

# Responsibility 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: Responsibility Obstacle Course

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence

#### Self-management

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

#### Social awareness

Respect for others

#### Relationship skills

Communication  
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.

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

### Common Core

#### 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.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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.

##### 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.

##### 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.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

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.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 2: Responsibility Domino Effect

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception  
Recognizing strengths

#### Self-management

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

#### Social awareness

Respect for others

#### Relationship skills

Communication  
Teamwork

#### 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.

#### 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.  
5.5.4 - Predict the potential outcomes of each option when making a health-related decision.  
5.5.5 - Choose a healthy option when making a decision.  
5.5.6 - Describe the outcomes of a health-related 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.  
7.5.3 - Demonstrate a variety of behaviors to avoid or reduce health risks.

### Common Core

#### 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.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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.

##### 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.4.2

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.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

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.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: Responsibility for the Environment

### CASEL

#### Self-awareness

Recognizing strengths  
Self-confidence

#### Self-management

Impulse control  
Self-discipline  
Self-motivation  
Goal-setting

#### Social awareness

Perspective-taking  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Teamwork

#### Responsible decision-making

Identifying problems  
Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

### NHES

#### Standard 1. Understanding concepts

1.5.3 - Describe ways in which safe and healthy school and community environments can promote personal health.

#### Standard 2. Analyzing influences

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

#### Standard 8. Advocating

8.5.2 - Encourage others to make positive health choices.

### Common Core

#### 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.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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.

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

CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### 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.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

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.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: Setting SMART Goals

### 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  
Evaluating  
Reflecting  
Ethical responsibility

### NHES

#### Standard 1. Understanding concepts

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#### Standard 6. Goal-setting

6.5.1 - Set a personal health goal and track progress toward its achievement.  
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#### 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.

##### 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.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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.

##### 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.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

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.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/>