Caring 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: Take Five

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<thead>
<tr>
<th>Self-awareness</th>
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<tbody>
<tr>
<td>Self-management</td>
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<td>Social awareness</td>
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<tr>
<td>Reflection skills</td>
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**CASEL**

- **Self-awareness**
  - Identifying emotions
  - Accurate self-perception
  - Recognizing strengths
  - Self-confidence
  - Self-efficacy

- **Self-management**
  - Impulse control
  - Stress management
  - Self-discipline
  - Self-motivation
  - Goal-setting
  - Organizational skills

- **Social awareness**
  - Respect for others

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

- **Responsible decision-making**
  - Identifying problems
  - Analyzing situations
  - Solving problems
  - Reflecting

**NHES**

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

- **Standard 5. Decision-making**
  - 5.5.3 - List healthy options to health-related issues or problems.
  - 5.5.5 - Choose a healthy option when making a decision.

- **Standard 6. Goal-setting**
  - 6.5.1 - Set a personal health goal and track progress toward its achievement.
  - 6.5.2 - Identify resources to assist in achieving a personal health goal.

- **Standard 7. Practicing healthy behaviors**
  - 7.5.1 - Identify responsible personal health behaviors.
  - 7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

**English Language Arts Standards**

- **Writing**
  - **Text Types and Purposes:**
    - CCSS.ELA-LITERACY.W.4.2
      - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - CCSS.ELA-LITERACY.W.4.2.D
      - Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **Production and Distribution of Writing:**
  - CCSS.ELA-LITERACY.W.4.4
    - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- **Speaking & Listening**
  - **Comprehension and Collaboration:**
    - CCSS.ELA-LITERACY.SL.4.1
      - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
    - CCSS.ELA-LITERACY.SL.4.1.B
      - Follow agreed-upon rules for discussions and carry out assigned roles.
    - CCSS.ELA-LITERACY.SL.4.1.C
      - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
    - CCSS.ELA-LITERACY.SL.4.1.D
      - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- **Presentation of Knowledge and Ideas:**
  - CCSS.ELA-LITERACY.SL.4.4
    - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- **Language**
  - **Conventions of Standard English:**
    - CCSS.ELA-LITERACY.L.4.1
      - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - CCSS.ELA-LITERACY.L.4.2
      - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - CCSS.ELA-LITERACY.L.4.2.D
      - Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language:
CCSS.ELA-LITERACY.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.4.3.A
Choose words and phrases to convey ideas precisely.
CCSS.ELA-LITERACY.L.4.3.C
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
## Lesson 2: Give Five

### CASEL

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<td>Solving problems</td>
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<td>Reflecting</td>
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### Standards

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

**Standard 2. Analyzing influences**
- 2.5.1 - Describe how family influences personal health practices and behaviors.
- 2.5.2 - Identify the influence of culture on health practices and behaviors.
- 2.5.3 - Identify how peers can influence healthy and unhealthy behaviors.

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

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**English Language Arts Standards**

**Writing**
- **Text Types and Purposes:**
  - CCSS.ELA-LITERACY.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - CCSS.ELA-LITERACY.W.4.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.

**Production and Distribution of Writing:**
- CCSS.ELA-LITERACY.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Speaking & Listening**

**Comprehension and Collaboration:**
- CCSS.ELA-LITERACY.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**Presentation of Knowledge and Ideas:**
- CCSS.ELA-LITERACY.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language**

**Conventions of Standard English:**
- CCSS.ELA-LITERACY.L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.4.2.D: Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language:**
- CCSS.ELA-LITERACY.L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.L.4.3.A: Choose words and phrases to convey ideas precisely.
- CCSS.ELA-LITERACY.L.4.3.C: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary Acquisition and Use:**
- CCSS.ELA-LITERACY.L.4.4.A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
### Lesson 3: Dear Me: A Letter on Compassion

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<td><strong>English Language Arts Standards</strong></td>
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<tr>
<td>Recognizing strengths</td>
<td>1.5.2 - Identify examples of emotional, intellectual, physical, and social health.</td>
<td>Writing</td>
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<tr>
<td>Self-confidence</td>
<td>1.5.3 - Describe ways in which safe and healthy school and community environments can promote personal health.</td>
<td>Text Types and Purposes:</td>
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<tr>
<td><strong>Self-management</strong></td>
<td><strong>Standard 5. Decision-making</strong></td>
<td>CCSS.ELA-LITERACY.W.4.2</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>5.5.1 - Identify health-related situations that might require a thoughtful decision.</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>5.5.3 - List healthy options to health-related issues or problems.</td>
<td>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
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<td>Goal-setting</td>
<td><strong>Standard 8. Advocating</strong></td>
<td>CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
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<td>Organizational skills</td>
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<td>CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<td><strong>Social awareness</strong></td>
<td><strong>Standard 8. Advocating</strong></td>
<td>CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</td>
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<td>Perspective-taking</td>
<td>8.5.2 - Encourage others to make positive health choices.</td>
<td><strong>Production and Distribution of Writing:</strong></td>
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<td>Empathy</td>
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<td>CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
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<td>Appreciating diversity</td>
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<td><strong>Research to Build and Present Knowledge:</strong></td>
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<td>Respect for others</td>
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<td>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td><strong>Relationship skills</strong></td>
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<td>CCSS.ELA-LITERACY.W.4.9.A Apply grade 4 Reading standards to literature (e.g., &quot;Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]&quot;).</td>
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<td><strong>Language</strong></td>
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<td>Ethical responsibility</td>
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<td>Conventions of Standard English:</td>
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<td>CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar</td>
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and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.B
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

CCSS.ELA-LITERACY.L.4.1.C
Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.F
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CCSS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words (e.g., to, too, two; there, their).

CCSS.ELA-LITERACY.L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A
Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.C
Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-LITERACY.L.4.2.D
Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A
Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.B
Choose punctuation for effect.

CCSS.ELA-LITERACY.L.4.3.C
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Lesson 4: What Would You Do?

**CASEL**

- Self-awareness
  - Accurate self-perception
  - Recognizing strengths
  - Self-confidence

- Self-management
  - Self-discipline
  - Self-motivation
  - Goal-setting
  - Organizational skills

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

- Relationship skills
  - Communication
  - Social engagement
  - Relationship-building
  - Teamwork

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

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<td>1.5.3 - Describe ways in which safe and healthy school and community environments can promote personal health.</td>
<td>Key Ideas and Details:</td>
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<td><strong>Standard 5. Decision-making</strong></td>
<td>CCSS.ELA-LITERACY.RI.4.1</td>
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<tr>
<td>5.5.1 - Identify health-related situations that might require a thoughtful decision.</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td>5.5.3 - List healthy options to health-related issues or problems.</td>
<td>CCSS.ELA-LITERACY.RI.4.2</td>
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<td><strong>Standard 8. Advocating</strong></td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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<td>8.5.2 - Encourage others to make positive health choices.</td>
<td>CCSS.ELA-LITERACY.RI.4.3</td>
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<td>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<td><strong>Phonics and Word Recognition:</strong></td>
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<td>CCSS.ELA-LITERACY.RF.4.3</td>
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<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<td><strong>Fluency:</strong></td>
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<td>CCSS.ELA-LITERACY.RF.4.4</td>
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<td>Read with sufficient accuracy and fluency to support comprehension.</td>
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<td>Read grade-level text with purpose and understanding.</td>
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<td>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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<td>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
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<td>CCSS.ELA-LITERACY.W.4.2.B</td>
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<td>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
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<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<td>CCSS.ELA-LITERACY.W.4.2.E</td>
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<td>Provide a concluding statement or section related to the information or explanation presented.</td>
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<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
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<td>CCSS.ELA-LITERACY.W.4.9</td>
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<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td>Apply grade 4 Reading standards to literature (e.g., <em>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]</em>).</td>
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Speaking & Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in
groups, and teacher-led) with diverse partners on grade 4 topics and
texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-LITERACY.SL.4.1.C
Pose and respond to specific questions to clarify or follow up on
information, and make comments that contribute to the discussion and
link to the remarks of others.
CCSS.ELA-LITERACY.SL.4.1.D
Review the key ideas expressed and explain their own ideas and
understanding in light of the discussion.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.4.4
Report on a topic or text, tell a story, or recount an experience in an
organized manner, using appropriate facts and relevant, descriptive
details to support main ideas or themes; speak clearly at an
understandable pace.

Language

Conventions of Standard English:
CCSS.ELA-LITERACY.L.4.1
Demonstrate command of the conventions of standard English grammar
and usage when writing or speaking.
CCSS.ELA-LITERACY.L.4.1.B
Form and use the progressive (e.g., I was walking; I am walking; I will be
walking) verb tenses.
CCSS.ELA-LITERACY.L.4.1.C
Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CCSS.ELA-LITERACY.L.4.1.F
Produce complete sentences, recognizing and correcting inappropriate
fragments and run-ons.
CCSS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words (e.g., to, too, two; there, their).
CCSS.ELA-LITERACY.L.4.2
Demonstrate command of the conventions of standard English
capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.4.2.A
Use correct capitalization.
CCSS.ELA-LITERACY.L.4.2.C
Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-LITERACY.L.4.2.D
Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:
CCSS.ELA-LITERACY.L.4.3
Use knowledge of language and its conventions when writing, speaking,
reading, or listening.
CCSS.ELA-LITERACY.L.4.3.A
Choose words and phrases to convey ideas precisely.
CCSS.ELA-LITERACY.L.4.3.B
Choose punctuation for effect.
CCSS.ELA-LITERACY.L.4.3.C
Differentiate between contexts that call for formal English (e.g., presenting
ideas) and situations where informal discourse is appropriate (e.g.,
small-group discussion).

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue
to the meaning of a word or phrase.
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 SELect 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/