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

<table>
<thead>
<tr>
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<td>expressing their own clearly.</td>
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<td><strong>Standard 7. Practicing healthy behaviors</strong></td>
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<td><strong>Language</strong></td>
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<td>Conventions of Standard English:</td>
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<td>Ethical responsibility</td>
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<td>CCSS.ELA-LITERACY.L.6.1.1</td>
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<tr>
<td><strong>ISTE</strong></td>
<td></td>
<td>Demonstrate command of the conventions of standard English grammar and</td>
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<tr>
<td>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.*</td>
<td>Knowledge of Language:</td>
<td>usage when writing or speaking.</td>
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<tr>
<td></td>
<td></td>
<td>CCSS.ELA-LITERACY.L.6.3</td>
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<td>Use knowledge of language and its conventions when writing, speaking,</td>
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<td>reading, or listening.</td>
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<td>Vocabulary Acquisition and Use:</td>
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<td>CCSS.ELA-LITERACY.L.6.5.B</td>
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<td>part/whole, item/category) to better understand each of the words.</td>
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Lesson 2: Is It Fair, Equitable, Both or Neither?

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<tr>
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<tbody>
<tr>
<td><strong>Self-awareness</strong>&lt;br&gt;Identifying emotions&lt;br&gt;Accurate self-perception</td>
<td><strong>Standard 2. Analyzing influences</strong>&lt;br&gt;2.8.1 - Examine how the family influences the health of adolescents.&lt;br&gt;2.8.2 - Describe the influence of culture on health beliefs, practices, and behaviors.&lt;br&gt;2.8.3 - Describe how peers influence healthy and unhealthy behaviors.&lt;br&gt;2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.&lt;br&gt;2.8.5 - Analyze how messages from media influence health behaviors.*</td>
<td>English Language Arts Standards&lt;br&gt;Reading: Informational Text&lt;br&gt;<strong>Key Ideas and Details:</strong>&lt;br&gt;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. &lt;br&gt;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. &lt;br&gt;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).&lt;br&gt;<strong>Craft and Structure:</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>Self-management</strong>&lt;br&gt;Impulse control&lt;br&gt;Self-discipline&lt;br&gt;Self-motivation&lt;br&gt;Goal-setting</td>
<td><strong>Standard 5. Decision-making</strong>&lt;br&gt;5.8.6 - Choose healthy alternatives over unhealthy alternatives when making a decision.&lt;br&gt;5.8.7 - Analyze the outcomes of a health-related decision.</td>
<td><strong>Speaking &amp; Listening</strong>&lt;br&gt;<strong>Comprehension and Collaboration:</strong>&lt;br&gt;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. &lt;br&gt;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. &lt;br&gt;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. &lt;br&gt;CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
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<td><strong>Social awareness</strong>&lt;br&gt;Perspective-taking&lt;br&gt;Empathy&lt;br&gt;Appreciating diversity&lt;br&gt;Respect for others</td>
<td><strong>Standard 8. Advocating</strong>&lt;br&gt;8.8.1 - State a health-enhancing position on a topic and support it with accurate information.</td>
<td><strong>Language</strong>&lt;br&gt;<strong>Conventions of Standard English:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td><strong>Relationship skills</strong>&lt;br&gt;Communication&lt;br&gt;Social engagement&lt;br&gt;Relationship-building</td>
<td></td>
<td><strong>Common Core</strong></td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong>&lt;br&gt;Analyzing situations&lt;br&gt;Evaluating&lt;br&gt;Reflecting&lt;br&gt;Ethical responsibility</td>
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Lesson 3: Be An Upstander

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<td>English Language Arts Standards</td>
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<tr>
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<td>healthy and unhealthy behaviors.</td>
<td>Comprehension and Collaboration:</td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td>2.8.5 - Analyze how messages</td>
<td>CCSS.ELA-LITERACY.SL.6.1</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>from media influence health behaviors.*</td>
<td>Engage effectively in a range of collaborative discussions</td>
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<tr>
<td><strong>Self-management</strong></td>
<td><strong>Standard 5. Decision-making</strong></td>
<td>(one-on-one, in groups, and teacher-led) with diverse</td>
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<tr>
<td>Impulse control</td>
<td>5.8.5 - Predict the potential</td>
<td>partners on</td>
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<tr>
<td>Stress management</td>
<td>short-term impact of each alternative</td>
<td>grade 6 topics, texts, and issues, building on</td>
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<tr>
<td>Self-discipline</td>
<td>on self and others.</td>
<td>others' ideas and expressing their own clearly.</td>
</tr>
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<td>Self-motivation</td>
<td>5.8.6 - Choose healthy</td>
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</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td>alternatives over unhealthy</td>
<td>Pose and respond to specific questions with elaboration</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td>alternatives when making a decision.</td>
<td>and detail by making comments that contribute to the</td>
</tr>
<tr>
<td>Empathy</td>
<td>5.8.7 - Analyze the outcomes of a</td>
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<td>Appreciating diversity</td>
<td>health-related decision.</td>
<td>CCSS.ELA-LITERACY.SL.6.1.D</td>
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<td><strong>Standard 7. Practicing healthy behaviors</strong></td>
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<td>understanding of multiple perspectives through</td>
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<td>practices and behaviors that will</td>
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<td>maintain or improve the health of</td>
<td>CCSS.ELA-LITERACY.SL.6.2</td>
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<tr>
<td>Relationship-building</td>
<td>self and others.</td>
<td>Interpret information presented in diverse media and</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td><strong>7.8.3 - Demonstrate behaviors to</strong></td>
<td>formats (e.g., visually, quantitatively, orally) and</td>
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<td>decision-making</td>
<td>avoid or reduce health risks to</td>
<td>explain how it contributes to a topic, text, or issue</td>
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<td>Identifying problems</td>
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<td>under study.</td>
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<td><strong>Presentation of Knowledge and Ideas:</strong></td>
<td><strong>Language</strong></td>
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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

**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.

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**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.

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**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.

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**Common Core**

**English Language Arts Standards**

**Writing**

**Text Types and Purposes:**
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CCSS.ELA-LITERACY.W.6.2.A
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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.

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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.

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