



Original Curricula

Now aligned with
Common Core State Standards

Ophelia Project Curricula:

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Common Core State Standards:

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Overview:

The Common Core State Standards were released by the National Governors Association Center for Best Practices and Council of Chief State School Officers on June, 2, 2010. Recognizing the importance of aligning all curricula used in schools to rigorous, outcome driven standards, the Ophelia Project has identified the following Anchor Standards that are applicable to material within our original curricula.

Because many of the Ophelia Project's curricula cover Kindergarten through Grade Twelve, the College and Career Readiness (CCR) Anchor Standards are identified instead of the individual grade-level standards. The CCR Anchor Standards are complementary to the grade-specific standards. If your program chooses to identify the corresponding grade-specific standards, simply view the same heading and number as the CCR Anchor Standard for the desired grade-level standard.

This informational booklet provides a description, list of objectives, and all applicable Common Core State Standards for the following Ophelia Project original curriculum pieces:

- It Has a Name: Relational Aggression (2010 Revision)
- RAISE Boys: Reduce Aggression, Increase Self Empowerment
- CyberCool: 15 positively powerful lessons to teach digital citizenship and stop bullying
- RAPS: Relationships are Pathways for Success

It Has a Name: Relational Aggression

*Note: Not all grade levels meet every standard listed below. This is a comprehensive list for the entire K-12 curriculum.

The “It Has a Name: Relational Aggression” curriculum guides girls from Kindergarten through High School to develop positive strategies for identifying and mediating peer aggression. The 2010 revision of the Ophelia Project’s hallmark curriculum includes new activities, online explorations for girls (Fourth Grade – High School), and an updated introduction complete with a Scope and Sequence of curriculum objectives. Other topics include normative beliefs, gender expectations, friendship, leadership, and cyberbullying.

The six-lesson series provides activities designed to help girls:

- Identify peer aggression and the roles in a bullying situation.
- Assess the importance of bystanders in a bullying situation.
- Identify emotions in the self and others. (Kindergarten – Third Grade)
- Distinguish between norms and rules. (Fourth Grade – Fifth Grade)
- List social norms regarding gender roles. (Middle School – High School)
- Determine positive qualities of friendship and leadership.
- Identify cyberbullying.
- Demonstrate positive online communication strategies.
- Evaluate the roles of privacy and anonymity in online interactions (Middle School and High School).

In addition to the Common Core State Standards, the revised curriculum is aligned with standards from the National Council of Teachers of English/ International Reading Association, the International Society for Technology in Education, and the National Council for the Social Studies. Lessons also are aligned with the Center for Disease Control’s National Health Standards. Finally, a guide for Girl Scouts includes a listing of requirements the curriculum fulfills towards Daisy Petals, Brownie Try-Its, Junior Badges, and Cadette, Senior, and Ambassador Interest Projects.

English Language Arts Standards: Reading

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.
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 media and formats, including visually and quantitatively, as well as in words.

English Language Arts Standards: Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Research to Build and Present Knowledge

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.

English Language Arts Standards: Speaking and Listening

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.

English Language Arts Standards: Language

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.
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.

RAISE Boys: Reduce Aggression, Increase Self Empowerment

*Note: Not all grade levels meet every standard listed below. This is a comprehensive list for the entire K-12 curriculum.

The “RAISE Boys: Reduce Aggression, Increase Self Empowerment” curriculum guides boys from Kindergarten through High School to develop positive strategies for identifying and mediating peer aggression. Other topics include normative beliefs, male gender expectations, friendship, leadership, and cyberbullying.

The six-lesson series provides activities designed to help boys:

- Identify peer aggression and the roles in a bullying situation.
- Assess the importance of bystanders in a bullying situation.
- Identify emotions in the self and others. (Kindergarten – Third Grade)
- Distinguish between norms and rules. (Fourth Grade – Fifth Grade)
- List social norms regarding male gender roles. (Middle School – High School)
- Determine positive qualities of friendship and leadership.
- Identify cyberbullying.
- Demonstrate positive online communication strategies.
- Evaluate the roles of privacy and anonymity in online interactions (Middle School and High School).
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In addition to the Common Core State Standards, the curriculum is aligned with standards from the National Council of Teachers of English/ International Reading Association, the International Society for Technology in Education, and the National Council for the Social Studies. Lessons also are aligned with the Center for Disease Control’s National Health Standards. Finally, a guide for Boy Scouts includes a listing of requirements the curriculum fulfills towards Cub Scout Belt Loops and Pins, Scouting rank promotions, and Merit Badges.

English Language Arts Standards: Reading

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.
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 media and formats, including visually and quantitatively, as well as in words.

English Language Arts Standards: Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Research to Build and Present Knowledge

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.

English Language Arts Standards: Speaking and Listening

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.

English Language Arts Standards: Language

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.
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.

CyberCool: 15 positively powerful lessons to teach digital citizenship and stop bullying

These project-based lessons are suitable for 6th-9th grade students in both in-school and after-school settings. The CyberCool cyberbullying lessons meet national standards for communication and collaboration and digital citizenship and employ engaging technology resources for student discovery and assessment. Explore peer aggression, empathy, communication, anonymity, empowerment and privacy in the digital world and help your students develop the courage and skills to take a stand against un-cool cyberbullying behaviors.

The CyberCool lessons will:

- Increase students' empathy skills
- Make students aware of physical, verbal, relational, and most importantly ,cyber aggression
- Educate students about the long-term consequences of cyberbullying in the digital space
- Engage students as investigators, designers, and mentors of safer cyber climates
- Empower students to write a manifesto regarding their beliefs and goals in making the Internet a safer social climate.
- Provide students with opportunities for blogging, "tweeting," and sharing digital files in a safe, structured, bully-free environment

In addition to the Common Core State Standards, CyberCool is aligned with standards from the International Society for Technology in Education, the American Diploma Project, the Partnership for 21st Century Skills, and the National Council for the Social Studies. Lessons also are aligned with the Center for Disease Control's National Health Standards.

English Language Arts Standards: Reading

Key Ideas and Details

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.
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 media and formats, including visually and quantitatively, as well as in words.

English Language Arts Standards: Writing

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.

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.
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.

English Language Arts Standards: Speaking and Listening

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.

English Language Arts Standards: Language

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.
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.

RAPS: Relationships Are Pathways for Success

Recognizing the importance of a caring, adult relationship in the lives of youth, the RAPS mentoring program engages young adults or adults who are interested in making a significant difference in their community as mentors to middle school students. The RAPS curriculum guides a program facilitator towards creating a framework for the program, selecting and training mentors, and implement mentoring sessions with middle school students. The primary focus of RAPS is building healthy relationships. Icebreakers, group bonding exercises, individual activities and mentor–mentee one-on-one time help to teach important lessons about healthy relationships, self-empowerment, and personal identity development. Relationships between mentors and mentees, as well as the adult facilitators and the mentors, deepen over the course of the 21-week RAPS curriculum. As the middle school mentees progress through RAPS program, begin to trust in the mentoring relationship, share fun experiences, and gain a sense of empowerment in their daily decisions. The RAPS mentors benefit from a dual mentoring structure: Young adults or adults mentor middle school students while being mentored themselves by the caring adult facilitators who oversee the program.

Middle School Mentee Objectives:

- Develop healthy trusting relationships.
- Discuss and reflect upon relevant adolescent issues in a supportive environment.
- Develop skills and positive lifestyle choices in the following developmental domains:
 - *Social/Emotional*: Relationships, boundaries, empathy, motivation, peer pressure
 - *Cognitive*: Goal-setting, social problem-solving, creative thinking
 - *Physical*: Healthy choices, body image, physical activity, nutrition

Mentor Objectives:

- Develop healthy trusting and nurturing relationships.
- Create positive change in the community through mentorship.
- Analyze current issues that adolescents face.
- Develop leadership skills, including abilities to:
 - Organize materials and meetings
 - Lead group activities and discussions
 - Collaborate as part of a team
 - Communicate effectively
 - Role-model appropriate social behaviors
 - Provide support and empathy while maintaining appropriate boundaries.

In addition to the Common Core State Standards, RAPS is aligned with standards from National Council of Teachers of English/ International Reading Association, the National Council for the Social Studies, and the American Diploma Project. Lessons also are aligned with the Center for Disease Control’s National Health Standards and Search Institute’s 40 Assets for Healthy Youth Development.

English Language Arts Standards: Reading

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, 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.

English Language Arts Standards: Speaking and Listening

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.

English Language Arts Standards: Language

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

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 encountering an unknown term important to comprehension or expression.