

THE CHILDREN'S MARCH

Standards

Activities and embedded assessments address the following standards from McREL 4th edition (mcrel.org) and Common Core State Standards for English Language Arts (corestandards.org):

UNITED STATES HISTORY STANDARDS

Grade Levels 6-8, 9-12

Standard Understands the struggle for racial and gender equality and for the extension of civil liberties

Benchmark 6-8 Understands individual and institutional influences on the civil rights movement

Benchmark 9-12 Understands how diverse groups united during the civil rights movement

Benchmark 9-12 Understands significant influences on the civil rights movement

Grade Levels 6-8, 9-12

Standard Understands economic, social and cultural developments in the contemporary United States

Benchmark 6-8 Understands how different groups attempted to achieve their goals

Benchmark 9-12 Understands major contemporary social issues and the groups involved

CIVICS STANDARDS

Grade Levels 6-8, 9-12

Standard Understands the role of diversity in American life and the importance of shared values, political beliefs and civic beliefs in an increasingly diverse American society

Benchmark 6-8 Knows major conflicts in American society that have arisen from diversity

Benchmark 6-8 Knows ways in which conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good

Benchmark 9-12 Knows of examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved

Benchmark 9-12 Knows how the racial, religious, socioeconomic, regional, ethnic and linguistic diversity of American society has influenced American politics through time

Benchmark 9-12 Knows why constitutional values and principles must be adhered to when managing conflicts over diversity

Grade Levels 6-8, 9-12

Standard Understands issues concerning the disparities between ideals and reality in American political and social life

Benchmark 6-8 Knows some of the efforts that have been put forth to reduce discrepancies between ideals and the reality of American public life

Benchmark 9-12 Knows historical and contemporary efforts to reduce discrepancies between ideals and reality in American public life

LANGUAGE ARTS STANDARDS

Grade Levels 6-8

Standard Story Elements/Literary Elements: Plot, Setting and Theme

Benchmark 6-8 Understands point of view in a literary text (e.g. first and third person, limited and omniscient, subjective and objective)

Grade Levels 6-9

Standard Writing for Audience and Purpose

Benchmark 6-9 Uses content, style and structure (e.g. formal or informal language, genre, organization) appropriate for specific audiences and purposes

Grade Levels 8, 9-12

Standard Literary Writing/Narrative Writing: Responses to Literature

Benchmark 8 Writes responses to literature that connects knowledge from a text with personal knowledge

Benchmark 9-12 Writes responses to literature that show an understanding of the author's stylistic devices and their effects

Grade Levels 7-8

Standard Verbal and Nonverbal Communication

Benchmark 7-8 Uses word choice appropriate for specific audiences and purposes

Grade Levels 6-8, 9-12

Standard Oral Composition and Presentation

Benchmark 6-8, 9-11 Adjusts message, wording and delivery to particular audiences and for particular purposes

Benchmark 9-12 Makes formal presentations to the class (e.g. uses visual aids or technology to support presentation)

MUSIC STANDARDS

Grade Levels 5-8, 9-12

Standard Sings, alone and with others, a varied repertoire of music

Benchmark 5-8 Sings expressively, with appropriate dynamics, phrasing, and interpretation

Grade Levels 6-8

Standard Composes and arranges music within specified guidelines

Benchmark 6-8 Composes short pieces within specified guidelines (e.g., ABA form, limited range, simple rhythms)

VISUAL ARTS

Grade Levels 5-8, 9-12

Standard Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

Benchmark 5-8 Knows how the qualities of structures and functions of art are used to improve communication of one's ideas

Benchmark 9-12 Understands how the characteristics and structures of art are used to accomplish commercial, personal, communal, or other artistic intentions

College and Career Readiness Anchor Standards

Activities and embedded assessments address the following Common Core State Standards for English Language Arts (*corestandards.org*)

Reading (6-12)	ACTIVITY								
	1	2	3	4	5	6	7	8	9
KEY IDEAS AND DETAILS									
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					•				
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					•				
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					•				
CRAFT AND STRUCTURE									
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						•			
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.					•				
6. Assess how point of view or purpose shapes the content and style of a text.									
INTEGRATION OF KNOWLEDGE AND IDEAS									
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.							•		
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.					•				
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take									
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY									
10. Read and comprehend complex literary and informational texts independently and proficiently.									

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Writing (6-12)	ACTIVITY								
	1	2	3	4	5	6	7	8	9
TEXT TYPES AND PURPOSES									
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					•				
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.									
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					•				
PRODUCTION AND DISTRIBUTION OF WRITING									
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				•					
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					•				
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.									
RESEARCH TO BUILD AND PRESENT KNOWLEDGE									
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.							•	•	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.									
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.									
RANGE OF WRITING									
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.									

Language (6-12)	ACTIVITY								
	1	2	3	4	5	6	7	8	9
COMPREHENSION AND COLLABORATION									
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.	•	•						•	•
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	•								
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.									•
PRESENTATION OF KNOWLEDGE AND IDEAS									
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.				•					•
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.									
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.									•

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Speaking and Listening (6-12)	ACTIVITY								
	1	2	3	4	5	6	7	8	9
CONVENTIONS OF STANDARD ENGLISH									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•							•
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•								
KNOWLEDGE OF LANGUAGE									
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.				•		•			•
VOCABULARY ACQUISITION AND USE									
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.									
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						•			
6. Acquire and use accurately a range of 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.									