

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: Shortcut or Loophole?

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

Social awareness

Perspective-taking
Respect for others

Relationship skills

Communication

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

1.8.1 - Analyze the relationship between healthy behaviors and personal health.
1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

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.
5.8.4 - Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
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.

Standard 6. Goal-setting

6.8.1 - Assess personal health practices.
6.8.3 - Apply strategies and skills needed to attain a personal health goal.

Common Core

English Language Arts Standards

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.8.1

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

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

CCSS.ELA-LITERACY.L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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

Standard 7. Practicing healthy behaviors

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

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Lesson 2: Rebuilding Trust

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

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.8.2

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.8.2.B

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

CCSS.ELA-LITERACY.W.8.2.D

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

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.8.4

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.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.8.1

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

CCSS.ELA-LITERACY.L.8.2

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

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

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

CCSS.ELA-LITERACY.L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Lesson 3: Start Small

CASEL

Self-awareness

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

Self-management

Impulse control
Stress management
Self-discipline
Goal-setting

Relationship skills

Communication

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 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 6. Goal-setting

6.8.2 - Develop a goal to adopt, maintain, or improve a personal health practice.
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

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.8.2

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.8.2.B

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

CCSS.ELA-LITERACY.W.8.2.D

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

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.8.4

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.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.8.1

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

CCSS.ELA-LITERACY.L.8.2

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

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

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

CCSS.ELA-LITERACY.L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Lesson 4: Shout It Out!

CASEL

Self-awareness

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

Self-management

Impulse control
Self-discipline
Self-motivation
Goal-setting

Relationship skills

Communication

Responsible decision-making

Analyzing situations
Evaluating
Reflecting

ISTE

Not applicable

NHES

Standard 2. Analyzing influences

2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.

Standard 6. Goal-setting

6.8.2 - Develop a goal to adopt, maintain, or improve a personal health practice.
6.8.4 - Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.8.2

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.8.2.B

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

CCSS.ELA-LITERACY.W.8.2.D

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

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.8.4

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.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.8.1

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

CCSS.ELA-LITERACY.L.8.2

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

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

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

CCSS.ELA-LITERACY.L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Project 1: Digital Citizenship Guide

CASEL

Self-awareness

Recognizing strengths
Self-confidence

Self-management

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

Social awareness

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

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.

6. Creative Communicator:

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms,

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 4. Interpersonal communication

4.8.1 - Apply effective verbal and nonverbal communication skills to enhance health.

Standard 5. Decision-making

5.8.4 - Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
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

6.8.1 - Assess personal health practices.

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.
8.8.3 - 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 Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.8.2

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.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.8.2.B

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

CCSS.ELA-LITERACY.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.8.2.D

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

CCSS.ELA-LITERACY.W.8.2.E

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.8.4

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

CCSS.ELA-LITERACY.W.8.5

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, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

tools, styles, formats and digital media appropriate to their goals.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-LITERACY.SL.8.6

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.8.1

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

CCSS.ELA-LITERACY.L.8.1.B

Form and use verbs in the active and passive voice.

CCSS.ELA-LITERACY.L.8.2

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

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

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

CCSS.ELA-LITERACY.L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.