

# 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: The Mindset of Respect

### 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

#### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting

### 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.  
5.8.6 - 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.

#### Standard 7. Practicing healthy behaviors

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

### 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.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.

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.

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

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 2: Fixed Mindset vs. Growth Mindset

### 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

#### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting

### 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

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

6.8.1 - Assess personal health practices.

#### 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.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).

##### 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.

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

# Lesson 3: Self-Image and Self-Esteem

## 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

### Relationship skills

Communication

### Responsible decision-making

Analyzing situations  
Solving problems  
Evaluating  
Reflecting

## 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.\*

### 7. Global Collaborator:

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.\*

## 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

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

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

### 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.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).

##### 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.

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

# Lesson 4: Respect is a Human Right

## CASEL

### Self-awareness

Identifying emotions

### Self-management

Self-discipline  
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

## 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.\*

### 7. Global Collaborator:

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.\*

## NHES

### Standard 1. Understanding concepts

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

### Standard 2. Analyzing influences

2.8.2 - Describe the influence of culture on health beliefs, practices, and behaviors.  
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.  
2.8.10 - Explain how school and public health policies can influence health promotion and disease prevention.

### Standard 7. Practicing healthy behaviors

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

### Standard 8. Advocating

8.8.3 - Work cooperatively to advocate for healthy individuals, families, and schools.

## Common Core

### English Language Arts Standards

#### Reading: Informational Text

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

#### Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

#### 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.

**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: Growth Mindset & Respect Bathroom Posters

## CASEL

### Self-awareness

Recognizing strengths  
Self-confidence

### Self-management

Self-discipline  
Self-motivation  
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  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

## ISTE

Not applicable

## NHES

### Standard 1. Understanding concepts

1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.  
1.8.3 - Analyze how the environment affects personal health.

### 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 6. Goal-setting

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

### 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.  
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.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.

##### 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.