p>
<p><b>L-4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><i>Teacher Guide:</i> Ch. 6-7, pp.67-86; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD: Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Empathy for Strangers and Friends, pp. 32-35 Assertive or Aggressive, What’s the Difference?, pp. 40-44 Courage, pp. 45-49 Friends, Who Needs Them?, pp. 104-107 Never A Lemming Be, pp. 117-122 Understanding Stereotypes, Prejudice, and Discrimination, pp. 153-156</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Each Class Meeting includes discussion of vocabulary and includes specific vocabulary related to the content of each in “Curriculum Connections”, pp. 19; 22; 26; 30; 35; 39; 43; 48; 54; 58; 63; 68; 72; 76; 82; 86; 94; 98; 102; 107; 112; 118; 120; 125; 127; 137; 142; 147; 152; 156; 160; 164; 169; 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12), Sessions 1-8</p>
<p><b>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Empathy for Strangers and Friends, pp. 32-35 Handling Anger in Healthy Ways, pp. 36-39 Assertive or Aggressive, What’s the Difference?, pp. 40-44</p>

<p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p>Courage, pp. 45-49; Masks We Wear, pp. 51-54; Brief Overview of Cyber Bullying, pp. 65-68; Friends, Who Needs Them?, pp. 104-107; Look Beyond the Labels, pp. 113-116; Never A Lemming Be, pp. 117-122; Respect-- Who Gets It, pp. 123-126; Understanding Stereotypes, Prejudice, and Discrimination, pp. 153-156</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Art, p. 54; Social Studies, p. 82; Social Studies, p. 94; Health/PE, p. 112</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Each Class Meeting includes discussion of vocabulary and includes specific vocabulary related to the content of each in "Curriculum Connections", pp. 19; 22; 26; 30; 35; 39; 43; 48; 54; 58; 63; 68; 72; 76; 82; 86; 94; 98; 102; 107; 112; 118; 120; 125; 127; 137; 142; 147; 152; 156; 160; 164; 169; 174</p>
<p><b>L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	<p><i>Class Meetings That Matter</i> (Grades 6-8): Handling Anger in Healthy Ways, pp.36-39</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Each Class Meeting includes discussion of vocabulary and includes specific vocabulary related to the content of each in "Curriculum Connections", pp.19; 22; 26; 30; 35; 39; 43; 48; 54; 58; 63; 68; 72; 76; 82; 86; 94; 98; 102; 107; 112; 118; 120; 125; 127; 137; 142; 147; 152; 156; 160; 164; 169; 174</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Sessions 1-8</p>
<p><b>Gr 8 Mathematics Standard (List category, sub-category, and spell our specific standard. E.g. Counting and Cardinality/Know number names and the count sequence/1. Count to 100 by ones and by tens.)</b></p>	<p><b>Source(s)</b></p>
<p><b>8 NS The Number System</b></p> <p><b>Know that there are numbers that are not rational, and approximate them by rational numbers.</b></p>	<p><i>Olweus Bullying Questionnaire Report</i>: Any graphs or charts may be used to illustrate these concepts</p> <p><i>Class Meetings That Matter</i> (Grades 6-8):</p>



<p>1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p>2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., <math>\pi^2</math>). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4</i></p>	<p>Stopping Bullying Starts Here, pp. 23-26; Hotspots Are Here, pp. 79-82 Positive and Negative Peer Pressure, pp. 109-112; Facts and Myths About Boys, Girls, and Bullying, pp. 143-147</p> <p><i>Class Meetings That Matter</i> (Grades 6-8): Curriculum Connections, Math, p. 19; Math/Science, p. 26; Math, p. 82; Science, p. 102; Math, p. 147</p> <p><i>Cyber Bullying Curriculum: A Prevention Curriculum</i> (Grades 6-12): Pre/Post Test, pp. 31-33</p>
<p><b>8-EE Expressions and Equations</b></p> <p><b>Work with radicals and integer exponents.</b></p> <p>1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</i></p> <p>2. Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.</p> <p>3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as <math>3 \times 10^8</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</i></p>	<p><i>Olweus Bullying Questionnaire Report</i>: Appendix A and any graphs or charts may be used to illustrate these concepts or stimulate discussion</p>

<p>4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p>	
<p><b>8-EE Understand the connections between proportional relationships, lines, and linear equations.</b></p> <p>5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p> <p>6. Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>. Analyze and solve linear equations and pairs of simultaneous linear equations.</p>	<p><i>Olweus Bullying Questionnaire Report: Appendix A and any graphs or charts may be used to illustrate these concepts or stimulate discussion</i></p>
<p><b>8-EE Analyze and solve linear equations and pairs of simultaneous linear equations.</b></p> <p>7. Solve linear equations in one variable.</p> <p>a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p> <p>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding</p>	<p><i>Olweus Bullying Questionnaire Report: Appendix A and any graphs or charts may be used to illustrate these concepts or stimulate discussion</i></p>

<p>expressions using the distributive property and collecting like terms.</p> <p>8. Analyze and solve pairs of simultaneous linear equations.</p> <p>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i></p> <p>c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></p>	
<p><b>8-SP Statistics and Probability</b>  <b>Investigate patterns of association in bivariate data.</b></p> <p>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.</p> <p>2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>	<p><i>Olweus Bullying Questionnaire Report: Appendix A and any graphs or charts may be used to illustrate these concepts</i></p> <p><i>Class Meetings That Matter (Grades 6-8):</i>          Stopping Bullying Starts Here, pp. 23-26          Bullying Behaviors in Me and You, pp. 27-30          Hot Spots Are Here, pp. 79-82</p>

3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*