

# Inclusiveness 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), the International Society for Technology in Education (ISTE) Standards, when applicable, and the national Common Core State Standards for English Language Arts & Literacy, Mathematics, History/Social Studies, and Science & Technical Subjects. 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: Friendship vs. Clique: Evaluating our Level of Inclusiveness

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception

#### Self-management

Impulse control  
Self-discipline  
Self-motivation  
Goal-setting

#### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Relationship-building

#### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting  
Ethical responsibility

### ISTE

**2. Digital Citizen:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.\*

### NHES

#### Standard 1. Understanding concepts

1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

#### Standard 2. Analyzing influences

2.8.3 - Describe how peers influence healthy and unhealthy behaviors.  
2.8.6 - Analyze the influence of technology on personal and family health.\*

#### Standard 5. Decision-making

5.8.5 - Predict the potential short-term impact of each alternative on self and others.

#### Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.  
7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.

#### Standard 8. Advocating

8.8.2 - Demonstrate how to influence and support others to make positive health choices.

### Common Core

#### English Language Arts Standards

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

#### Language

##### Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

##### Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

##### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.5.B

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

\*Standards are applicable when teaching the Technology-Focused Mini Lessons.

## Lesson 2: Is It Fair, Equitable, Both or Neither?

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception

#### Self-management

Impulse control  
Self-discipline  
Self-motivation  
Goal-setting

#### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Relationship-building

#### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting  
Ethical responsibility

### ISTE

#### 3. Knowledge Constructor:

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

### NHES

#### Standard 2. Analyzing influences

2.8.1 - Examine how the family influences the health of adolescents.  
2.8.2 - Describe the influence of culture on health beliefs, practices, and behaviors.  
2.8.3 - Describe how peers influence healthy and unhealthy behaviors.  
2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.  
2.8.5 - Analyze how messages from media influence health behaviors.\*

#### Standard 5. Decision-making

5.8.6 - Choose healthy alternatives over unhealthy alternatives when making a decision.  
5.8.7 - Analyze the outcomes of a health-related decision.

#### Standard 8. Advocating

8.8.1 - State a health-enhancing position on a topic and support it with accurate information.

### Common Core

#### English Language Arts Standards

##### Reading: Informational Text

###### Key Ideas and Details:

CCSS.ELA-LITERACY.RI.6.1  
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
CCSS.ELA-LITERACY.RI.6.2  
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
CCSS.ELA-LITERACY.RI.6.3  
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

###### Craft and Structure:

CCSS.ELA-LITERACY.RI.6.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

##### Speaking & Listening

###### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
CCSS.ELA-LITERACY.SL.6.1.A  
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
CCSS.ELA-LITERACY.SL.6.1.C  
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
CCSS.ELA-LITERACY.SL.6.1.D  
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

###### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.6.4  
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

##### Language

###### Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

###### Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

###### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.4.C  
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  
CCSS.ELA-LITERACY.L.6.4.D  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  
CCSS.ELA-LITERACY.L.6.5.B  
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

\*Standards are applicable when teaching the Technology-Focused Mini Lessons.

# Lesson 3: Be An Upstander

## CASEL

### Self-awareness

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence

### Self-management

Impulse control  
Stress management  
Self-discipline  
Self-motivation

### 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

## ISTE

Not applicable

## NHES

### Standard 2. Analyzing influences

2.8.3 - Describe how peers influence healthy and unhealthy behaviors.  
2.8.5 - Analyze how messages from media influence health behaviors.\*

### Standard 5. Decision-making

5.8.5 - Predict the potential short-term impact of each alternative on self and others.  
5.8.6 - Choose healthy alternatives over unhealthy alternatives when making a decision.  
5.8.7 - Analyze the outcomes of a health-related decision.

### Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.  
7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.

## Common Core

### English Language Arts Standards

#### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### Language

#### Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.5.B

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

\*Standards are applicable when teaching the Technology-Focused Mini Lessons.

# Lesson 4: Making Inclusive School Spaces

## CASEL

### Self-awareness

Recognizing strengths

### Self-management

Organizational skills

### Social awareness

Perspective-taking

Empathy

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

## ISTE

**2. Digital Citizen:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.\*

## NHES

### Standard 1. Understanding concepts

1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

### Standard 2. Analyzing influences

2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.

2.8.6 - Analyze the influence of technology on personal and family health.\*

### Standard 5. Decision-making

5.8.5 - Predict the potential short-term impact of each alternative on self and others.

### Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.

### Standard 8. Advocating

8.8.2 - Demonstrate how to influence and support others to make positive health choices.

## Common Core

### English Language Arts Standards

#### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.2.A

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.6.2.B

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

CCSS.ELA-LITERACY.W.6.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

##### Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### Language

##### Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

##### Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

##### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.5.B

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

\*Standards are applicable when teaching the Technology-Focused Mini Lessons.

# Project 1: New Student Welcome Packet

## CASEL

### Self-awareness

Accurate self-perception  
Recognizing strengths  
Self-confidence

### Self-management

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

Identifying problems  
Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

## ISTE

### 6. Creative Communicator:

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

## NHES

### Standard 2. Analyzing influences

2.8.3 - Describe how peers influence healthy and unhealthy behaviors.

2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.

### Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

### Standard 8. Advocating

8.8.2 - Demonstrate how to influence and support others to make positive health choices.

## Common Core

### English Language Arts Standards

#### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.2.A

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.6.2.B

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

CCSS.ELA-LITERACY.W.6.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.6.2.E

Establish and maintain a formal style.

##### Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

#### Language

##### Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

**Knowledge of Language:**

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.