Respect 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: R.E.S.P.E.C.T. - Respecting Ourselves

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Standard 1. Understanding concepts</td>
<td>English Language Arts Standards</td>
</tr>
<tr>
<td>Identifying emotions</td>
<td>1.8.1 - Analyze the relationship between healthy behaviors and personal health.</td>
<td>Writing</td>
</tr>
<tr>
<td>Accurate self-perception</td>
<td>1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</td>
<td>Text Types and Purposes:</td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td>Standard 2. Analyzing influences</td>
<td>CCSS.ELA-LITERACY.W.6.2</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>2.8.6 - Analyze the influence of technology on personal and family health.*</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.</td>
<td>CCSS.ELA-LITERACY.W.6.2.B</td>
</tr>
<tr>
<td>Self-management</td>
<td>Standard 6. Goal-setting</td>
<td>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
</tr>
<tr>
<td>Impulse control</td>
<td>6.8.1 - Assess personal health practices.</td>
<td>CCSS.ELA-LITERACY.W.6.2.D</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>6.8.2 - Develop a goal to adopt, maintain, or improve a personal health practice.</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td>Social awareness</td>
<td>Standard 7. Practicing healthy behaviors</td>
<td>Production and Distribution of Writing:</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td>7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</td>
<td>CCSS.ELA-LITERACY.W.6.4</td>
</tr>
<tr>
<td>Respect for others</td>
<td></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>Relationship skills</td>
<td>Speaking &amp; Listening</td>
<td></td>
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<tr>
<td>Communication</td>
<td></td>
<td>Comprehension and Collaboration:</td>
</tr>
<tr>
<td>Social engagement</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.6.1</td>
</tr>
<tr>
<td>Relationship-building</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.6.1.C</td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td></td>
<td>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.6.1.D</td>
</tr>
<tr>
<td>Evaluating</td>
<td></td>
<td>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
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<tr>
<td>Reflecting</td>
<td>Presentation of Knowledge and Ideas:</td>
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<td>CCSS.ELA-LITERACY.SL.6.5</td>
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<td>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</td>
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<td>CCSS.ELA-LITERACY.SL.6.6</td>
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<td></td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
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<tr>
<td></td>
<td>Language</td>
<td>Conventions of Standard English:</td>
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<tr>
<td></td>
<td></td>
<td>CCSS.ELA-LITERACY.L.6.1</td>
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<tr>
<td></td>
<td></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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</tbody>
</table>

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

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CCSS.ELA-Literacy.L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.6.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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**Lesson 2: R.E.S.P.E.C.T. - The Respect Effect**

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<tr>
<th>CASEL</th>
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<tbody>
<tr>
<td><strong>Self-awareness</strong></td>
<td><strong>Standard 1. Understanding concepts</strong>&lt;br&gt;1.8.1 - Analyze the relationship between healthy behaviors and personal health.&lt;br&gt;1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.&lt;br&gt;1.8.7 - Describe the benefits of and barriers to practicing healthy behaviors.</td>
<td><strong>English Language Arts Standards</strong>&lt;br&gt;<strong>Speaking &amp; Listening</strong>&lt;br&gt;<strong>Comprehension and Collaboration:</strong>&lt;br&gt;CCSS.ELA-LITERACY.SL.6.1&lt;br&gt;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.C&lt;br&gt;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&lt;br&gt;Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td><strong>Standard 2. Analyzing influences</strong>&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.</td>
<td><strong>Language</strong>&lt;br&gt;<strong>Conventions of Standard English:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.6.1&lt;br&gt;Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td><strong>Standard 4. Interpersonal communication</strong>&lt;br&gt;4.8.3 - Demonstrate effective conflict management or resolution strategies.</td>
<td><strong>Vocabulary Acquisition and Use:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.6.5.C&lt;br&gt;Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</td>
</tr>
<tr>
<td><strong>Relationship skills</strong></td>
<td><strong>Standard 5. Decision-making</strong>&lt;br&gt;5.8.5 - Predict the potential short-term impact of each alternative on self and others.</td>
<td><strong>Science &amp; Technical Subjects</strong>&lt;br&gt;<strong>Craft and Structure:</strong>&lt;br&gt;CCSS.ELA-LITERACY.RST.6-8.4&lt;br&gt;Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong></td>
<td><strong>Standard 6. Goal-setting</strong>&lt;br&gt;6.8.1 - Assess personal health practices.&lt;br&gt;6.8.3 - Apply strategies and skills needed to attain a personal health goal.</td>
<td><strong>Not applicable</strong></td>
</tr>
<tr>
<td><strong>ISTE</strong></td>
<td><strong>Standard 7. Practicing healthy behaviors</strong>&lt;br&gt;7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Standard 8. Advocating</strong>&lt;br&gt;8.8.2 - Demonstrate how to influence and support others to make positive health choices.</td>
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</table>

**CASEL**

Self-management
- Impulse control
- Self-discipline

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 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.
2.8.7 - Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.10 - Explain how school and public health policies can influence health promotion and disease prevention.

**Standard 8. Advocating**
8.8.3 - Work cooperatively to advocate for healthy individuals, families, and schools.
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**

**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.

**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.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.

**Research to Build and Present Knowledge:**
CCSS.ELA-LITERACY.W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.6.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**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.A
Vary sentence patterns for meaning, reader/listener interest, and style.
Lesson 4: R.E.S.P.E.C.T. - In Our Culture

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<th>CASEL</th>
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<tbody>
<tr>
<td>Self-awareness</td>
<td>Standard 2. Analyzing influences</td>
<td>English Language Arts Standards</td>
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<tr>
<td>Identifying emotions</td>
<td>2.8.2 - Describe the influence of culture on health beliefs, practices, and behaviors.</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>Accurate self-perception</td>
<td>2.8.5 - Analyze how messages from media influence health behaviors.</td>
<td>Key Ideas and Details:</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>2.8.6 - Analyze the influence of technology on personal and family health.</td>
<td>CCSS.ELA-LITERACY.RI.6.1</td>
</tr>
<tr>
<td>Self-management</td>
<td>Standard 4. Interpersonal communication</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>Impulse control</td>
<td>4.8.3 - Demonstrate effective conflict management or resolution strategies.</td>
<td>CCSS.ELA-LITERACY.RI.6.2</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>Standard 7. Practicing healthy behaviors</td>
<td>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.</td>
</tr>
<tr>
<td>Social awareness</td>
<td>7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</td>
<td>Integration of Knowledge and Ideas:</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td>7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.</td>
<td>CCSS.ELA-LITERACY.RI.6.7</td>
</tr>
<tr>
<td>Empathy</td>
<td>Standard 8. Advocating</td>
<td>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.</td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td>8.8.4 - Identify ways in which health messages and communication techniques can be altered for different audiences.</td>
<td>Writing</td>
</tr>
<tr>
<td>Respect for others</td>
<td></td>
<td>Research to Build and Present Knowledge:</td>
</tr>
<tr>
<td>Relationship skills</td>
<td></td>
<td>CCSS.ELA-LITERACY.W.6.9</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
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<td>Social engagement</td>
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<td>Speaking &amp; Listening</td>
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<tr>
<td>Responsible decision-making</td>
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<td>Comprehension and Collaboration:</td>
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<tr>
<td>Analyzing situations</td>
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<td>CCSS.ELA-LITERACY.SL.6.1</td>
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<tr>
<td>Evaluating</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Reflecting</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.6.1.C</td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td></td>
<td>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
</tr>
<tr>
<td>ISTE</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.6.1.D</td>
</tr>
<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>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
<td>Presentation of Knowledge and Ideas:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.6.6</td>
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<tr>
<td></td>
<td></td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>

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. |
Project 1: A Guidebook for Respect

**CASEL** | **NHES** | **Common Core**
--- | --- | ---
**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**  
Analyzing situations  
Evaluating  
Reflecting  
Ethical responsibility  

### 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.

**Standard 2. Analyzing influences**
2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.

**Standard 4. Interpersonal communication**
4.8.3 - Demonstrate effective conflict management or resolution strategies.

**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.  
8.8.4 - Identify ways in which health messages and communication techniques can be altered for different audiences.

**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.

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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.

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.