Responsibility 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), and the national Common Core State Standards for English Language Arts & Literacy and Mathematics. 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: My Space

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-management</td>
<td>Standard 1. Understanding concepts</td>
<td>English Language Arts Standards</td>
</tr>
<tr>
<td>Impulse control</td>
<td>1.2- Identify that healthy behaviors impact personal health.</td>
<td>Reading: Literature</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>Standard 7. Practicing healthy behaviors</td>
<td>Key Ideas and Details:</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>7.2- Demonstrate healthy practices and behaviors to maintain or improve personal health.</td>
<td>CCSS.ELA-LITERACY.RL.K.1</td>
</tr>
<tr>
<td>Organizational skills</td>
<td></td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
</tr>
<tr>
<td>Social awareness</td>
<td></td>
<td>CCSS.ELA-LITERACY.RL.K.3</td>
</tr>
<tr>
<td>Respect for others</td>
<td></td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td></td>
<td>Range of Reading and Level of Text Complexity:</td>
</tr>
<tr>
<td>Identifying problems</td>
<td></td>
<td>CCSS.ELA-LITERACY.RL.K.10</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td></td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English Language Arts Standards
Reading: Literature
Key Ideas and Details:
CCSS.ELA-LITERACY.RL.K.1
With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-LITERACY.RL.K.3
With prompting and support, identify characters, settings, and major events in a story.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RL.K.10
Actively engage in group reading activities with purpose and understanding.

Speaking & Listening
Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.K.1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.K.1.A
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CCSS.ELA-LITERACY.SL.K.1.B
Continue a conversation through multiple exchanges.
CCSS.ELA-LITERACY.SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCSS.ELA-LITERACY.SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.K.5
Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCSS.ELA-LITERACY.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

Language
Conventions of Standard English:
CCSS.ELA-LITERACY.L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
**Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.K.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-LITERACY.L.K.5
With guidance and support from adults, explore word relationships and nuances in word meanings.
Lesson 2: The Domino Effect

### CASEL
- **Self-management**
  - Impulse control
  - Self-discipline
  - Self-motivation
  - Organizational skills
- **Social awareness**
  - Respect for others
- **Relationship skills**
  - Communication
  - Teamwork
- **Responsible decision-making**
  - Analyzing situations
  - Ethical responsibility

### NHES
- **Standard 1. Understanding concepts**
  - 1.2.1- Identify that healthy behaviors impact personal health.
- **Standard 7. Practicing healthy behaviors**
  - 7.2.1- Demonstrate healthy practices and behaviors to maintain or improve personal health.

### Common Core
- **English Language Arts Standards**
  - **Speaking & Listening**
    - **Comprehension and Collaboration:**
      - CCSS.ELA-LITERACY.SL.K.1
        - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
      - CCSS.ELA-LITERACY.SL.K.1.A
        - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
      - CCSS.ELA-LITERACY.SL.K.1.B
        - Continue a conversation through multiple exchanges.
  - **Presentation of Knowledge and Ideas:**
    - CCSS.ELA-LITERACY.SL.K.6
      - Speak audibly and express thoughts, feelings, and ideas clearly.

- **Language**
  - **Conventions of Standard English:**
    - CCSS.ELA-LITERACY.L.K.1
      - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **Vocabulary Acquisition and Use:**
    - CCSS.ELA-LITERACY.L.K.4
      - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
    - CCSS.ELA-LITERACY.L.K.5
      - With guidance and support from adults, explore word relationships and nuances in word meanings.

- **Standards for Mathematical Practice**
  - **Counting & Cardinality**
    - **Count to tell the number of objects.**
        - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
        - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
**Lesson 3: Every Drop Counts**

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-management</strong></td>
<td><strong>Standard 1. Understanding concepts</strong></td>
<td><strong>English Language Arts Standards</strong></td>
</tr>
<tr>
<td>Self-discipline</td>
<td>1.2.2 - Recognize that there are multiple dimensions of health.</td>
<td><strong>Reading: Literature</strong></td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td><strong>Standard 5. Decision-making</strong></td>
<td><strong>Key Ideas and Details:</strong></td>
</tr>
<tr>
<td>Respect for others</td>
<td>5.2.1 - Identify situations when a health-related decision is needed.</td>
<td>CCSS.ELA-LITERACY.RL.K.1</td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong></td>
<td><strong>Standard 7. Practicing healthy behaviors</strong></td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
</tr>
<tr>
<td>Identifying problems</td>
<td>7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.</td>
<td>CCSS.ELA-LITERACY.RL.K.2</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td></td>
<td>With prompting and support, identify the main topic and retell key details of a text.</td>
</tr>
<tr>
<td>Solving problems</td>
<td></td>
<td><strong>Craft and Structure:</strong></td>
</tr>
<tr>
<td>Evaluating</td>
<td></td>
<td>CCSS.ELA-LITERACY.RL.K.4</td>
</tr>
<tr>
<td>Reflecting</td>
<td></td>
<td>Ask and answer questions about unknown words in a text.</td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td></td>
<td><strong>Range of Reading and Level of Text Complexity:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCSS.ELA-LITERACY.RL.K.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
</tr>
</tbody>
</table>

**Reading: Informational Text**

**Print Concepts:**
CCSS.ELA-LITERACY.RF.K.1.B
Recognize that spoken words are represented in written language by specific sequences of letters.

**Writing**

**Research to Build and Present Knowledge:**
CCSS.ELA-LITERACY.W.K.7
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCSS.ELA-LITERACY.W.K.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**Comprehension and Collaboration:**
CCSS.ELA-LITERACY.SL.K.1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.K.1.A
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CCSS.ELA-LITERACY.SL.K.1.B
Continue a conversation through multiple exchanges.
CCSS.ELA-LITERACY.SL.K.2
 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCSS.ELA-LITERACY.SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas:**
CCSS.ELA-LITERACY.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

**Language**

**Conventions of Standard English:**
CCSS.ELA-LITERACY.L.K.1
Demonstrate command of the conventions of standard English
grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.K.2
Demonstrate command of the conventions of standard English
capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use:**
CCSS.ELA-LITERACY.L.K.4
Determine or clarify the meaning of unknown and multiple-meaning
words and phrases based on kindergarten reading and content.
CCSS.ELA-LITERACY.L.K.5
With guidance and support from adults, explore word relationships
and nuances in word meanings.

**Standards for Mathematical Practice**

**Measurement & Data**

**Describe and compare measurable attributes.**
CCSS.Math.Content.K.MD.A.1
Describe measurable attributes of objects, such as length or weight.
Describe several measurable attributes of a single object.
CCSS.Math.Content.K.MD.A.2
Directly compare two objects with a measurable attribute in
common, to see which object has "more of"/"less of" the attribute,
and describe the difference. For example, directly compare the
heights of two children and describe one child as taller/shorter.
Lesson 4: Give Me Five!

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-awareness</strong></td>
<td><strong>Standard 1. Understanding concepts</strong></td>
<td><strong>English Language Arts Standards</strong></td>
</tr>
<tr>
<td>Identifying emotions</td>
<td>1.2.1 - Identify that healthy behaviors impact personal health.</td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Accurate self-perception</td>
<td></td>
<td><strong>Research to Build and Present Knowledge:</strong></td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td></td>
<td>CCSS.ELA-LITERACY.W.K.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td><strong>Standard 4. Interpersonal communication</strong></td>
<td><strong>Speaking &amp; Listening</strong></td>
</tr>
<tr>
<td>Impulse control</td>
<td>4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.</td>
<td><strong>Comprehension and Collaboration:</strong></td>
</tr>
<tr>
<td>Stress management</td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.K.1</td>
</tr>
<tr>
<td>Self-discipline</td>
<td></td>
<td>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 7. Practicing healthy behaviors</strong></td>
<td>CCSS.ELA-LITERACY.SL.K.1.A</td>
</tr>
<tr>
<td></td>
<td>7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.</td>
<td>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td></td>
<td>CCSS.ELA-LITERACY.SL.K.1.B</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td></td>
<td>Continue a conversation through multiple exchanges.</td>
</tr>
<tr>
<td></td>
<td><strong>Presentation of Knowledge and Ideas:</strong></td>
<td>CCSS.ELA-LITERACY.SL.K.3</td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-LITERACY.SL.K.4</td>
<td>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
</tr>
<tr>
<td></td>
<td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-LITERACY.SL.K.5</td>
<td><strong>Conventions of Standard English:</strong></td>
</tr>
<tr>
<td></td>
<td>Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td>CCSS.ELA-LITERACY.L.K.1</td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-LITERACY.SL.K.6</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>CCSS.ELA-LITERACY.L.K.2</td>
</tr>
<tr>
<td><strong>Relationship skills</strong></td>
<td></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td><strong>Vocabulary Acquisition and Use:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>English Language Arts Standards</strong></td>
<td>CCSS.ELA-LITERACY.L.K.5.C</td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong></td>
<td></td>
<td>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SESelect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

https://casel.org/guide/kindness-in-the-classroom/