



# Building Assets Reducing Risks

A School Reform Model for Grades 6-10

Alignment to  
National Education Standards



Building Assets, Reducing Risks  
A School Reform Model for Grades 6–10

NARRATIVE

Showing Alignment to National Education Standards

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## Introduction to the Classroom I-Time Curriculum

*Building Assets, Reducing Risks: A School Reform Model for Grades 6–10* is built on an evidence-based foundation that emphasizes the positive relationships, opportunities, competencies, values, and self-perceptions necessary for young people to succeed. It is one of the only school reform models proven to increase academic achievement and reduce failure rates.

*Building Assets, Reducing Risks* is developed around eight strategies:

1. Professional Development
2. Restructuring Course Structure
3. Contextual Support
4. Parent/Guardian Involvement
5. Whole-Student Emphasis
6. I-Time Curriculum
7. Block Meetings and Collaborative Problem Solving
8. Risk Review Meetings

This classroom curriculum, also called “I-Time,” is a key tool for building assets in students. The term “I-Time” is used because these sessions focus on students learning more about themselves and building personal strengths or assets that will help them become successful in life. Teachers facilitate this weekly classroom curriculum focusing on social competencies to develop student-to-student and teacher-to-student relationships.

The purpose of I-Time is to create a positive school climate by engaging students and teachers in activities to build individual and group strengths. The curriculum includes team-building activities, education in communication and social competencies, and energizers. Students and teachers participate together in specific activities around a variety of topics. I-Time activities are designed to be used on a consistent basis throughout the school.

***The purpose of I-Time is to create a positive school climate by engaging students and teachers in activities to build individual and group strengths.***

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## National Common Core Standards That Apply to All I-Time Activities

The overarching NCC standards shown in this list are met by *all activities* in the I-Time curriculum:

- **College and Career Readiness Anchor Standards for Speaking and Listening**

The College and Career Readiness (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

- **Comprehension and Collaboration**

*CCSS.ELA-Literacy.CCRA.SL.1:* Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.CCRA.SL.2:* Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- **Presentation of Knowledge and Ideas**

*CCSS.ELA-Literacy.CCRA.SL.4:* Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

*CCSS.ELA-Literacy.CCRA.SL.5:* Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

*CCSS.ELA-Literacy.CCRA.SL.6:* Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

*CCSS.ELA-Literacy.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.

- **Understand Independence and Conditional Probability and Use Them to Interpret Data**

*CCSS.Math.Content.HSS.CP.A.1:* Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).

*CCSS.Math.Content.HSS.CP.A.2:* Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

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## National Common Core Standards Met by Each Part of the I-Time Curriculum

Each of I-Time’s ten parts meets NCC standards as shown in the following pages. Each session’s bulleted summary shows the standards that apply to that session. Further detail is shown in the outline below in color-coded type.

### Part 1: Building a Connected Community (Sessions 1–6)

**Session 1, “House Rules,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (b, c, d) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.SL.9-10.4 (Presentation of Knowledge and Ideas)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 2, “Do You Know Your Neighbor?”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (b, c, d) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.SL.9-10.4 (Presentation of Knowledge and Ideas)*

*CCSS.ELA-Literacy.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 grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 3, “Commonalities,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (b, c, d) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.SL.9-10.4 (Presentation of Knowledge and Ideas)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 4, “Shields,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.SL.9-10.4 (Presentation of Knowledge and Ideas)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 5, “Getting Acquainted,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.SL.9-10.4 (Presentation of Knowledge and Ideas)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 6, “Building a Neighborhood,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*



- *CCSS.ELA-Literacy.SL.9-10.4 (Presentation of Knowledge and Ideas)*
- *CCSS.ELA-Literacy.SL.9-10.6 (Language Standards, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.SL.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.

## **Part 2: Goals**

### **(Sessions 7–10)**

**Session 7, “Crossing the River,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c) (Listening and Speaking, Grades 9–10)*
- *CCSS.Math.Content.HSS.CP.A.1 (Understand Independence and Conditional Probability and Use Them to Interpret Data)*
- *CCSS.Math.Content.HSS.CP.A.2 (Understand Independence and Conditional Probability and Use Them to Interpret Data)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.



*CCSS.ELA-Literacy.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.

*CCSS.Math.Content.HSS.CP.A.1:* Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

*CCSS.Math.Content.HSS.CP.A.2:* Understand that two events  $A$  and  $B$  are independent if the probability of  $A$  and  $B$  occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

**Session 8, “Person of the Year,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

**Session 9, “Personal Goal-Setting,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.W.9-10.3 (a, b, c, d, e) (Text Types and Purposes)*

The Optional Writing Task for Grades 9–10 meets this standard:

- *CCSS.ELA-Literacy.W.9-10.4 (Writing Standards 6–12: Production and Distribution of Writing)*

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.W.9-10.3.a:* Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

The Optional Writing Task meets this standard:

*CCSS.ELA-Literacy.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.)

### *Optional Writing Task for Grades 9–10*

Using the graphic organizer, “Personal Goals,” write an essay identifying short- and long-term goals.

*Paragraph 1:* Introduce yourself and include a strength you have.

*Paragraph 2:* Identify short-term goals (by the end of the day, by the end of the week).

*Paragraph 3:* Identify goals while in high school (by the end of this year, during summer, and while finishing high school). Include goals you have in regard to building and maintaining relationships with family, friends, etc.

*Paragraph 4:* Identify long-term goals (after finishing high school, a place you would like to visit, your career in ten years). Include goals you have in regard to building and maintaining relationships with family, friends, etc.

*Paragraph 5:* Write a conclusion that includes one thing you are proud of and one thing you plan to continue to improve.

Are your goals conceivable, believable, achievable, controllable, measurable, desirable, and stated with no alternative? (Refer to Your Personal Goal Tree for meaning of each term.) Remember to write in complete sentences, developing a clear and complete narrative.

**Session 10, “Decision-Making,”** meets this standard:

- *CCSS.ELA-Literacy.W.9-10.10 (Range of Writing):*

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.

## Part 3: Leadership (Sessions 11–12)

Session 11, “Leadership Style,” meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

The Optional Writing Task for Grades 9–10 meets these standards:

- *CCSS.ELA-Literacy.W.9-10.3 (a, b, c, d, e) (Writing Standards 6–12: Text Types and Purposes)*
- *CCSS.ELA-Literacy.W.9-10.4 (Writing Standards 6–12: Production and Distribution of Writing)*
- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards 6–12: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

The Optional Writing Task meets these standards:

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.W.9-10.3.a:* Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.W.9-10.4:* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*CCSS.ELA-Literacy.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.

### *Optional Writing Task for Grades 9–10*

Write a three-paragraph essay about your leadership style. Use the Leadership Packet provided during the I-Time on Leadership Style to support your writing.

*Paragraph 1:* What is your leadership style? In this paragraph, identify the formal and informal characteristics of your leadership style. Include a statement on what is a strength of your leadership style.

*Paragraph 2:* Identify what types of situations you will excel in because of your leadership style. Why do you feel you will excel in these situations? Please provide an example.

*Paragraph 3:* Identify potential weaknesses or challenges you will face with your leadership style (conflicts). Knowing these weaknesses, what action can you take to lessen these? Include how you can use your strengths to lessen the weaknesses.

**Session 12, “Straw Towers and Create a Game,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Part 4: Communication**  
**(Sessions 13–21)**

**Session 13, “Nonverbals,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

The Optional Writing Task for Grades 9–10 meets this standard:

- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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 Standards in light of the evidence and reasoning presented.

The Optional Writing Task meets this standard:

*CCSS.ELA-Literacy.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.

*Optional Writing Task for Grades 9–10*

**Journal/Reflection:** What are nonverbals? How are they helpful? How are they not helpful? How have nonverbals affected the way you responded to a situation in the past? Please provide an example.

**Session 14, “Communication—Positive, Negative or Neutral?”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

The Optional Writing Task for Grades 9–10 meets this standard:

- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

### *Optional Writing Task for Grades 9–10*

**Journal/Reflection:** Select one of the following six scenarios and write about how you would respond to the scenario. Would your response be positive, negative, or neutral? Why?

Here are the scenarios:

- You see this person walking toward you in the school hallway. You are alone.
- You see this person walking toward you in the school hallway and you are with a group of friends.
- This person sits down next to you in class.
- This person asks to borrow a pencil.
- This person is assigned to work with you on a class assignment.
- This person invites you to a party.

After you reflect on what you have done in the past, what could you do to ensure the scenario would be positive in the future?

**Session 15, “Feelings Charades,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 16, “Effective Communication,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.W.9-10.10 (Listening and Speaking, Grades 9–10)*

The Optional Writing Task meets this standard:

- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards 6–12: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.



*Optional Writing Task for Grades 9–10*

**Journal/Reflection:** Why is effective communication important? What techniques might you use to improve communication?

**Session 17, “Trust Dodgeball,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 18, “Learning to Listen,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.RI.9-10.1 (Reading Standards for Informational Text 6–12: Key Ideas and Details)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 19, “Responding Skills,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 20, “Refusal Skills,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

The Optional Writing Task meets this standard:

- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards 6–12: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

### *Optional Writing Task for Grades 9–10*

**Journal/Reflection:** Recall a situation that was challenging. How did you respond? What are the five steps in the Refusal Skills Model? With these skills, how would you now respond to that same situation?

**Session 21, “What Is on Your Plate?”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

## **Part 5: Assets Activities**

### **(Sessions 22–24)**

**Session 22, What Are Your Assets?** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards 6–12: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*Optional Writing Task for Grades 9–10*

**Journal/Reflection:** What is your asset level? What are four asset areas of strength? How can you use these strengths in school? How can you use your assets in your personal life?

**Session 23, “Support Web,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c) (Listening and Speaking, Grades 9–10)*

The Optional Writing Task for Grades 9–10 meets this standard:

- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards 6–12: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*Optional Writing Task for Grades 9–10*

**Journal/Reflection:** If you needed support, who would you talk to or seek support from and why? Who could you add to your support network? Who do you feel you are supporting?

**Session 24, “Golden Nuggets,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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 Standards in light of the evidence and reasoning presented.

## **Part 6: Grief and Loss**

### **(Session 25)**

**Session 25, “Grief and Loss,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

## **Part 7: Bullying**

### **(Session 26)**

**Session 26, “Bullying,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

The Optional Writing Task for Grades 9–10 meets this standard:

- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards 6–12: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

### *Optional Writing Task for Grades 9–10*

**Journal/Reflection:** If you were to see someone being bullied, what could you do? What would you do? Does your response make a difference if the person being bullied is a friend or a stranger? Why?

## **Part 8: Diversity (Sessions 27–29)**

**Session 27, “Values,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 28, “Fishbowls,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 29, “Taking the Human Rights Temperature of Your School,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

The Optional Writing Task meets these standards:

- *CCSS.ELA.W.9-10.3 (a, b, c, d, e) (Writing Standards 6–12: Text Types and Purposes)*
- *CCSS.ELA-Literacy.W.9-10.4 (Writing Standards 6–12: Production and Distribution of Writing)*
- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards 6–12: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.W.9-10.3.a:* Engage and orient the reader by setting out a problem, situation, or observation, by establishing one or multiple point(s) of view, and by introducing a narrator and/or characters; create a smooth progression of experiences or events.



*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.W.9-10.4:* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*CCSS.ELA-Literacy.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.

### *Optional Writing Task for Grades 9–10*

#### ***What Is the “Human Rights Temperature” at Your School?***

Why do you feel it is the way that it is? What is a strength of your school? What is something you would never change in your school? How can you use the strengths to improve the human rights temperature?

Write a persuasive letter to your school’s principal to take action to improve the human rights temperature. In the letter, make sure to give your principal recommendations for action.

Introduce the reason for your temperature rating, supply evidence, and provide a concluding statement. Include a strength your school has and how that strength could be leveraged to improve the temperature rating.

## **Part 9: Risky Behavior**

### **(Sessions 30–34)**

**Session 30, “Risky Behavior,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

The Optional Writing Task meets this standard:

- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards 6–12: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*Optional Writing Task for Grades 9–10*

**Journal/Reflection:** What risky behaviors you are faced with? How can you avoid participating in risky behaviors? What are some strengths and resources you have to help you when faced with risky behaviors?

**Session 31, “Risky Behavior Skit,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 32, “Substance Abuse,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.RI.9-10.1 (Reading Standards for Informational Text 6–12: Key Ideas and Details)*
- *CCSS.ELA-Literacy.W.9-10.9 (Writing Standards 6–12)*
- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards 6–12: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.W.9-10.9:* Draw evidence from literary or informational texts to support analysis, reflection, and research.

*CCSS.ELA-Literacy.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.

**Session 33, “Enabling,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 34, “Circles of Support,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

## **Part 10: Dreams**

### **(Sessions 35–37)**

**Session 35, “Dreams,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c) (Listening and Speaking, Grades 9–10)*
- *CCSS.ELA-Literacy.W.9-10.10 (Writing Standards: Range of Writing)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 36, “Closure,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

**Session 37, “Celebration,”** meets these standards, as outlined below:

- *CCSS.ELA-Literacy.SL.9-10.1 (c, d) (Listening and Speaking, Grades 9–10)*

*CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

*CCSS.ELA-Literacy.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.

*CCSS.ELA-Literacy.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.

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