GRADE 6

Objective: Students will be able to:
• Describe strategies to avoid physical fighting and violence
• Demonstrate ways of solving conflicts non-violently such as conflict resolution and diffusion.
• Identify a variety of non-violent ways to respond when angry or upset.

Kindness Definition: Kindness is an intrinsic quality of the heart expressed through an act of benevolence reflecting care and good will for self and others.

Kindness Concepts: Assertiveness, Respect

LES SON ACTIVITIES

Visual Response, p. 3
(10 to 15 minutes)

Toothpaste Activity, p. 4
(15 minutes)

Balloon Activity, pp. 5-6
(25 to 30 minutes)

Hot Air Balloon Science Activity, p. 7
(25 minutes)

Conflict Agree/Disagree Continuum, pp. 8-9
(20 minutes)

Resolving Conflicts in the Community, p. 10
(time varies)

LES SSON MATERIALS

• PBS clip on Anger: http://to.pbs.org/143nUJN

• Trial size toothpaste, enough for each group of three students to have a tube
• Plastic knives
• RAK Journals

• Two large self-adhesive poster sheets, with the words “Peaceful Ways to Solve Problems” written on the top of one sheet, “Angry Ways to Solve Problems” written on the second
• Balloons to blow up during class
• RAK Journals

• Large, empty plastic bottle, Balloon, 2 buckets, Hot water, Cold water, Ice

• Create STRONGLY AGREE and STRONGLY DISAGREE signs and post them on opposite walls before beginning the activity
• Do You Agree or Disagree? Situations, one copy for teacher

• Materials needed will depend upon the activity students decide to create
LESSON ACTIVITIES

National/Global Conflict Activity, p. 11
(10 minutes to discuss, time for project varies)

Home Extension Activity, p. 12-13
(time varies)

LESSON MATERIALS

• We Love You clip: http://www.karmatube.org/videos.php?id=3122
• Other materials depends on student awareness campaign
• Take home activity, one sheet for each student

LESSON NOTES

• The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
• The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the Kindness Concept Posters during the unit. See the RAK Teacher Guide for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
• Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
• RAK also has developed Focusing Strategies and Problem-Solving Strategies to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the RAK Teacher Guide for more information about incorporating those strategies into the lesson.
• Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
• The home extension activity may be sent home at any point during the unit.
• The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 14-16.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: “For the next few days, we are going to talk about ways to resolve conflicts and how we can communicate when we are angry or disagree. With a partner discuss some positive or healthy ways to resolve conflict and some unhealthy ways to resolve conflict.” Allow time for students to respond and discuss, either as a class or in small groups. You can also use this time to introduce the Kindness Concepts (assertiveness, respect) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for assertiveness and respect as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Assertiveness: Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.
Respect: Treating yourself and others the way you want to be treated; Honoring the rights of others.
VISUAL RESPONSE ABOUT ANGER (10 to 15 minutes)

LESSON MATERIALS
- PBS clip on Anger: http://to.pbs.org/143nW1N
- Kindness Concept Posters: Assertiveness, Respect

STANDARDS MET
- Common Core: CCSS.ELA-Literacy.SL.6.1, 2
- Colorado: Comprehensive Health S.3, GLE.1, EO.c.d.g; Reading, Writing and Communicating S.1, GLE.1, EO.d.e

DESCRIPTION
1. Teacher says: “We are going to watch a clip of students talking about what makes them angry.”
2. Watch the PBS Clip about Anger.
3. Then ask the following questions:
   1) What makes the students in the video angry? (Possible answers: When a sibling bothers them; when they can’t do what they want or don’t get their way; when others won’t admit defeat; when they do more work that others; when they have to do things over.)
   2) What sometimes makes the students angry with themselves? (Possible answers: When they know they’ve done something wrong; when they freeze up in a test even though they studied; when they score low on tests because they didn’t study.)
   3) According to the kids in the video, what can happen when someone doesn’t have a positive outlet for anger? (Possible answers: The anger becomes “bottled up”; it can make you act different; it can lead to even more anger; it can make you act out or take out your anger on other people.)
   4) What makes you angry?
   5) What are some hurtful ways to respond to anger?
   6) What are some possible ways to calm down if you are angry? What are some possible ways to work through the anger?

PBS clip on Anger: http://to.pbs.org/143nW1N
Kindness Concept Posters: Assertiveness, Respect

EVALUATION
Discuss (or students write responses in their RAK journals): “Do you think you have a quick temper or does it take a lot to make you angry? What types of things make you the most angry? What things bother other people, but not you?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Working with a partner or in a small group to answer questions.
2. Referencing the Ways to Respond to Anger and other Hurtful Feelings sheet from the Filling your Tank Activity (Feelings and Emotions, Grade 3 lesson).
3. Charting their responses to questions 3-5 so they can visually follow the discussion in the following manner: they could write the words “Kid in the video” or “Self” in a circle. Then have them write “What Makes Me Angry” with responses in another circle and “What happens when people don’t have a positive outlet for anger” in another circle.
TOOTHPASTE ACTIVITY (15 minutes)

LESSON MATERIALS
- Trial size toothpaste, enough for each group of three students to have a tube
- Plastic knives
- RAK Journals
- Kindness Concept Posters: Assertiveness, Respect

STANDARDS MET
- Common Core: CCSS.ELA-Literacy.SL.6.1
- Colorado: Comprehensive Health S.3, GLE.1, EO.c,d,g; Reading, Writing and Communicating S.1, GLE.1, EO.d

RESOURCES
Adapted from Still More Activities that Teach by Tom Jackson (Red Rock Publishing: Cedar City, UT, 2000)

DESCRIPTION
1. Divide students into groups of three. Give each group a tube of toothpaste, plastic knives, and paper.

2. Teacher explains: “Before we begin the activity, I want you to draw four parallel straight lines on the piece of paper. When I say go, you are going to squeeze the toothpaste in your tube onto the lines on the piece of paper. The toothpaste should cover the line. Your group has 20 seconds to squeeze out as much toothpaste as possible. Two of the group members can hold the paper while one student squeezes the toothpaste tube.”

3. Say: “Go!” and give students 20 seconds to squeeze out the toothpaste. Walk around the room and look at the lines. Declare that the winner is the one who squeezed out the most toothpaste.

4. Then say: “Now, one of the group members is going to use the plastic knife and try to put the toothpaste back in the tube.”

5. Say: “Go!” and give the students 20 seconds to try to put the toothpaste back in the tube.

6. Then ask the following questions:
   1) Was it easier to get the toothpaste out or put it back in?
   2) How do you think this is like angry words? When you say something in anger or frustration, can you take the words back or the way they impact others?
   3) If we are angry or frustrated and say hurtful things, do you think that can prevent us from being able to resolve conflicts in an effective way? Why or why not?
   4) When someone uses angry words with you, how does that feel? How do you think your angry words have impacted others?

EVALUATION
Have students respond to the following question in their RAK journals: “We all get angry but it’s what we do with that anger that matters. When you are upset or angry, what are some ways that you can communicate how you feel in a healthy way?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Using a “Graffiti” approach during the activity, where they write how angry words impact them on large white paper with markers; they can use these feelings as a word bank when writing in their RAK journals.
BALLOON ACTIVITY AND DISCUSSION (25 to 30 minutes)

LESSON MATERIALS
- Two large self-adhesive poster sheets, with the words “Peaceful Ways to Solve Problems” written on the top of one sheet, “Angry Ways to Solve Problems” written on the second
- Balloons to blow up during class
- RAK Journals
- Kindness Concept Posters: Assertiveness, Respect

STANDARDS MET
Common Core: CCSS.ELA-Literacy.SL.6.1
Colorado: Comprehensive Health S.3, GLE 1, EO.c,d,g; Reading, Writing and Communicating S.1, GLE 1, EO.d

DESCRIPTION
1. Teacher says: “I want you to think about a time when you disagreed with someone...perhaps a brother, sister, mom, dad, friend or classmate. Did you solve the problem peacefully or in an angry way? What did you do?”

2. Allow students to share a conflict with a partner and how they resolved it. Then ask for volunteers to share their conflict with the class.

3. Write any peaceful or positive ways to solve problems on one poster, and negative or angry ways on the board.

4. After students have shared, discuss other positive and negative ways to solve problems and write them on the posters. Peaceful or positive ways include: Talking through different solutions, using “I” statements, listening to the other person, respecting their opinion, telling them how you feel, walking away, cooling down, trying to work out a solution, agreeing to disagree. Angry or negative ways include: Getting angry, demanding that the person agree with you, yelling, hitting, stomping away, complaining to other people, picking fights.

5. Then say: “Now I am going to demonstrate what can happen when we solve conflicts in positive and negative ways. I am going to start with the negative ways.” Hold up the empty balloon and explain that you are going to blow up the balloon a little bit more with each negative comment. Have the students read the negative comments from the poster or add your own until balloon pops. (Note: If you have a student in the class who you think might be disturbed by a balloon bursting, tell them what will happen.)

6. Then ask the following questions:
   1) Do you think that conflicts can be like this balloon? Why or why not?
   2) If someone wants to get in a fight with you, what can you do to avoid this situation?
   3) At what point in a conflict do you need to ask an adult for help? Do you know who you would ask?

7. Take a second balloon. Blow it up and hold it closed so the air doesn’t leak. Ask students to read the positive ways to solve conflict from the sheet posted on the board. Each time, let a little air out of the balloon. Add your own comments as necessary until the balloon is deflated.

8. Encourage students to add any additional responses to the peaceful or angry posters.

9. Then ask the following questions:
   1) What happened to the balloon when we read the positive ways to resolve conflict?
   2) How do kind words or positive problem-solving techniques help diffuse conflict?
   3) In what types of situations do you think that kind words won’t help or make a difference?
   4) Do you think people respond better to positive or negative ways to solve conflict? Why?
EVALUATION

Discuss (or have students write their responses in their RAK journals): “Think about the conflict you discussed in groups at the beginning of the activity. Are there some other, positive ways that you could resolve that conflict? Can you describe a time when you needed to get help from a trusted adult to solve a conflict?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Being able to reference the examples they listed during the Visual Response to Anger Activity.
2. Referencing the Focusing Strategies.
HOT AIR BALLOON SCIENCE ACTIVITY (25 minutes)

LESSON MATERIALS
- Large, empty plastic bottle
- Balloon
- 2 buckets
- Hot water
- Cold water
- Ice

RESOURCES
Activity adapted from http://www.monstersciences.com/air-science-experiments/229-air-experiments-a09-hot-air.html

DESCRIPTION
1. To extend understanding of the balloon activity, have the students do this experiment on how hot air causes balloons to expand and cold air causes balloons to contract. One option would be to have different students do separate parts of the experiment.

2. Procedure:
   1) Place the mouth of the balloon over the neck of the empty bottle. It should be a tight fit.
   2) Half fill one bucket with cold water, and add some ice cubes to get it really cold.
   3) Half fill the other bucket with hot water, being careful not to get burned.
   4) Hold the bottle by the neck, then push it down into the hot water so that it comes up to between half and three quarters of the way up the bottle. Make sure the balloon stays out of the water and you keep the bottle upright.
   5) Leave the bottle in the hot water for a few minutes and watch the balloon carefully to see if anything happens.
   6) Take the bottle out of hot water and place it the same way in cold water. Watch what happens.

3. Even though we can’t see the air in the bottle, and we would normally say it was empty, the bottle is actually full of air molecules. Like all molecules, the air molecules are affected by temperature - the hotter they are the more space they need, so when you heat up the air in the bottle it expands and when you cool it back down it contracts.

4. After the experiment, ask the following follow up questions:
   1) How do you think hot air balloons work?
   2) How could this experiment be done on a larger scale?
   3) Can you think of any uses for this property of air?

EVALUATION
Discuss: “After doing this experiment, can you see any connection between how molecules are affected by temperature and how we are affected by our anger (i.e. molecules need more space and we do too)!?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from recording their observations on a worksheet that you create. They could record how outside influences can deflate them or make them feel sad or mad before they write in their journals.
CONFLICT AGREE/DISAGREE CONTINUUM ACTIVITY (20 minutes)

LESSON MATERIALS

- Create STRONGLY AGREE and STRONGLY DISAGREE signs and post them on opposite walls before beginning the activity
- Do You Agree or Disagree? Situations (p. 8), one copy for teacher
- Kindness Concept Posters: Assertiveness, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.W.6.3, 3a, 3b, 3d; CCSS.ELA-Literacy.SL.6.1; CCSS.ELA-Literacy.L.6.2
Colorado: Comprehensive Health S.3, GLE 1, EO.c,d,g; Reading, Writing and Communicating S.1, GLE 1, EO.a-d; S.3, GLE 1, EO.a-f)

DESCRIPTION

1. Before class, make sure to post the Strongly Agree and Strongly Disagree signs on opposite walls.
2. Divide students into groups of three or four.
3. Teacher says: “One group will come to the front of the room at a time. I am going to read a conflict and how the people responded in the situation. Decide whether you strongly agree or strongly disagree with the way the people resolved the conflict. If you strongly agree, walk over to that sign and if you strongly disagree, walk over to that sign. If you aren’t sure you can stand somewhere in the middle.”
4. Read the situations one at a time from the Do you Agree or Disagree? Sheet or write your own situations. Then allow students to respond. After students walk to a sign, ask them why they agree or disagree.

CREATIVE WRITING EXTENSION ACTIVITY

To extend this activity, have students choose one of the situations from the Agree/Disagree Continuum activity (or come up with their own) and write a short story or a poem about the conflict. Use your school’s 6th grade writing rubric for the project, and include effective writing techniques, relevant descriptive details, and well-structured event sequences. Also encourage students to show positive and negative conflict resolution techniques in their story.

EVALUATION

Discuss: “What do you think were some of the effective ways to resolve conflicts that we heard in the situations? In what ways could you practice these skills this week?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having a conversation partner rather than moving to the signs; after each scenario, students could turn to each other and discuss the situation. Students could then share with the whole group. Another option would be for students to make their own STRONGLY AGREE and STRONGLY DISAGREE signs and hold them up. These options may work best if movement presents challenges for the class.
2. Referencing the Problem-Solving Strategies (either hand out a sheet or post on the board) so that they can think through how to disagree in a civil manner.
**DO YOU AGREE OR DISAGREE? SITUATIONS**

1. You are hanging out with some friends when one makes fun of how your sister dresses. You tell the rest of your friends to spread rumors about that student.

2. Ever since you started 6th grade, your best friend has been hanging out with another group of friends. You decide to talk to her about the problem.

3. Your mother grounds you for breaking a lamp when your brother was the one who did it. You get angry and accuse her of loving your brother more.

4. You borrow a skateboard from a friend. You let another friend borrow it, and he breaks the skateboard. You go to your friend and tell him what happened and apologize.

5. Your teacher wrongly accuses you and a friend of cheating on a test. You decide to ask for help from your grandma who you live with, because you don't know how to solve the problem.

6. Your parents won’t let you stay out as late as you want. You come up with a list of some of reasons why you think you should be able to stay out late.

7. You are playing soccer and someone fouls you but the referee calls the foul on you. You try to trip that player every chance that you get in the game.

8. Your friends love to shop for clothes but you don’t have money to do that. You are embarrassed and don’t want to tell them, so instead you tell them that their idea is stupid.
RESOLVING CONFLICTS IN THE COMMUNITY ACTIVITY  
(time varies)

LESSON MATERIALS

- Materials needed will depend upon the activity students create
- Kindness Concept Posters: Assertiveness, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.6.1, 1b  
Colorado: Comprehensive Health S.3, GLE.1, EO.c,d,g;  
Reading, Writing and Communicating S.1, GLE.1, EO.d

DESCRIPTION

1. Have students brainstorm ways they could help solve conflicts at their school. If students are having a difficult time coming up with ideas here are some suggestions:
   1) Set up a “Peaceful Place” in the classroom or somewhere in the school to resolve conflicts. Students could decorate the space and establish rules for the place.
   2) Volunteer to mediate disputes with other students.
   3) Gather information from outside organizations on helping their school become a safer place where students learn to resolve conflicts peacefully. Have them assess and analyze the information they collect. Perhaps a group of students could work together to draw up a list of suggestions, actions and goals to try.
   4) Ask the principal to make conflict resolution training available to students.
   5) Look at websites for ideas:

2. Have students decide what conflict resolution program they want to pursue and determine how they will set up this kind of program. Allow students to have full ownership of creating this program.

EVALUATION

Have students discuss and monitor whether their ideas are having an impact on their school community.

TIPS FOR DIVERSE LEARNERS

Students might benefit from

1. Referencing the Focusing Strategies and Problem-Solving Strategies; consider having students personalize these strategies using illustrations or creating a video.

2. Creating a rubric as a class to measure the effectiveness of the project.

3. Assigning roles in the project, such as Researcher, Note Taker, Person who talks to outside organizations, Graphic Designer, etc. Some roles may require more than one person.

4. Reviewing the Kindness Concepts (assertiveness, respect) as they work on this project.
NATIONAL/GLOBAL CONFLICT AWARENESS CAMPAIGN *(time varies)*

**LESSON MATERIALS**

- Other materials depend on what students create for their awareness campaign

**STANDARDS MET**

Common Core: CCSS.ELA-Literacy.RI.6.1, 2, 3; CCSS.ELA-Literacy.W.6.7, 8, 9; CCSS.ELA-Literacy.SL.6.1, 1b, 2;
Colorado: Comprehensive Health S.3, GLE.1, EO.c,d,e,g; Reading, Writing and Communicating S.1, GLE.1, EO.a, e;
S.4, GLE.1, EO.a,b,c

**DESCRIPTION**

1. Teacher says: “We have been talking about how to resolve conflicts with each other. As you know, communities and countries also face conflicts, and sometimes those conflicts can lead to fighting or war. I am going to show a clip about what a graphic designer from Israel decided to do to promote peace and understanding.”

2. Watch the We Love You clip together.

3. After watching the clip, ask the following questions:
   1) *What do you think about this clip?*
   2) *What is the conflict?*
   3) *What is the goal of Ronnie’s campaign? What steps did Ronnie take?*
   4) *What was the outcome?*
   5) *Do you think that it is possible to promote global peace through a blog campaign?*
   6) *What are some ways that 6th graders can raise awareness of national or global conflicts?*

4. Have students discuss some global or national conflicts that they would like to learn more about and some ways they can raise awareness about these conflicts. Some ideas could include: Israeli/Palestinian conflict, Syria, Darfur (Sudan), drug cartels in Colombia, Libya, etc.

5. After they finish brainstorming, students could choose one conflict to focus on as a class, or divide into teams and research different topics using some of the questions listed above to guide their research.

6. Then they can determine what kind of awareness campaign they want to create. For example, they could design a poster campaign, a blog, or a website. They could even create a video about what they plan to do to create awareness.

**EVALUATION**

Have students discuss and monitor whether their campaign is having an impact on their school community.

**TIPS FOR DIVERSE LEARNERS**

Students might benefit from:

1. Using a graphic organizer to take notes on the clip; consider adding the questions from above.
2. Creating a rubric as a class to measure the effectiveness of the project.
3. Assigning roles in the project, such as researcher, note taker, graphic designer, etc. Some roles may require more than one person.
4. Reviewing the Kindness Concepts (assertiveness, respect) as they work on this project.
HOME EXTENSION ACTIVITY  *(time varies)*

MATERIALS
Take home activity (p. 13), one sheet for each student

DESCRIPTION
1. The attached take home activity can be done at any point during the unit, when you feel that the ideas being taught would benefit from reinforcement at home.
2. Write the return date on the sheet before you distribute.
3. Hand out the Home Extension Activity and say: “*We have been discussing how to resolve conflicts in the classroom and I want you to talk about these ideas with your parents, a guardian or a trusted adult. Please put this in your folder and return by ____________.*”
4. The day the students bring back their sheet, ask the following questions:
   1) *What are some ways that we resolve conflicts?*
   2) *What are some new ways to resolve conflicts that you are going to try?*
RESOLVING CONFLICTS PEACEFULLY:
HOME EXTENSION ACTIVITY

Name: _______________________________ Please return by: ___________

BACKGROUND

As part of the Random Acts of Kindness program, we have been discussing some ways to resolve conflict, including talking through different solutions, listening to the other person, respecting other people’s opinions, telling them how you feel, walking away, cooling down, trying to work out a solution, and agreeing to disagree. Ask your student what he or she has learned about resolving conflict.

VOCABULARY WORDS

**Assertiveness:** Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.

**Respect:** Treating yourself and others the way you want to be treated; Honoring the rights of others.

AT HOME ACTIVITY

Please review the vocabulary words above. Then discuss the following questions and write or have your student write responses in the space provided or on the back and return to school by the date above:

- What are some ways that we resolve conflicts?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

- What are some new ways to resolve conflicts that we could try?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

________________________________________________________________________________________________
1. Reading: Informational Texts
   - CCSS.ELA-Literacy.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
   - CCSS.ELA-Literacy.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
   - CCSS.ELA-Literacy.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

2. Writing
   - CCSS.ELA-Literacy.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   - CCSS.ELA-Literacy.W.6.3a: 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.
   - CCSS.ELA-Literacy.W.6.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   - CCSS.ELA-Literacy.W.6.3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
   - CCSS.ELA-Literacy.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
   - CCSS.ELA-Literacy.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
   - CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

3. Speaking & Listening
   - CCSS.ELA-Literacy.SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   - CCSS.ELA-Literacy.SL.6.1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   - CCSS.ELA-Literacy.SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
4. Language

- **CCSS.ELA-Literacy.L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**COLORADO P-12 ACADEMIC STANDARDS**

http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp

1. Comprehensive Health

- **Standard 3: Emotional and Social Wellness in Health**
  
  **Grade Level Expectation (GLE):** 1. Demonstrate effective communication skills to express feelings appropriately

  **Evidence Outcomes (EO): Students Can:**
  
  c. Describe strategies to avoid physical fighting and violence
  d. Identify a variety of nonviolent ways to respond when angry or upset
  g. Demonstrate ways of solving conflicts nonviolently such as conflict resolution and diffusion

2. Reading, Writing and Communicating

- **Standard 1: Oral Expression and Listening**
  
  **Grade Level Expectation (GLE):** 1. Successful group discussions require planning and participation by all

  **Evidence Outcome (EO): Students can:**
  
  d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly
  e. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

- **Standard 3: Writing and Composition**
  
  **Grade Level Expectation (GLE):** 1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice

  **Evidence Outcomes (EO): Students can:**
  
  b. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
  c. Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers)
  d. Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts
  e. Organize literary and narrative texts using conventional organizational patterns of the chosen genre
  f. Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas in a text
  g. Use word choice, sentence structure, and sentence length to create voice and tone in writing
• **Standard 4: Research and Reasoning**  
  Grade Level Expectation (GLE): 1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation  
  Evidence Outcomes (EO): Students can:  
  a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate  
  b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources  
  c. Draw evidence from literary or informational texts to support analysis, reflection, and research

3. **Social Studies**  
   • **Standard 4: Civics**  
     Grade Level Expectations (GLE): 1. Analyze the interconnectedness of the United States and other nations  
     Evidence Outcomes (EO): Students can:  
     c. Describe how groups and individuals influence the government and other nations  
     d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations  
     e. Analyze political issues from both a national and global perspective over time

**OTHER STANDARDS MET**

   • **Learning and Innovation Skills**  
     a. Critical Thinking – Reason effectively, make judgments and decisions, solve problems  
     b. Communicate clearly and collaborate with others  
     c. Creativity and Innovation – Think creatively and work creatively with others  
   • **Life and Career Skills**  
     a. Initiative and Self Direction – Manage goals and time, work independently, be self-directed learners  
     b. Social and Cross-Cultural Skills – Interact effectively with others  
     c. Productivity and Accountability – Manage projects and produce results  
     d. Responsibility – Be responsible to others

2. **Social and Emotional Standards** ([www.casel.org](http://www.casel.org))  
   • Self-awareness  
   • Social Awareness  
   • Self-management