Courage 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: Courage to be ME!

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<th>CASEL</th>
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<th>Common Core</th>
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<tbody>
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<td>Self-awareness</td>
<td>Standard 1. Understanding concepts</td>
<td>English Language Arts Standards</td>
</tr>
<tr>
<td>Identifying emotions</td>
<td>1.5.2 - Identify examples of</td>
<td>Reading: Literature</td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td>emotional, intellectual, physical, and</td>
<td>Key Ideas and Details:</td>
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<tr>
<td>Self-confidence</td>
<td>social health.</td>
<td>CCSS.ELA-LITERACY.RL.3.1</td>
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<tr>
<td>Self-efficacy</td>
<td></td>
<td>Ask and answer questions to demonstrate</td>
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<tr>
<td>Self-management</td>
<td>Standard 4. Interpersonal</td>
<td>understanding of a text, referring explicitly</td>
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<tr>
<td>Self-discipline</td>
<td>communication</td>
<td>to the text as the basis for the answers.</td>
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<tr>
<td>Self-motivation</td>
<td>4.5.1 - Demonstrate effective verbal and</td>
<td>CCSS.ELA-LITERACY.RL.3.3</td>
</tr>
<tr>
<td>Social awareness</td>
<td>nonverbal communication skills to enhance</td>
<td>Describe characters in a story (e.g., their</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td>health.</td>
<td>traits, motivations, or feelings) and explain</td>
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<tr>
<td>Responsible decision-making</td>
<td>Standard 5. Decision-making</td>
<td>how their actions contribute to the sequence of</td>
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<tr>
<td>Analyzing situations</td>
<td>5.5.1 - Identify health-related</td>
<td>events</td>
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<tr>
<td>Evaluating</td>
<td>situations that might require a</td>
<td>Writing</td>
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<tr>
<td>Reflecting</td>
<td>thoughtful decision.</td>
<td>Text Types and Purposes:</td>
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<td>CCSS.ELA-LITERACY.W.3.2</td>
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<td></td>
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<td>Write informative/explanatory texts to examine</td>
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<td>a topic and convey ideas and information clearly.</td>
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<td>CCSS.ELA-LITERACY.W.3.2.A</td>
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<td></td>
<td></td>
<td>Introduce a topic and group related information</td>
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<td>together; include illustrations when useful to</td>
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<td></td>
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<td>aiding comprehension.</td>
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</tbody>
</table>

Language

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Conventions of Standard English:
CCSS.ELA-LITERACY.L.3.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.3.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:
CCSS.ELA-LITERACY.L.3.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.3.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CCSS.ELA-LITERACY.L.3.5.B
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Lesson 2: Kind World Role Plays

<table>
<thead>
<tr>
<th>CASEL</th>
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<th>Common Core</th>
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<tr>
<td>Identifying emotions</td>
<td>1.5.2 - Identify examples of emotional, intellectual, physical, and social health.</td>
<td>Reading: Foundational Skills</td>
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<tr>
<td>Accurate self-perception</td>
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<td>Phonics and Word Recognition:</td>
</tr>
<tr>
<td>Self-management</td>
<td>Standard 4. Interpersonal communication</td>
<td>CCSS.ELA-LITERACY.RF.3.3</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.</td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>Standard 5. Decision-making</td>
<td>Fluency:</td>
</tr>
<tr>
<td></td>
<td>5.5.1 - Identify health-related situations that might require a thoughtful decision.</td>
<td>CCSS.ELA-LITERACY.RF.3.4</td>
</tr>
<tr>
<td>Social awareness</td>
<td>5.5.5 - Choose a healthy option when making a decision.</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
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<tr>
<td>Perspective-taking</td>
<td></td>
<td>Speaking &amp; Listening</td>
</tr>
<tr>
<td>Empathy</td>
<td>Standard 7. Practicing healthy behaviors</td>
<td>Comprehension and Collaboration:</td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.1</td>
</tr>
<tr>
<td>Respect for others</td>
<td></td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
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<tr>
<td>Relationship skills</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.1.B</td>
</tr>
<tr>
<td>Communication</td>
<td>5.5.1 - Identify health-related situations that might require a thoughtful decision.</td>
<td>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).</td>
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<tr>
<td>Social engagement</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.1.C</td>
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<tr>
<td>Relationship-building</td>
<td></td>
<td>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
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<tr>
<td>Teamwork</td>
<td>Standard 7. Practicing healthy behaviors</td>
<td>CCSS.ELA-LITERACY.SL.3.1.D</td>
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<tr>
<td></td>
<td>7.5.1 - Identify responsible personal health behaviors.</td>
<td>Explain their own ideas and understanding in light of the discussion.</td>
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<tr>
<td>Responsible</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.2</td>
</tr>
<tr>
<td>decision-making</td>
<td></td>
<td>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<td>CCSS.ELA-LITERACY.SL.3.3</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td></td>
<td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
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<tr>
<td>Solving problems</td>
<td></td>
<td>Presentation of Knowledge and Ideas:</td>
</tr>
<tr>
<td>Evaluating</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.4</td>
</tr>
<tr>
<td>Reflecting</td>
<td></td>
<td>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
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<tr>
<td>Ethical responsibility</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.3.6</td>
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<td></td>
<td></td>
<td>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
</tr>
</tbody>
</table>

**Language**

**Conventions of Standard English:**
CCSS.ELA-LITERACY.L.3.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Knowledge of Language:**
CCSS.ELA-LITERACY.L.3.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use:**
CCSS.ELA-LITERACY.L.3.5.B
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Lesson 3: Community Kindness TOP TEN

### CASEL

- **Self-management**
  - Impulse control
  - Self-discipline
  - Self-motivation

- **Social awareness**
  - Perspective-taking
  - Empathy
  - Appreciating diversity
  - Respect for others

- **Relationship skills**
  - Communication
  - Social engagement
  - Teamwork

- **Responsible decision-making**
  - Analyzing situations
  - Solving problems
  - Evaluating
  - Reflecting
  - Ethical responsibility

### NHES

**Standard 1. Understanding concepts**
- 1.5.2 - Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 - Describe ways in which safe and healthy school and community environments can promote personal health.

**Standard 5. Decision-making**
- 5.5.1 - Identify health-related situations that might require a thoughtful decision.
- 5.5.3 - List healthy options to health-related issues or problems.

**Standard 7. Practicing healthy behaviors**
- 7.5.1 - Identify responsible personal health behaviors.

**Standard 8. Advocating**
- 8.5.2 - Encourage others to make positive health choices.

### Common Core

- **English Language Arts Standards**
  - **Reading: Literature**
    - **Key Ideas and Details:**
      - CCSS.ELA-LITERACY.RL.3.1
      - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  - **Speaking & Listening**
    - **Comprehension and Collaboration:**
      - CCSS.ELA-LITERACY.SL.3.1
      - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
      - CCSS.ELA-LITERACY.SL.3.1.B
      - 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.3.1.C
      - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
      - CCSS.ELA-LITERACY.SL.3.1.D
      - Explain their own ideas and understanding in light of the discussion.
      - CCSS.ELA-LITERACY.SL.3.2
      - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
      - CCSS.ELA-LITERACY.SL.3.3
      - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
  - **Presentation of Knowledge and Ideas:**
    - CCSS.ELA-LITERACY.SL.3.4
    - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
    - CCSS.ELA-LITERACY.SL.3.6
    - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- **Language**
  - **Conventions of Standard English:**
    - CCSS.ELA-LITERACY.L.3.1
    - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **Knowledge of Language:**
    - CCSS.ELA-LITERACY.L.3.3
    - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **Vocabulary Acquisition and Use:**
    - CCSS.ELA-LITERACY.L.3.5.B
    - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Lesson 4: Random Acts of Kindness: Ninja Style!

**CASEL**

- **Self-awareness**
  - Identifying emotions

- **Social awareness**
  - Perspective-taking
  - Empathy
  - Appreciating diversity
  - Respect for others

- **Relationship skills**
  - Communication
  - Social engagement
  - Relationship-building

- **Responsible decision-making**
  - Analyzing situations
  - Evaluating
  - Reflecting

**NHES**

- **Standard 1. Understanding concepts**
  - 1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

- **Standard 4. Interpersonal communication**
  - 4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

- **Standard 5. Decision-making**
  - 5.5.5 - Choose a healthy option when making a decision.
  - 5.5.6 - Describe the outcomes of a health-related decision.

- **Standard 8. Advocating**
  - 8.5.2 - Encourage others to make positive health choices.

**Common Core**

- **English Language Arts Standards**
  - **Reading: Literature**
    - **Key Ideas and Details:**
      - CCSS.ELA-LITERACY.RL.3.1
      - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
    - CCSS.ELA-LITERACY.RL.3.3
    - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

  - **Speaking & Listening**
    - **Comprehension and Collaboration:**
      - CCSS.ELA-LITERACY.SL.3.1
      - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
      - CCSS.ELA-LITERACY.SL.3.1.B
      - 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.3.1.C
      - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
      - CCSS.ELA-LITERACY.SL.3.1.D
      - Explain their own ideas and understanding in light of the discussion.
    - CCSS.ELA-LITERACY.SL.3.2
    - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
    - CCSS.ELA-LITERACY.SL.3.3
    - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- **Language**
  - **Conventions of Standard English:**
    - CCSS.ELA-LITERACY.L.3.1
    - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  - **Knowledge of Language:**
    - CCSS.ELA-LITERACY.L.3.3
    - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

  - **Vocabulary Acquisition and Use:**
    - CCSS.ELA-LITERACY.L.3.5
    - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    - CCSS.ELA-LITERACY.L.3.5.B
    - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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 SESelect 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/