

# Integrity 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: Clean vs. Cloudy

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception

#### Self-management

Impulse control  
Self-discipline

#### Social awareness

Perspective-taking  
Respect for others

#### Relationship skills

Communication  
Relationship-building

#### Responsible decision-making

Identifying problems  
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 2. Analyzing influences

2.8.6 - Analyze the influence of technology on personal and family health.\*  
2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.

#### Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.  
5.8.2 - Determine when health-related situations require the application of a thoughtful decision-making process.  
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 6. Goal-setting

6.8.4 - Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

#### Standard 7. Practicing healthy behaviors

7.8.1 - Explain the importance of assuming responsibility for personal health behaviors.  
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.

##### 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: Notice The Difference

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception

#### Self-management

Impulse control  
Self-discipline

#### Social awareness

Perspective-taking  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Relationship-building

#### Responsible decision-making

Analyzing situations  
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

2.8.1 - Examine how the family influences the health of adolescents.  
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

5.8.1 - Identify circumstances that can help or hinder healthy decision making.  
5.8.2 - Determine when health-related situations require the application of a thoughtful decision-making process.  
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

7.8.3 - 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.

##### 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 3: Making Choices

## CASEL

### Self-awareness

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence

### Self-management

Impulse control  
Stress management  
Self-discipline

### Social awareness

Perspective-taking  
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

2.8.3 - Describe how peers influence healthy and unhealthy behaviors.  
2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.

### Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.  
5.8.2 - Determine when health-related situations require the application of a thoughtful decision-making process.  
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

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

## Common Core

### English Language Arts Standards

#### Reading: Informational Text

##### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### 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.6.4

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.6.5.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: Qualities of Success

### CASEL

#### Self-awareness

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

#### Social awareness

Perspective-taking  
Appreciating diversity  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Relationship-building

#### Responsible decision-making

Analyzing situations  
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

2.8.6 - Analyze the influence of technology on personal and family health.\*  
2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.

#### Standard 7. Practicing healthy behaviors

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

### Common Core

#### English Language Arts Standards

##### Reading: Informational Text

##### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

##### 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.6.4

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.6.5.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: Digital Citizenship Storyboards

## CASEL

### Self-awareness

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence

### Self-management

Impulse control  
Self-discipline  
Goal-setting  
Organizational skills

### Social awareness

Perspective-taking  
Respect for others

### Relationship skills

Communication  
Social engagement  
Relationship-building  
Teamwork

### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting  
Ethical responsibility

## ISTE

### 1. Empowered Learner:

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

### 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.

### 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

2.8.5 - Analyze how messages from media influence health behaviors.  
2.8.6 - Analyze the influence of technology on personal and family health.

### Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.  
5.8.2 - Determine when health-related situations require the application of a thoughtful decision-making process.  
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

8.8.1 - State a health-enhancing position on a topic and support it with accurate information.  
8.8.2 - Demonstrate how to influence and support others to make positive health choices.  
8.8.4 - Identify ways in which health messages and communication techniques can be altered for different audiences.

## Common Core

### English Language Arts Standards

#### Reading: Informational Text

##### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### 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.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.6.4

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.

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.

CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.

### **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.