

Alignment of the Olweus Bullying Prevention Program to High School Common Core Standards (Grades 9-12)

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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). Below are some examples of the many connections between the OBPP and Common Core Standards. All Class Meetings and Curriculum Connections in *Class Meetings That Matter* for Grades 9-12 meet standards in at least one category. 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 or www.clemson.edu/olweus.
For more information about Common Core Standards, visit: 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 9-12 (2012)

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

High School Class Meetings and Individual Interventions: A Video Training Program for School Staff (2013)

OBPP Companion Bibliography for Grades K-12

Grades 9 & 10

Common Core State Standards for English Language Arts

Reading Standards for Literature

| Standard | Source(s) |
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| RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <p><i>Class Meetings That Matter</i> (Grades 9-12): No Room for Rumors, pp. 201-210 & CD Doc 40</p> <p><i>Class Meetings that Matter</i> (Grades 9 -12): Curriculum Connections English, pp. 35, 54, 195, 218; English Literature, p. 62</p> <p><i>Olweus Companion Bibliography</i></p> |
| RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | <p><i>Class Meetings That Matter</i> (Grades 9-12): The Right Stuff, pp. 31-34 & CD Doc 3-4</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 35,54, 218; English Literature, p. 62</p> <p><i>Olweus Companion Bibliography</i> pp. 43-56</p> |
| RL 9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | <p><i>Class Meetings that Matter</i> (Grades 9-12): Workplace Bullying Doesn't Work, pp. 68-76,</p> <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 54, 218; English Literature, pp. 62; History/Civics, p. 144,</p> <p><i>Olweus Companion Bibliography</i></p> |

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| <p>RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> | <p><i>Class Meetings that Matter</i> (Grades 9 -12): Curriculum Connections English, pp. 35, 173; English Literature, p. 62; History/Civics p. 144</p> |
| <p>RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> | <p><i>Class Meetings that Matter</i> (Grades 9 -12): Curriculum Connections, Foreign Language, p. 41</p> |
| <p>RL 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 35, 54</p> |
| <p>RL 9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> | <p><i>Olweus Companion Bibliography</i></p> |

Reading Standards for Informational Text

| Standard | Source(s) |
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| <p>RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): Ethics Are for Everybody, pp. 108-111 Untangling Stress, pp. 151-157 No Room for Rumors, pp. 201-210 & CD Doc 40</p> |

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| | <p>Turn Down the Tech, pp. 225-229 The Right Stuff, pp. 31-34 & CD Docs 3-4</p> <p><i>Class Meetings that Matter</i> (Grades 9 -12): Curriculum Connections, English, pp. 41, 144, 150, 183; History, 35, 41, 48, 62, 82, 92, 165; History/Civics, p. 214; Civics, pp. 35, 82, 105, 218; Civics/Current Events, pp. 150, 206; Social Science/Civics, pp. 72, 125; Life Science, pp. 165,137; Science pp. 157, 229; Psychology/Social Sciences, p. 118; Psychology p.125; Media Arts, p. 54</p> <p><i>Cyberbullying- A Prevention Curriculum</i> (Grades 6 -12): All</p> <p><i>Olweus Companion Bibliography</i>: pp. 3-56, 63-71</p> |
| <p>RI 9-10.2 Determine a central idea of a text and analyze its development over course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Teen Dating Abuse, pp. 119-129 The Right Stuff, pp. 31-34 & CD Docs 3 - 4 Connecting Sexting, pp. 230-240 Workplace Bullying Doesn't Work, pp. 68-76 Ethical Cyberspace, pp. 215-224 Understanding and Managing Depression, pp. 159-165</p> <p><i>Class Meetings that Matter</i> (Grades 9 -12): Curriculum Connections, English, pp. 41, 144, 150, 183; History, 35, 41, 48, 62, 82, 92, 165; History/Civics, p. 214; Civics, pp. 35, 82, 105, 218; Civics/Current Events 150, 206; Social Science/Civics, pp. 72, 125; Life Science, pp. 165,137; Science, p. 157, 229; Psychology/Social Sciences, p. 118; Psychology, p.125; Media Arts, p. 54</p> <p><i>Schoolwide Guide</i>, CD Doc 1, Many Faces of Bullying</p> |

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| | <p><i>Teacher Guide</i>, CD Doc 29, Integrating Bullying Topics into Your Curriculum, Language Arts</p> <p><i>Olweus Companion Bibliography</i>, p. 43-56, 63-71</p> |
| <p>RI 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> | <p><i>Olweus Companion Bibliography</i>, p. 43-56, 63-71</p> |
| <p>RI 9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> | <p><i>Schoolwide Guide</i>, CD Doc 1, Many Faces of Bullying <i>Schoolwide Guide</i>, CD Doc 4, Brochure for Parents</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, p. 92; Human Growth & Development, p. 137; Ethics p. 144</p> <p><i>Cyberbullying: A Prevention Curriculum</i> (Grades 6 – 12): All</p> <p><i>Olweus Companion Bibliography</i>, pp. 43-56, 63-71</p> |
| <p>RI 9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> | <p><i>Cyberbullying: A Prevention Curriculum</i> (Grades 6 – 12): All Class Meetings</p> <p><i>Olweus Companion Bibliography</i>, pp. 43-56, 63-71</p> |
| <p>RI 9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> | <p><i>Schoolwide Guide</i>: CD Doc 1, Many Faces of Bullying <i>Schoolwide Guide</i>: CD Doc 4, Brochure for Parents</p> <p><i>Class Meetings that Matter</i> (Grades 9-12): The Right Stuff, pp. 31-34 & CD Doc 3-4</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Human Growth and Development, p. 137</p> |

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| | <p><i>Cyberbullying: Prevention Curriculum</i> (Grades 6 – 12): All</p> <p><i>Olweus Companion Bibliography</i>, pp. 43-56, 63-71</p> |
| RI 9-10.7 Analyze various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), determining which details are emphasized in each account. | <p><i>Class Meetings that Matter</i> (Grades 9-12): Serving the Community, Reaching Outward, pp. 241-247 Turn Down the Tech, pp. 225-229 Ethical Cyberspace, pp. 215 -224 Reciprocity May be Golden, pp. 100 -107</p> <p><i>Teacher Guide</i>. CD Doc 17, DVD Scenarios and Questions</p> <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 35, 144; English, p. 97</p> <p><i>Cyberbullying: A Prevention Curriculum</i> (Grades 6-12): All Class Meetings</p> |
| RI 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning | <p><i>Class Meetings that Matter</i> (Grades 9 -12): State Anti-Bullying Laws, pp. 36-41 Seeing Through the Haze, pp. 178-185 No Room for Rumors, pp. 207-210 Consider the Underdog, pp. 93-97</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, p. 144</p> <p><i>Olweus Companion Bibliography</i>, pp. 43-56, 63-71</p> |
| RI 9-10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. | <p><i>Class Meetings That Matter</i> (Grade 9-12): Curriculum Connections, History/Civics, p. 35; Social Studies, p. 173; Civics, p. 105</p> |
| RI 9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text | <p><i>Class Meetings that Matter</i> (Grades 9-12): The Right Stuff, pp. 31-34 & CD Doc 3-4</p> |

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| <p>complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> | <p><i>Class Meetings that Matter</i> (Grades 9 -12): Curriculum Connections, English, pp. 41, 144, 150, 183; History, pp. 35, 41, 48, 62, 82, 92, 165; History/Civics p. 214; Civics, pp. 35, 82, 105, 218; Civics/Current Events, pp. 150, 206; Social Science/Civics, pp. 72, 125; Life Science, pp. 165, 137; Science, pp. 157, 229; Psychology/Social Sciences, p. 118; Psychology, p. 125; Media Arts, p. 54</p> <p><i>Olweus Companion Bibliography</i>, pp. 43-56, 63-71</p> |
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Writing Standards

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| <p>W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p><i>Class Meetings That Matter</i> (Grades 9 -12): Curriculum Connections, History/Civics, pp. 48, 214; Civics, p. 218; Social Science/Civics, p. 30; English, pp. 41, 105, 137, 190; English Literature, p. 62; Human Growth and Development, p. 144.</p> |
| <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>W 9-10.2.b. Develop a topic with well chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</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 9-12): Community Connections, pp. 248-253 No Room For Rumors, pp. 201-210 Got Empathy, pp. 131 – 137 What’s My Role, pp. 55 – 62</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp.137, 48, 67, 144, 150, 165, 247; History, 35, 92, 165; History/Civics, pp. 48, 214; Civics, pp. 35, 48, 137; Extracurricular Activity/Student Government, p. 41; Social Science/Civics, pp. 72, 125</p> |

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| | <i>Cyber Bullying: A Prevention Curriculum (Grades 6-12): Creating a Positive Cyber Site, Part 1, pp. 105-116</i> |
| W 9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | <p><i>Cyber Bullying: Prevention Curriculum (Grades 6-12): All</i></p> <p><i>Class Meetings That Matter (Grades 9-12): Community Contributions, pp. 248-253</i></p> <p><i>Class Meetings That Matter (Grades 9-12): Curriculum Connections, English, pp.30, 137, 30, 48, 67, 144, 150, 165, 173, 206, 247, 254; History pp. 35, 41, 48, 92, 137, 144, 165, 214; Civics, pp. 35, 48, 235; Student Government, p. 41; Social Science, pp. 72, 67, 125, 214</i></p> |
| W 9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | <i>Class Meetings That Matter (Grades 9-12): Curriculum Connections English, pp. 30, 137, 30, 48, 67, 144, 150, 165, 173, 206, 247, 254; History pp. 35, 41, 48, 92, 137, 144, 165, 214; Civics, pp. 35, 48, 235; Student Government, p. 41; Social Science, pp. 72, 67, 125, 214</i> |
| W 9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. | <i>Class Meetings That Matter (Grades 9-12): Curriculum Connections, English, pp. 30, 137, 30, 48, 67, 144, 150, 165, 173, 206, 247, 254; History pp. 35, 41, 48, 92, 137, 144, 165, 214; Civics, 35, 48, 235; Student Government, p. 41; Social Science, pp. 72, 67, 125, 214</i> |
| W 9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | <i>Class Meetings That Matter (Grades 9-12): Curriculum Connections English, pp. 30, 137, 30, 48, 67, 144, 150, 165, 173, 206, 247, 254; History, pp. 35, 41, 48, 92, 137, 144, 165, 214; Civics, pp. 35, 48, 235; Student Government, p. 41; Social Science, pp. 72, 67, 125, 214,</i> |
| W 9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or significance of the topic). | <p><i>Class Meetings that Matter (Grades 9-12):</i></p> <p><i>The Cyber Side of Anti-Bullying Rules, pp. 211-224</i></p> <p><i>Untangling Stress, pp. 151-154</i></p> <p><i>Consider the Underdog, pp. 93-99</i></p> <p><i>Site Seeing, pp. 242-247</i></p> <p><i>Class Meetings That Matter (Grades 9-12): Curriculum Connections, English, pp. 30, 137, 30, 48, 67, 144, 150, 165, 173, 206, 247, 254; History,</i></p> |

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| | <p>pp. 35, 41, 48, 92, 137, 144, 165, 214; Civics, pp. 35, 48, 235; Student Government, p. 41; Social Science, pp. 72, 67, 125, 214</p> <p><i>Cyber Bullying: A Prevention Curriculum (Grades 6-12): How Does Cyber Bullying Affect People?</i>, pp. 67-80,</p> |
| <p>W 9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p><i>Class Meetings That Matter (Grades 9-12): Curriculum Connections English</i>, pp. 48, 67, 97, 173, 195</p> <p><i>Cyber Bullying: A Prevention Curriculum (Grades 6-12): Why do People Cyber Bully Others?</i>, pp. 88-92</p> |
| <p>W 9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> | <p><i>Class Meetings That Matter (Grades 9-12): Curriculum Connections, English</i>, pp. 48, 67, 97, 173, 195</p> |
| <p>W 9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> | <p><i>Class Meetings That Matter (Grades 9-12): Curriculum Connections English</i>, pp. 48, 67, 97, 173, 195</p> |
| <p>W 9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> | <p><i>Class Meetings That Matter (Grades 9-12): Curriculum Connections English</i>, pp. 48, 67, 97, 173, 195</p> |
| <p>W 9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> | <p><i>Class Meetings That Matter (Grades 9-12): Curriculum Connections English</i>, pp. 48, 67, 97, 173, 195</p> |
| <p>W 9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <p><i>Cyber Bullying: A Prevention Curriculum (Grades 6-12): Why do People Cyber Bully Others?</i> Pp. 88-92</p> <p><i>Class Meetings That Matter (Grades 9-12): Curriculum Connections English</i>, pp. 48, 67, 97, 173, 195</p> |

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| <p>W 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp 137, 48, 67, 144, 150, 165, 247; History, pp. 35, 92, 165; History/Civics, pp. 48, 214, Civics, pp. 35, 48, 137; Extracurricular Activity/Student Government, p. 41; Social Science/Civics, pp. 72, 125</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Why do People Cyber Bully Others? pp. 88-92</p> |
| <p>W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-253</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, p. 214; Health/Physical Education, p. 118; English, p. 111</p> |
| <p>W 9-10.6 Use technology including the Internet to produce, publish and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-253</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Media Arts, pp. 144, 247, 254 ; Information Technology Pg. 214; Health/Physical Education/Sexuality Education, p. 118; English, p. 111; History/ Civics, p. 48</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, Part 1, pp. 105-116</p> |
| <p>W 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248 – 253</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, pp. 214; Health/Physical Education, p. 118; English, p. 111;</p> |

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| <p>W 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-253</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, p. 214; Health/Physical Education, p. 118; English, p. 111</p> |
| <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 30, 54; History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, p. 214; Health/Physical Education, p. 118; English, p. 111</p> |
| <p>W 9-10.10 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 tasks, purposes and audiences.</p> | <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, Part 1, pp. 105-116,</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-253 The Cyber Side of Anti-Bullying Rules, pp. 211 – 224 Untangling Stress, pp. 151-154 Consider the Underdog, pp. 93-99 Site Seeing, pp. 242-247</p> <p><i>Class Meetings That Matter</i> (Grade 9-12): Curriculum Connections, History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, p. 214; Health/Physical Education p. 118; English p. 111</p> <p><i>Cyber Bullying- A Prevention Curriculum</i> (Grades 6-12): Why Do People Cyber Bully Others?, pp. 81-92</p> |

Speaking and Listening Standards

| Standard | Source(s) |
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| <p>SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> | <p><i>Teacher Guide</i>, Chapters 6-7; CD Docs 8, 9, 11-18, 20, 29, 30, 31, DVD Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 9 -10): All class meetings</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): All class meetings</p> |
| <p>SL 9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</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 9-12): State Anti- Bullying Laws and School Policies, pp. 36-41 Ethics Are For Everybody, pp. 108-111 Turn Down the Tech, pp. 225-229 Site Seeing, pp. 242-247</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 35, 41, 48, 82, 214; History, p. 235; Psychology/Social Sciences, p. 118; Civics, p. 35; English, p. 35</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): How does Cyberbullying Affect People?, pp. 67-80</p> |
| <p>SL 9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> | <p><i>Teacher Guide</i>, CD Docs 11-16</p> <p><i>Class Meetings that Matter</i> (Grades 9-12): The Right Stuff, pp. 31-35 Closing in on Cliques, pp. 88-92 Got Empathy?, pp. 131-137</p> |

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| | <p>Respecting Differences & Eliminating Stereotypes, pp. 186-190 The Cyber Side of Anti-Bullying Rules, pp. 211-214,</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Sciences, p. 67</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12), How Should You React to Bullying? pp. 93-104</p> |
| <p>SL 9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> | <p><i>Teacher Guide</i>, Chapters 6-7; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD Scenarios 1-6</p> <p>Class Meetings that Matter (Grades 9-12): Getting to Know You, pp. 25-30 The Right Stuff, pp. 31-34 & CD Docs 3-4 Workplace Bullying Doesn't Work, pp. 68-76 Pushing The Legal Limits, pp. 77-86 Power, Influence and Making a Difference, pp. 145-150</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Sciences, p. 190, History/Civics, pp. 35, 41, 82, 206, 214; Psychology, p. 118</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): What is Cyber Bullying?, pp. 55-66</p> |
| <p>SL 9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | <p><i>Teacher Guide</i>, Chapters 6-7; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD Scenarios 1 – 6</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): What's My Role, pp. 55-61 After Hours, pp. 63-67</p> |

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| | <p>Dating, Relating, pp. 112-118 Untangling Stress, pp. 151-157 X'd In and X'd Out, pp. 196-199</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Science/Civics, p. 30; History, pp. 35, 41, 82, 206, 214; Foreign Language, p. 30; Psychology, p. 118</p> <p><i>Schoolwide Guide</i>, Supporting the Program in the Classroom, pp. 77-81.</p> <p><i>Class Meetings and Individual Interventions</i> DVD</p> |
| <p>SL 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> | <p><i>Teacher Guide</i>, CD Docs 12, 13, 17</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Hot Spots, pp. 43-48 Understanding and Managing Depression, pp. 158-165 Connecting Sexting, pp. 230-240</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English p. 111; Media, pp. 144, 254; Creative Arts/Drama, pp. 48,247; History, pp. 48, 235; Health, p. 125</p> |
| <p>SL 9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p> | <p><i>Teacher Guide</i>, Chapters 6-7, CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Becoming a Hero/Heroine, pp. 49-54; Reciprocity Must be Golden, pp. 100-107; Teen Dating Abuse, pp. 119-129; Disability Wrongs Violate Rights, pp. 167-177; Seeing Through the Haze, pp. 179-185; I Would Assume, pp. 191-195</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12), All Class Meetings</p> |

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| <p>SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.</p> | <p><i>Teacher Guide</i>, CD Doc 29</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Integrating Bullying Topics into your Curriculum, Language Arts, All Class Meetings</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): All Class Meetings</p> |
| <p>SL 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</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 9-12): Site Seeing, pp. 243-247 Turn Down The Tech, pp. 225-229 Serving the Community/Reaching Outward, pp. 248-255</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Media, Information Technology, pp. 214, 254</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating A Positive Cyber Site, Parts 1-3, pp. 105-128,</p> |
| <p>SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 54 for specific expectations.)</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-253</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, p. 41; Community Engagement, p. 173</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating A Positive Cyber Site, Parts 1- 3, pp. 105-128</p> |

Language Standards

| Standard | Source(s) |
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| <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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 9-12): Site Seeing, pp. 242-247 Community Contributions, pp. 248-255</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Why Do People Cyberbully Others? pp. 81-92 Creating a Positive Cyber Site Part 3, pp. 123-128</p> |
| <p>L 9-10.1.b. Use various types of phrases, (noun, verb, adjectival, adverbial, participial, prepositional, absolute), and clauses, (independent, dependent; noun, relative, adverbial), to convey specific meanings and add variety and interest to writings and /or presentations.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): All Class Meetings</p> |
| <p>L 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): The Cyber Side of Anti-Bullying Rules, pp. 211-224 Site Seeing, pp. 242-247</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English/Media, p. 165; Information Technology, p. 214; Life Science, p. 165; English/History, p. 150; Health/Physical Education, p. 118</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): How Does Cyber Bullying Affect People? pp. 67-80</p> |

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| <p>L 9-10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> | <p><i>Class Meetings That Matter</i> Grades (9-12): Site Seeing, pp. 242-247 Community Contributions, pp. 248-255</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English/Media, pp. 165; Information Technology, p. 214; Life Science, p. 165; English/History, p. 150; Health/Physical Education, p. 118</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site Part 3, pp. 123-128</p> |
| <p>L 9-10.2.b. Use a colon to introduce a list or quotation.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Site Seeing, pp. 242-247 Community Contributions, pp. 248-255</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English/Media, p. 165; Information Technology, p. 214; Life Science, p. 165; English/History, p. 150; Health/Physical Education, p. 118</p> <p><i>Cyber Bullying- A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site Part 3, pp. 123-128,</p> |
| <p>L 9-10.2.c. Spell correctly</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Site Seeing, pp. 242-247 Community Contributions, pp. 248-255</p> <p><i>Class Meetings That Matter</i> (Grades 9 -12): Curriculum Connections, English/Media, p. 165; Information Technology, p. 214; Life Science, p. 165; English/History, p. 150; Health/Physical Education, p. 118</p> <p><i>Cyber Bullying- A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site Part 3, pp. 123-128</p> |

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| <p>L 9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Site Seeing, pp. 242-247 Community Contributions, pp. 248-255</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site Part 3, pp. 123-128</p> |
| <p>L 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> | <p><i>Teacher Guide</i>: Chapters 6-7, CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD Scenarios 1-6</p> |
| <p>L 9-10.4.d. Verify the preliminary meaning of a word or phrase, (e.g. by checking the inferred meaning in context or in dictionary).</p> | <p><i>Teacher Guide</i>: Chapters 6-7, CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD Scenarios 1-6</p> <p><i>Class Meetings that Matter</i> (Grades 9-12): The Right Stuff, pp. 31-35 Becoming a Hero/Heroine, pp. 49-54 Pushing The Legal Limits, pp. 77-86 Reciprocity Must be Golden, pp. 100-107 Closing in on Cliques, pp. 88-93 Untangling Stress, pp. 151-157 Seeing Through the Haze, pp. 180-185 Respecting Differences and Eliminating Stereotypes, pp. 186-190</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): What is Cyber Bullying?, pp. 55-66</p> |

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| <p>L 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): All Class Meetings</p> |
| <p>L 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p><i>Teacher Guide</i>: Chapters 6-7, CD Docs 8, 9, 11-18, 20, 29, 30, 31, DVD Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): All Class Meetings</p> |

Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Literacy in History/Social Studies

| Standard | Source(s) |
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| RH 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | <p><i>Teacher Guide</i>, CD Doc 29</p> <p><i>Class Meetings That Matter</i> (Grades 9 -12): Site Seeing, pp. 242-247; The Right Stuff, pp. 31-35; Reciprocity May Be Golden, pp. 100-105; State Anti-Bullying Laws & School Policies, pp. 36-42</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 62, 92, 144; Civics, pp. 105, 111, 206; Social Sciences, pp. 72, 92, 125, 173</p> |
| RH 9-10.2 Determine central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | <p><i>Class Meetings That Matter</i> (Grades 9-12): Reciprocity May Be Golden, pp. 100-105 State Anti-Bullying Laws and School Policies, pp.36-42</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 62, 92, 144; Civics, pp. 105, 111, 206; Social Sciences, pp. 72, 92, 125, 173</p> |
| RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | <p><i>Class Meetings That Matter</i> (Grades 9-12): Reciprocity May Be Golden, pp. 100-105; Power, Influence and Making a Difference, pp. 145-150; Workplace Bullying Doesn't Work, pp. 68-77</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Studies, p. 173; History, p. 62, 165; Civics, p. 111</p> |
| RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social studies. | <p><i>Class Meetings That Matter</i> (Grades 9-12): No Room For Rumors, pp. 201-210; Consider the Underdog, pp. 93-99 Seeing Through the Haze, pp. 180-185</p> |

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| | <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Ethics, p. 144; Social Science/Civics, p. 30; Civics, p. 105; History, p. 137 |
| RH 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | <i>Class Meetings that Matter</i> (Grades 9-12): The Right Stuff, pp. 31-35 <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Science, p. 30; Social Science/Civics, p. 125; Psychology, p. 111 |
| RH 9-10.7 Integrate quantitative or technical analysis, (e.g. charts, research data) with qualitative analysis in print or digital text. | <i>Class Meetings That Matter</i> (Grades 9-12): Hot Spots, pp. 43-48, <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math/Science, p. 190 |
| RH 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims. | <i>Class Meetings that Matter</i> (Grades 9-12): The Right Stuff, pp. 31-35 Disability Wrongs Violate Rights, pp. 167-177 Pushing the Legal Limits, pp. 77- 86 <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Civics, p. 111; Civics/Current Events, p. 206; History/Civics, pp. 35, 144; Social Science/Civics, p. 125 |
| RH 9–10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. | <i>Class Meetings That Matter</i> (Grades 9-12): Disability Wrongs Violate Rights, pp. 167-177 <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 62, 92, 144; Civics, pp. 105, 111, 206; Social Sciences, pp. 72, 92, 125, 173 |
| RH 9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. | <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 62, 92, 144; Civics, pp. 105, 111, 206; Social Sciences, pp. 72, 92, 125, 173 |

Reading Standards for Literacy in Science and Technical Subjects

| Standard | Source(s) |
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| RST 9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Life Science, pp. 137, 165; Science/Social Science, p. 92 |
| RST 9-10.2 Determine the central ideas or conclusions of a text. Trace the text’s explanation or depiction of a complex process, phenomenon, or concept, provide an accurate summary of the text. | <p><i>Class Meetings That Matter</i> (Grades 9-12): Understanding and Managing Depression, pp. 158-165 Untangling Stress, pp. 151-157</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math, p. 190; Life Science, pp. 37, 165; Science, pp. 92, 157, 229</p> |
| RST 9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. | <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math, p. 82, Math/Science, pp. 190, 254 |
| RST 9-10.4 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 9–10 texts and topics</i> . | <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Life Science, pp. 137, 144, 165; Science, pp. 157, 229 |
| RST 9-10.5 Analyze the structure of the relationships among concepts in a text including relationships among key terms, (e.g., force, friction, reaction force, energy) | <p><i>Class Meetings That Matter</i> (Grades 9-12): Seeing Through the Haze, pp. 178-185</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Life Science, pp. 137, 165; Science 157, 229</p> |
| RST 9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. | <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math, p. 82; Math/Science, pp. 190, 254 |

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| <p>RST 9-10.7 Translate quantitative or technical information expressed in words in a text into a visual form.</p> | <p>Class Meetings That Matter (Grades 9-12): Site Seeing, pp. 242-247</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections Science/Math, pp. 190, 235</p> <p>Cyber Bullying- A Prevention Curriculum (Grades 6-12): Creating a Positive Cyber Site, pp. 123-128</p> |
| <p>RST 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Life Science, p. 165; Science/Social Studies, p. 92; Social Science, p. 62</p> |
| <p>RST 9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Science/Civics, p. 125</p> |
| <p>RST 9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math, pp. 190, Life Science, pp. 92, 157, 229; Science, pp. 137, 165</p> |

Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects

| Standard | Source(s) |
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| <p>WHST 9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 35, 48, 144, 214; Human Growth, p. 144; Social Science, pp. 30, 190</p> |

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| <p>WHST 9-10.1.b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 35, 48, 144, 214; Human Growth, p. 144; Social Science, pp. 30, 190</p> |
| <p>WHST 9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 35, 48, 144, 214; Social Science, p. 30</p> |
| <p>WHST 9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 35, 48, 144, 214; Social Science, p. 30</p> |
| <p>WHST 9-10.1.e. Write arguments focused on discipline – specific content. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p><i>Teacher Guide</i>: CD Doc 29, Integrating Bullying Topics into your Curriculum History, Social Sciences</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-255</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 35, 48, 144, 214; Human Growth, p. 144; Social Science, pp. 30, 190</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, pp. 123-128</p> |
| <p>WHST 9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> | <p><i>Class Meetings That Matter</i> (Grades 9 -12): Curriculum Connections, History/Civics, pp. 144, 150, 165, 214, 235</p> |

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| <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> | |
| <p>WHST 9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> | <p><i>Class Meetings That Matter</i> (Grades 9 -12): Curriculum Connections History/ Civics, pp. 214, 235, 165, 150, 144; Social Science, p. 30; Foreign Language, p. 30</p> |
| <p>WHST 9-10.2.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 214, 235, 165, 150, 144; Social Science/Civics, p. 30</p> |
| <p>WHST 9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 214, 235, 165, 150, 144; Social Science/Civics, p. 30</p> |
| <p>WHST 9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 214, 235, 165, 150, 144; Social Science/Civics, p. 30</p> |
| <p>WHST 9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 214, 235, 165, 150, 144; Social Science, p. 30; Foreign Language, p. 30</p> |
| <p>WHST 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 214, 235, 165, 150, 144; Social Science, p. 30; Foreign Language, p. 30</p> |

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| <p>WHST 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 214, 235, 165, 150, 144; Social Science, p. 30; Foreign Language, p. 30</p> |
| <p>WHST 9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Site Seeing, pp. 242-247; Community Contributions, pp. 248-255</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Media, pp. 144, 254, 247, 214; Civics, p. 206; History/Civics, p. 48</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, pp. 123-128</p> |
| <p>WHST 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 214, 235, 165, 150, 144; Social Science, p. 30, 125; Foreign Language, p. 30</p> |
| <p>WHST 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> | <p><i>Class meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 214, 235, 165, 150, 144; Social Science, pp. 30, 125; Foreign Language, p. 30</p> |
| <p>WHST 9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 35, 48, 144, 214; Social Science, pp. 30, 190; Human Growth and Development, p. 144</p> |

WHST 9-10.10 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.

Class Meeting That Matter (Grades 9-12):
Sight Seeing, pp. 242-247
Community Contributions, pp. 248-255

Class Meetings That Matter (Grades 9-12): Curriculum Connections,
History/Civics, pp. 214, 235, 165, 150, 144; Social Science, p. 125

Cyber Bullying: A Prevention Curriculum (Grades 6-12): Creating a Positive
Cyber Site, pp. 123-128

Common Core State Standards for Mathematics 9-12

| Standard | Source(s) |
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| S-ID.9-12.3 Summarize, represent, and interpret data on a single count or measurement variable. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). | <p><i>Class Meetings That Matter</i> (Grades 9-12): Hot Spots, p. 43</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math, pp. 82, 183, 190, 206, 235</p> |
| S-ID.9 Grades 9-12. Distinguish between correlation and causation. | <p><i>Class Meetings That Matter</i> (Grades 9-12): Hot Spots, p. 43</p> |
| <p>Statistics - Making Inferences and Justifying Conclusions</p> <p>S-IC.1.9-12 Understand and evaluate random processes underlying statistical experiments. Understand statistics as a process for making inferences about population parameters based on random sampling.</p> | <p><i>Schoolwide Guide</i>, Chapter 5, Administering the Olweus Bullying Questionnaire</p> <p><i>Class Meetings That Matter</i> (Grade 9 -12): Curriculum Connections, Math, pp. 48, 92, 190</p> |
| <p>S-IC.3.9-12 Make inferences and justify conclusions from sample surveys, experiments, and observational studies</p> <p>3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> | <p><i>Class Meetings That Matter</i> (Grade 9 -12): Curriculum Connections, Math, pp. 48, 92 190</p> |
| S-IC.6.9-12 Evaluate reports based on data. | <p><i>Class Meetings That Matter</i> (Grades 9-12): Hot Spots, p. 43</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math, pp. 48, 92, 190</p> |

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| S-MD.5a. Use probability to evaluate outcomes of decisions. | Class Meetings That Matter (Grades 9-12): Hot Spots, p. 43 |
| S-MD.5.b. 9-12 Use Probability to evaluate outcomes of decisions. Evaluate and compare strategies on the basis of expected values. Evaluate and compare strategies on the basis of expected values. | <p><i>Schoolwide Guide</i>, Chapter 5, Administering the Olweus Bullying Questionnaire</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections Math, pp. 48, 92</p> |
| S-MD.6 Use probabilities to make fair decisions S-MD.7 Analyze decisions and strategies using probability concepts. | <i>Class Meetings That Matter</i> (Grades 9-12): Hot Spots, p. 43 |

Grades 11 & 12

Common Core State Standards for English Language Arts

Reading Standards for Literature

| Standard | Source(s) |
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| RL 11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | <p><i>Class Meetings that Matter</i> (Grades 9-12): No Room for Rumors, pp. 201-210, CD Doc 40</p> <p><i>Class Meetings that Matter</i> (Grades 9 -12): Curriculum Connections, English, pp. 35, 54, 111, 195, 218; English Literature, p. 62</p> <p><i>Olweus Companion Bibliography</i>, pp. 43-56</p> |
| RL 11-12.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how they interact and build on one another to produce complex account; provide an objective summary of the text. | <p><i>Class Meetings that Matter</i> (Grades 9-12): The Right Stuff, pp. 31-34</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 35, 54, 218; English Literature, p. 62</p> <p><i>Cyberbullying: A Prevention Curriculum</i> (Grades 6-12): What is Cyberbullying?, pp. 55-66; How Does Cyber Bullying Affect People?, pp. 67-80</p> <p><i>Olweus Companion Bibliography</i>, pp. 63-71</p> |
| RL 11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama, (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | <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 9-12): Disability Wrongs Violates Rights, pp. 167 -177; What Would You Do?, pp. 138-143</p> |

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| | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 54, 218; English Literature, p. 62; History/Civics, p. 144</p> <p><i>Cyberbullying: A Prevention Curriculum</i> (Grades 6-12): How Does Cyber Bullying Affect People?, pp. 67-80</p> <p><i>Olweus Companion Bibliography</i>, pp. 43-56</p> |
| <p>RL 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> | <p><i>Class Meetings that Matter</i> (Grades 9 -12): Curriculum Connections, English, pp. 35, 173; English Literature, p. 62; History/Civics, p. 144</p> <p><i>Olweus Companion Bibliography</i>, pp. 43-56</p> |
| <p>RL 11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> | <p><i>Olweus Companion Bibliography</i>, pp. 43-56</p> |
| <p>RL 11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections Foreign Language, p. 41</p> |
| <p>RL 11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 35, 54</p> |

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| <p>RL 11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> | <p><i>Olweus Companion Bibliography</i>, pp. 43-56</p> |
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Reading Standards for Informational Text

| Standard | Source(s) |
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| <p>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): The Right Stuff, pp. 31-34, & CD Doc 3-4; Ethics Are for Everybody, pp. 108-111; Untangling Stress, pp. 151-157; Understanding and Managing Depression, pp. 159-165; No Room for Rumors, pp. 201-210; Ethical Cyberspace, pp. 215-224; Turn Down the Tech, pp. 225-229; Connecting Sexting, pp. 230-235</p> <p><i>Cyberbullying- A Prevention Curriculum</i> (Grades 6-12): What is Cyberbullying?, pp. 55-66; How Does Cyber Bullying Affect People?, pp. 67-80</p> <p><i>Olweus Companion Bibliography</i>, pp. 63-71</p> |
| <p>RI 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</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 9-12): The Right Stuff, pp. 31-35; Pushing the Legal Limits, pp. 77-76; Dating, Relating, pp. 112-118; Understanding and Managing Depression, pp. 159-165; Turn Down the Tech, pp. 225-229; Ethical Cyberspace, pp. 215-224</p> |

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| | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 41, 144, 150, 183; History, 35, 41, 48, 62, 82, 92, 165; History/Civics, p. 214; Civics, 35, 82, 105, 218; Civics/Current Events, pp. 150, 206; Social Science/Civics, pp. 72, 125; Life Science, pp. 165,137; Science, pp. 157, 229; Psychology/Social Sciences, p. 118; Psychology, p. 125, Media Arts, p. 54</p> <p><i>Cyberbullying: A Prevention Curriculum</i> (Grades 6-12): How Does Cyber Bullying Affect People?, pp. 67-80</p> <p><i>Olweus Companion Bibliography</i>, pp. 63-71</p> |
| <p>RI 11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): Workplace Bullying Doesn't Work, pp. 68-76</p> <p><i>Olweus Companion Bibliography</i>, pp. 63-71</p> |
| <p>RI 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, p. 92; Human Growth & Development, p. 137; Ethics p. 144</p> <p><i>Cyberbullying: A Prevention Curriculum</i> (Grades 6-12), All</p> |
| <p>RI 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Human Growth and Development, p. 137</p> <p><i>Olweus Companion Bibliography</i>, pp. 63-71</p> |
| <p>RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> | <p><i>Teacher Guide</i>, CD Doc 17, DVD Scenarios and Questions</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Serving the Community, Reaching Outward, pp. 241-247; Turn Down the Tech, pp. 225-229; Ethical Cyberspace, pp. 215 -224; Reciprocity May be Golden, pp. 100-107</p> |

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| | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 35, 144; English, p. 97</p> <p><i>Olweus Companion Bibliography</i>, pp. 63-71</p> |
| <p>RI 11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, English, p. 144</p> |
| <p>RI 11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, p. 35; Social Studies, p. 173; Civics, p. 105</p> |
| <p>RI 11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 41, 144, 150, 183; History, 35, 41, 48, 62, 82, 92, 165; History/Civics, p. 214; Civics, pp. 35, 82, 105, 218; Civics/Current Events, pp. 150, 206; Social Science/Civics, pp. 72, 125; Life Science, pp. 165,137; Science, pp. 157, 229; Psychology/Social Sciences, p. 118; Psychology, p. 125; Media Arts, p. 54</p> <p><i>Olweus Companion Bibliography</i>, pp. 63-71</p> |

Writing Standards

| Standard | Source(s) |
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| <p>W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 48, 218, 144, 214; Social Science, p. 30, English, pp. 30, 41, 105, 137, 190; Current Events, p. 62; Human Growth and Development, p. 144; Debate, p. 218</p> |
| <p>W 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>W 11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W 11-12.2.b. Develop a topic thoroughly by selecting the most significant and relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-253; No Room For Rumors, pp.201-210 Got Empathy, pp. 131-137; What’s My Role, pp. 55-62</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 9-12): Curriculum Connections, English, pp. 137, 48, 67, 144, 150, 165, 247; History, pp. 35, 92, 165; History/Civics, pp. 48, 214; Civics, 35, 48, 137; Extracurricular Activity/Student Government, p. 41; Social Science/Civics, pp. 72, 125</p> |
| <p>W 11-12.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W 11-12.2.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile,</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 137, 48, 67, 144, 150, 165, 247; History, pp. 35, 92, 165; History/Civics, pp. 48, 214; Civics, 35, 48, 137; Extracurricular Activity/Student Government, p. 41; Social Science/Civics, pp. 72, 125</p> |

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| <p>and analogy to manage the complexity of the topic. W 11-12.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> | |
| <p>W 11-12.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or significance of the topic).</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): The Cyber Side of Anti-Bullying Rules, pp. 211 – 224; Untangling Stress, pp. 151-154; Consider the Underdog, pp. 93-99; Site Seeing, pp. 242-247 Why Do People Cyber Bully Others?, pp. 81-92</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp.137, 48, 67, 144, 150, 165, 247; History, pp. 35, 92, 165; History/Civics, pp. 48, 214; Civics, pp. 35, 48, 137; Extracurricular Activity/Student Government, p. 41; Social Science/Civics, pp. 72, 125</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, Part 1, pp. 105-116</p> |
| <p>W 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W 11-12.3.a. Engage and orient the reader by setting out a problem, situation, or observation, and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> | <p><i>Class Meetings that Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 173, 195, 247, 214, 206</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Why do People Cyber Bully Others?, pp. 88-92</p> |
| <p>W 11-12.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 190, 195, 206, 214</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Why do People Cyber Bully Others? pp. 88-92</p> |

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| <p>W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 137, 48, 67, 144, 150, 165, 247; History, pp. 35, 92, 165; History/Civics, pp. 48, 214; Civics, pp. 35, 48, 137; Extracurricular Activity/Student Government, p. 41; Social Science/Civics, pp. 72, 125</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Why do People Cyber Bully Others? pp. 88-92</p> |
| <p>W 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248- 253</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English, pp. 137, 48, 67, 144, 150, 165, 247; History, pp. 35, 92, 165; History/Civics, pp. 48, 214; Civics, pp. 35, 48, 137; Extracurricular Activity/Student Government, p. 41; Social Science/Civics, pp. 72, 125</p> |
| <p>W 11-12.6 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248- 253</p> <p><i>Class Meetings That Matter</i> (Grade 9-12): Curriculum Connections, History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, p. 214; Health/Physical Education, p. 118; English, p. 111</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, Part 1, pp. 105-116</p> |
| <p>W 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <p><i>Class Meetings That Matter</i> (Grade 9-12): Curriculum Connections, History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, p. 214; Health/Physical Education, p. 118; English, p. 111</p> |

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| <p>W 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12), Community Contributions, pp. 248- 253</p> <p><i>Class Meetings That Matter</i> (Grade 9-12): Curriculum Connections, History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, p. 214; Health/Physical Education, p. 118; English p. 111</p> |
| <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 11-12.9.a. Apply <i>grades 11–12 Reading standards</i> to literature.</p> <p>W 11-12.9.b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction.</p> | <p><i>Class Meetings That Matter</i> (Grade 9-12): Curriculum Connections, History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, p. 214; Health/Physical Education, p. 118; English, p. 111</p> |
| <p>W 11-12.10 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 tasks, purposes and audiences.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-253; The Cyber Side of Anti-Bullying Rules, pp. 211-224; Untangling Stress, pp. 151-154; Consider the Underdog, pp. 93-99; Site Seeing, pp. 242-247</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History, pp. 35, 48, 235; History/Civics, pp. 41, 48, 82, 150; Media Arts, pp. 144, 247, 254; Information Technology, p. 214; Health/Physical Education, p. 118; English, p. 111</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Why Do People Cyber Bully Others?, pp. 81-92; Creating a Positive Cyber Site, Part 1, pp. 105-116</p> |

Speaking and Listening Standards

| Standard | Source(s) |
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| <p>SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> | <p><i>Teacher Guide</i>, CD Doc 20, Role Play Activities</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): All Class Meetings</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): What is Bullying?, pp. 37-54</p> |
| <p>SL 11-12.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</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 9-12): State Anti-Bullying Laws and School Policies, pp. 36-41; Ethics Are For Everybody, pp. 108-111; Turn Down the Tech, pp. 225-229; Site Seeing, pp. 242-247</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections Psychology/Social Science, p. 118; History/Civics, pp. 35, 48, 82, 206, 214; History, p. 235</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): How does Cyberbullying Affect People?, pp. 67-80,</p> |
| <p>SL 11-12.1.b. Work with peers to set rules to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> | <p><i>Teacher Guide</i>, CD Doc 11, First Class Meeting</p> <p><i>Class Meetings that Matter</i> (Grades 9-12): The Right Stuff, pp. 31-35; Closing in on Cliques, pp. 88-92; Got Empathy?, pp. 131-137; Respecting Differences & Eliminating Stereotypes, pp. 186-190; The Cyber Side of Anti-Bullying Rules, pp. 211-214</p> |

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| | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Sciences, p. 67</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): How Should You React to Bullying?, pp. 93-104</p> |
| <p>SL 11-12.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> | <p><i>Teacher Guide</i>, Chapters 6-7; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Getting To Know You, pp. 25-30; Workplace Bullying Doesn't Work, pp. 68-76</p> <p>Pushing The Legal Limits, pp. 77-86; Power, Influence and Making a Difference, pp. 145-150</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Sciences, p. 190, History/Civics, pp. 35, 41, 82, 206, 214, Psychology, pp. 118</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): What is Cyber Bullying?, pp. 55-66</p> |
| <p>SL 11-12.1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> | <p><i>Teacher Guide</i>, Chapters 6-7; CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD scenarios 1-6</p> <p><i>Schoolwide Guide: Supporting the Classroom in Class Meetings</i>, p. 77</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): What's My Role, pp. 55-61; After Hours, pp. 63-67; Dating, Relating, pp. 112-118; Untangling Stress, pp. 151-157; X'd In and X'd Out, pp. 196-199</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Science/Civics, p. 30; Foreign Language, p. 30; History, pp. 35, 41, 82, 206; Psychology, p. 118</p> <p><i>Class Meetings and Individual Interventions</i> DVD</p> |

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| <p>SL 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> | <p><i>Teacher Guide</i>, CD Doc 12, We will Not Bully Others <i>Teacher Guide</i>, CD Doc 13, We will Try to Help Students Who Are Bullied <i>Teacher Guide</i>, CD Doc 17, DVD Scenarios and Discussion Questions</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Hot Spots, pp. 43-48; Understanding and Managing Depression, pp. 158-165; Connecting Sexting, pp. 230-240</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections; English, p. 111; Media, pp. 144, 254; Creative Arts/Drama, pp. 48,247; History, pp. 48, 235; Health, p. 125</p> |
| <p>SL 11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> | <p><i>Teacher Guide</i>, Chapters 6-7, CD Docs 8, 9, 11-18, 20, 29, 30, 31; DVD scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): All Class Meetings</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): All Class Meetings</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 9-12): All Class Meetings</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): All Class Meetings</p> |
| <p>SL 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.</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 9-12): Site Seeing, pp. 243-247; Turn Down The Tech, pp. 25-229; Serving the Community/Reaching Outward, pp. 248-255</p> |

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| | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections Media, Information Technology, pp. 214, 254</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating A Positive Cyber Site, Parts 1-3, pp. 105-128</p> |
| <p>SL 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-253</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, p. 41; Community Engagement, p. 173</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 9-12): Creating A Positive Cyber Site, Parts 1-3, pp. 105-128</p> |

Language Standards

| Standard | Source(s) |
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| <p>L 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): The Cyber Side of Anti-Bullying Rules, pp. 211-224</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 9-12): Site Seeing, pp. 242-247 How Does Cyber Bullying Affect People?, pp. 67-80</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, English/Media, p. 165; Information Technology, p. 214; Life Science, p. 165; English/History, p. 150; Health/Physical Education, p. 118</p> |
| <p>L 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Site Seeing, pp. 242-247; Community Contributions, pp. 248-255</p> |

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| <p>comprehend more fully when reading or listening. L 11-12.a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> | <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 9-12): Creating a Positive Cyber Site, Part 3, pp. 123-128</p> |
| <p>L 11-12.4.d. Verify the preliminary meaning of a word or phrase, (e.g. by checking the inferred meaning in context or in dictionary).</p> | <p><i>Teacher Guide</i>, Chapters 6-7; CD Doc 8, 9, 11-18, 20, 29, 30, 31; DVD scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): The Right Stuff, pp. 31-35; Reciprocity Must be Golden, pp. 100-107; Becoming a Hero/Heroine, pp. 49-54; Pushing The Legal Limits, pp. 77-86 Closing in on Cliques, pp. 88-93; Untangling Stress, pp. 151-157 Seeing Through the Haze, pp. 180-185; Respecting Differences and Eliminating Stereotypes, pp. 186-190</p> |
| <p>L 11-12.6 Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p><i>Teacher Guide</i>, Chapter 6-7; CD Docs 8, 9, 11-18, 20, 29, 30, 31, DVD Scenarios 1-6</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): All Class Meetings</p> |

Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Literacy in History/Social Studies

| Standard | Source(s) |
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| <p>RH 11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Site Seeing, pp. 242-247; Reciprocity May Be Golden, pp. 100-105; State Anti-Bullying Laws & School Policies, pp. 36-42</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 62, 92, 144; Civics, pp. 105, 111, 206; Social Sciences, pp. 72, 92, 125, 173</p> |
| <p>RH 11-12.2 Determine central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Reciprocity May Be Golden, pp. 100-105; State Anti-Bullying Laws & School Policies, pp. 36-42</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 62, 92, 144; Civics, pp. 105, 111, 206; Social Sciences, pp. 72, 92, 125, 173</p> |
| <p>RH 11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Reciprocity May Be Golden, pp. 100-105; Power, Influence and Making a Difference, pp. 145-150; Workplace Bullying Doesn't Work, pp. 68-77</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Studies, p. 173; History, p. 62, 165; Civics, p. 111</p> |
| <p>RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): No Room For Rumors, pp. 201-210; Consider the Underdog, pp. 93-99; Seeing Through the Haze, pp. 180-185</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Ethics, p. 144; Social Science/Civics, p. 30; Civics, p. 105; History, p. 137</p> |

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| <p>RH 11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Science, p. 30; Social Science/Civics, p. 125; Psychology, p. 111</p> |
| <p>RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media, (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Hot Spots, pp. 43-48</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math/Science, p. 19</p> |
| <p>RH 11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Disability Wrongs Violate Rights, pp. 167-177; Pushing the Legal Limits, pp. 77- 86</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Civics, p. 111; Civics/Current Events, p. 206; History/Civics, pp. 35, 144; Social Science/Civics, p. 125</p> |
| <p>RH 11-12.9 Integrate information from diverse sources, both primary and secondary, into coherent understanding of an idea or event, noting discrepancies among sources.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Disability Wrongs Violate Rights, pp. 167-177</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History pp. 35, 62, 92, 144; Civics, pp. 105, 111, 206; Social Sciences, pp. 72, 92, 125, 173</p> |
| <p>RH 11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History, pp. 35, 62, 92, 144; Civics, pp. 105, 111, 206; Social Sciences, pp. 72, 92, 125, 173</p> |

Reading Standards for Literacy in Science and Technical Subjects

| Standard | Source(s) |
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| RST 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. | <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Life Science, pp. 137, 165; Science/Social Science, p. 92 |
| RST 11-12.2 Determine the central ideas or conclusions of a text. Summarize complex concepts, processes or information presented in a text by paraphrasing them in similar, but still accurate terms. | <i>Class Meetings That Matter</i> (Grades 9-12): Understanding and Managing Depression, pp. 158-165; Untangling Stress, pp. 151-157 <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math, p. 190; Life Science, pp. 37, 165; Science, pp. 92, 157, 229 |
| RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. | <i>Class Meetings That Matter</i> (Grades 9-12), Curriculum Connections, Math, p. 82, Math/Science, pp. 190, 254 |
| RST 11-12.4 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 11-12 texts and topics</i> . | <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Life Science, pp. 137, 144, 165; Science, pp. 157, 229 |
| RST 11-12.5 Analyze how text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. | <i>Class Meetings That Matter</i> (Grades 9-12): Seeing Through the Haze, pp. 178-185 |
| RST 11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. | <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math, p. 82, Math/Science, pp. 190, 254 |

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| <p>RST 11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.</p> | <p><i>Schoolwide Guide</i> DVD</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Site Seeing, pp. 242-247</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections Science/Math, pp. 190, 235</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, pp. 123-128</p> |
| <p>RST 11–12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Life Science, p. 165; Science/Social Studies, p. 92; Social Science, p. 62</p> |
| <p>RST 11–12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Social Science/Civics, p. 125</p> |
| <p>RST 11–12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Math, p. 190; Life Science, pp. 37, 165; Science, pp. 92, 157, 229</p> |

Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects

| Standard | Source(s) |
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| <p>WHST 11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST 11–12.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 35, 48, 218, 144, 214; Human Growth, p. 144; Social Science, pp. 30, 190; Civics, p. 218</p> |

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| <p>claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST 11–12.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> | |
| <p>WHST 11–12.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 35, 48, 144, 214; Social Science/Civics, p. 30</p> |
| <p>WHST 11–12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 35, 48, 144, 214; Social Science/Civics, p. 30</p> |
| <p>WHST 11–12.1.e. Write arguments focused on discipline – specific content. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Community Contributions, pp. 248-255</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 35, 48, 218, 144, 214; Human Growth, p. 144; Social Science, pp. 30, 190; Civics, p. 218</p> <p><i>Teacher Guide</i>, CD Doc 29, Integrating Bullying Topics into your Curriculum History, Social Sciences</p> <p>Cyber Bullying: A Prevention Curriculum (Grades 6-12): Creating a Positive Cyber Site, pp. 123-128</p> |

WHST 11–12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Class Meetings That Matter (Grades 9-12): Curriculum Connections, History/ Civics, pp. 214, 235, 165, 150, 144

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| <p>WHST 11–12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 214, 235, 165, 150, 144</p> |
| <p>WHST 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/ Civics, pp. 214, 235, 165, 150, 144</p> |
| <p>WHST 11–12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Site Seeing, pp. 242-247; Community Contributions, pp. 248-255 <i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, Media, pp. 144, 254, 247, 214; Civics, p. 206; History/Civics, p. 48</p> |
| <p>WHST 11–12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 214, 235, 165, 150, 144; Social Science, p. 125; Social Science, p. 30; Foreign Language, p. 30</p> |
| <p>WHST 11–12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 144, 150, 165, 214, 235; Social Science, pp. 30, 125; Foreign Language, p. 30 <i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, pp. 123-128</p> |

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| <p>WHST 11–12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections History/Civics, pp. 35, 48, 218, 144, 214; Human Growth, p. 144; Social Science, pp. 30, 190; Civics, p. 218</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, pp. 123-128</p> |
| <p>WHST 11–12.10 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.</p> | <p><i>Class Meetings That Matter</i> (Grades 9-12): Site Seeing, pp. 242-247 Community Contributions, pp. 248-255</p> <p><i>Class Meetings That Matter</i> (Grades 9-12): Curriculum Connections, History/Civics, pp. 144, 150, 165, 214, 235; Social Science, p. 125</p> <p><i>Cyber Bullying: A Prevention Curriculum</i> (Grades 6-12): Creating a Positive Cyber Site, pp. 123-128</p> |