

# 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: "I Am" Poem

### CASEL

#### Self-awareness

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

#### Relationship skills

Communication

#### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting

### NHES

#### Standard 1. Understanding concepts

1.5.1 - Describe the relationship between healthy behaviors and personal health.  
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.

### Common Core

#### English Language Arts Standards

##### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.1.B

Provide reasons that are supported by facts and details.

##### 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.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

##### 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.

**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 2: Forming Courageous Responses Using I-Statements

### CASEL

#### Self-awareness

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

#### Self-management

Impulse control  
Stress management  
Self-discipline

#### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Relationship-building

#### Responsible decision-making

Identifying problems  
Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

### NHES

#### Standard 1. Understanding concepts

1.5.1 - Describe the relationship between healthy behaviors and personal health.  
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 2. Analyzing influences

2.5.3 - Identify how peers can influence healthy and unhealthy behaviors.

#### Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.  
4.5.2 - Demonstrate refusal skills that avoid or reduce health risks.  
4.5.3 - Demonstrate nonviolent strategies to manage or resolve conflict.  
4.5.4 - Demonstrate how to ask for assistance to enhance personal health.

#### Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.  
5.5.2 - Analyze when assistance is needed in making a health-related decision.  
5.5.5 - Choose a healthy option when making a decision.

#### 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.  
7.5.3 - Demonstrate a variety of behaviors to avoid or reduce health risks.

### Common Core

#### English Language Arts Standards

##### Reading: Foundational Skills

##### Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

##### Fluency:

CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### 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.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

##### 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.

CCSS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

##### 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.

##### 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: World Changers

## CASEL

### Self-awareness

Recognizing strengths

### Self-management

Self-motivation  
Goal-setting  
Organizational skills

### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

### Relationship skills

Communication  
Social engagement  
Relationship-building  
Teamwork

### Responsible decision-making

Analyzing situations  
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 2. Analyzing influences

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.  
5.5.6 - Describe the outcomes of a health-related decision.

### Standard 8. Advocating

8.5.1 - Express opinions and give accurate information about health issues.  
8.5.2 - Encourage others to make positive health choices.

## Common Core

### English Language Arts Standards

#### Reading: Informational Text

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

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.

##### Craft and Structure:

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### Reading: Foundational Skills

##### Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

##### Fluency:

CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

##### 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.

##### Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### 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.

CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

**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.A

Use correct capitalization.

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 4: Random Act of Kindness: Shining Stars

## CASEL

### Self-awareness

Identifying emotions  
Recognizing strengths  
Self-confidence

### Self-management

Self-motivation  
Goal-setting  
Organizational skills

### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

### Relationship skills

Communication  
Social engagement  
Relationship-building  
Teamwork

### Responsible decision-making

Analyzing situations  
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 2. Analyzing influences

2.5.2 - Identify the influence of culture on health practices and behaviors.

2.5.4 - Describe how the school and community can support personal health practices and behaviors.

## Common Core

### English Language Arts Standards

#### Reading: Informational Text

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

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.

##### Craft and Structure:

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

##### 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.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

##### 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.A

Use correct capitalization.

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.



DESIGNATED BY CASEL  
AS A RECOMMENDED  
PROGRAM FOR SOCIAL  
AND EMOTIONAL  
LEARNING.

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/>