## Integrity Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All *Kindness in the Classroom* lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention’s National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts & Literacy and Mathematics. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

### Lesson 1: Pennies of Honesty

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Standard 4. Interpersonal communication</td>
<td>English Language Arts Standards</td>
</tr>
<tr>
<td>Identifying emotions</td>
<td>4.21 - Demonstrate healthy ways</td>
<td><strong>Reading:</strong> Informational Text</td>
</tr>
<tr>
<td>Accurate self-perception</td>
<td>to express needs, wants, and</td>
<td><strong>Key Ideas and Details:</strong></td>
</tr>
<tr>
<td></td>
<td>feelings.</td>
<td>CCSS.ELA-LITERACY.RI.2.1</td>
</tr>
<tr>
<td>Self-management</td>
<td>Standard 5. Decision-making</td>
<td>Ask and answer such questions as who, what,</td>
</tr>
<tr>
<td>Impulse control</td>
<td>5.21 - Identify situations when a</td>
<td>where, when, why, and how to demonstrate</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>health-related decision is</td>
<td>understanding of key details in a text.</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>needed.</td>
<td>CCSS.ELA-LITERACY.RI.2.2</td>
</tr>
<tr>
<td>Social awareness</td>
<td>Standard 7. Practicing healthy</td>
<td>Identify the main topic of a multipart paragraph</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td>behaviors</td>
<td>as well as the focus of specific paragraphs</td>
</tr>
<tr>
<td>Respect for others</td>
<td>7.21 - Demonstrate healthy</td>
<td>within the text.</td>
</tr>
<tr>
<td></td>
<td>practices and behaviors to maintain or</td>
<td>CCSS.ELA-LITERACY.RI.2.3</td>
</tr>
<tr>
<td>Relationship skills</td>
<td>improve personal health.</td>
<td>Describe the connection between a series of</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>historical events, scientific ideas or concepts,</td>
</tr>
<tr>
<td>Social engagement</td>
<td></td>
<td>or steps in technical procedures in a text.</td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td></td>
<td><strong>Reading:</strong> Foundational Skills</td>
</tr>
<tr>
<td>Identifying problems</td>
<td></td>
<td>Fluency:</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td></td>
<td>CCSS.ELA-LITERACY.RF.2.4.A</td>
</tr>
<tr>
<td>Solving problems</td>
<td></td>
<td>Read grade-level text with purpose and</td>
</tr>
<tr>
<td>Evaluating</td>
<td></td>
<td>understanding.</td>
</tr>
<tr>
<td>Reflecting</td>
<td></td>
<td><strong>Speaking &amp; Listening</strong></td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td></td>
<td><strong>Comprehension and Collaboration:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.2.1</td>
</tr>
</tbody>
</table>

© The Random Acts of Kindness Foundation. All Rights Reserved. www.randomactsofkindness.org | Page 1
grammar and usage when writing or speaking.

Knowledge of Language:
CCSS.ELA-LITERACY.L.2.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.2.5
Demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-LITERACY.L.2.5.A
Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
Lesson 2: Integrity with Tech

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-management</strong></td>
<td><strong>Standard 4. Interpersonal communication</strong></td>
<td><strong>English Language Arts Standards</strong></td>
</tr>
<tr>
<td>Impulse control</td>
<td>4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.</td>
<td><strong>Reading: Informational Text</strong></td>
</tr>
<tr>
<td>Self-discipline</td>
<td><strong>Standard 5. Decision-making</strong></td>
<td><strong>Key Ideas and Details:</strong></td>
</tr>
<tr>
<td>Self-motivation</td>
<td>5.2.1 - Identify situations when a health-related decision is needed.</td>
<td>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td><strong>Standard 7. Practicing healthy behaviors</strong></td>
<td><strong>Reading: Foundational Skills</strong></td>
</tr>
<tr>
<td>Perspective-taking</td>
<td>7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.</td>
<td><strong>Phonics and Word Recognition:</strong></td>
</tr>
<tr>
<td>Respect for others</td>
<td></td>
<td>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td><strong>Relationship skills</strong></td>
<td><strong>Reading &amp; Listening</strong></td>
<td><strong>Fluency:</strong></td>
</tr>
<tr>
<td>Communication</td>
<td>Comprehension and Collaboration:**</td>
<td>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td>Social engagement</td>
<td>2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
<td>CCSS.ELA-LITERACY.RF.2.4.A Read grade-level text with purpose and understanding.</td>
</tr>
<tr>
<td>Relationship-building</td>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Presentation of Knowledge and Ideas:</strong></td>
</tr>
<tr>
<td>Teamwork</td>
<td><strong>Conventions of Standard English:</strong></td>
<td>CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong></td>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td>Identifying problems</td>
<td><strong>Conventions of Standard English:</strong></td>
<td><strong>Conventions of Standard English:</strong></td>
</tr>
<tr>
<td>Analyzing situations</td>
<td>2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>Solving problems</td>
<td><strong>Knowledge of Language:</strong></td>
<td><strong>Knowledge of Language:</strong></td>
</tr>
<tr>
<td>Evaluating</td>
<td>2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>Reflecting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3: What Would You Do?

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
</table>
| Self-awareness  
Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence | Standard 4. Interpersonal communication  
4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.  
4.2.3 - Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. | English Language Arts Standards  
Reading: Informational Text  
Key Ideas and Details:  
CCSS.ELA-LITERACY.RI.2.1  
Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text. |
| Self-management  
Impulse control  
Self-discipline  
Self-motivation  
Goal-setting | | Reading: Foundational Skills  
Phonics and Word Recognition:  
CCSS.ELA-LITERACY.RF.2.3  
Know and apply grade-level phonics and word analysis skills in decoding words.  
Fluency:  
CCSS.ELA-LITERACY.RF.2.4  
Read with sufficient accuracy and fluency to support comprehension.  
CCSS.ELA-LITERACY.RF.2.4.A  
Read grade-level text with purpose and understanding. |
| Social awareness  
Perspective-taking  
Respect for others | Standard 8. Advocating  
8.2.2 - Encourage peers to make positive health choices. | Speaking & Listening  
Comprehension and Collaboration:  
CCSS.ELA-LITERACY.SL.2.1  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
CCSS.ELA-LITERACY.SL.2.1.A  
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  
CCSS.ELA-LITERACY.SL.2.1.B  
Build on others’ talk in conversations by linking their comments to the remarks of others.  
CCSS.ELA-LITERACY.SL.2.1.C  
Ask for clarification and further explanation as needed about the topics and texts under discussion.  
CCSS.ELA-LITERACY.SL.2.2  
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
CCSS.ELA-LITERACY.SL.2.3  
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  
Presentation of Knowledge and Ideas:  
CCSS.ELA-LITERACY.SL.2.4  
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| Relationship skills  
Communication  
Social engagement  
Relationship-building  
Teamwork | | Language  
Conventions of Standard English:  
CCSS.ELA-LITERACY.L.2.1  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
Knowledge of Language:  
CCSS.ELA-LITERACY.L.2.3  
Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.2.5
Demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-LITERACY.L.2.5.A
Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
### Lesson 4: Look for the Helpers

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
</table>
| **Self-awareness**  
Recognizing strengths | **Standard 1. Understanding concepts**  
1.2.2 - Recognize that there are multiple dimensions of health. | **English Language Arts Standards**  
**Speaking & Listening**  
**Comprehension and Collaboration:**  
CCSS.ELA-LITERACY.SL.2.1 | 
| **Self-management**  
Self-discipline  
Self-motivation | **Standard 3. Accessing valid information**  
3.2.1 - Identify trusted adults and professionals who can help promote health.  
3.2.2 - Identify ways to locate school and community health helpers. | CCSS.ELA-LITERACY.SL.2.1.B  
Build on others’ talk in conversations by linking their comments to the remarks of others.  
CCSS.ELA-LITERACY.SL.2.1.C  
Ask for clarification and further explanation as needed about the topics and texts under discussion.  
CCSS.ELA-LITERACY.SL.2.2  
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
CCSS.ELA-LITERACY.SL.2.3  
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  
**Presentation of Knowledge and Ideas:**  
CCSS.ELA-LITERACY.SL.2.4  
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  
**Language**  
**Conventions of Standard English:**  
CCSS.ELA-LITERACY.L.2.1  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**Knowledge of Language:**  
CCSS.ELA-LITERACY.L.2.3  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
**Vocabulary Acquisition and Use:**  
CCSS.ELA-LITERACY.L.2.5  
Demonstrate understanding of word relationships and nuances in word meanings.  
CCSS.ELA-LITERACY.L.2.5.A  
Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| **Social awareness**  
Perspective-taking  
Empathy  
Respect for others | **Standard 5. Decision-making**  
5.2.2 - Differentiate between situations when a health-related decision can be made individually or when assistance is needed. | | 
| **Relationship skills**  
Communication  
Social engagement  
Teamwork | | | 
| **Responsible decision-making**  
Identifying problems  
Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility | | |
The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SELeect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

https://casel.org/guide/kindness-in-the-classroom/