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## Random Acts of Kindness

Standards Mapping Final Report

February 2019

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## PROJECT BACKGROUND

The [Randoms Act of Kindness Foundation \(RAK\)](#) is currently in the process of updating and revising their **Kindness in the Classroom**® curriculum, which features developmentally appropriate, standards-aligned lessons that teach kids important Social Emotional (SEL) skills. This process is to be completed in the spring of 2019. In order to align nationally recognized academic standards to these new lessons, RAK contracted with [Advancing Dynamic Solutions](#) (AD Solutions) to map each lesson and create a Standards Map for each unit.

## MAPPING STANDARDS ACTIONS AND CONSIDERATIONS

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, however, teachers can align their own state standards with each lesson as well. For each unit, a Standards Map was created to summarize each of the standards met by all lessons within that unit.

The process to map the standards was consistent for all grade levels and included the following steps: 1) Review of the Lesson Plan; 2) Documentation of the main concepts; 3) Documentation of the actions and tasks completed by students; and 4) Mapping the corresponding Standards to the actions and tasks completed by students.

In Grades K-5, only the Lesson Plans were mapped to CASEL, NHES, and Common Core Standards. The Projects were not mapped to Standards per RAK request. In Grades 6-8, all Lesson Plans and Projects were mapped to CASEL, NHES, and Common Core Standards as well as to the ISTE Standards. However, the Mini Lessons (with the exception of the Technology-Focused Mini Lesson, see below) were not mapped to Standards per RAK request. In addition, Teacher Connection/Self-Care, Tips for Diverse Learners, and Extension Ideas were not mapped to Standards.



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When mapping the Standards, the following specific considerations were made by AD Solutions.

### CASEL CORE SEL COMPETENCIES CONSIDERATIONS

**BACKGROUND:** The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a well-known leader and trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students through driving research, guiding practice, informing policy, and convening networks.

According to CASEL, research has shown that social and emotional development can be fostered, and social and emotional skills, attitudes, and behaviors can be taught using a variety of approaches:

- Free-standing lessons designed to enhance students' social and emotional competence explicitly.
- Teaching practices such as cooperative learning and project-based learning, which promote SEL.
- Integration of SEL and academic curriculum such as language arts, math, social studies, or health.
- Organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning.
- Effective SEL approaches that incorporate four elements represented by the acronym **SAFE**:
  - *Sequenced*: Connected and coordinated activities to foster skills development.
  - *Active*: Active forms of learning to help students master new skills and attitudes.
  - *Focused*: A component that emphasizes developing personal and social skills.
  - *Explicit*: Targeting specific social and emotional skills.



As such, CASEL has created and promotes an integrated framework for intrapersonal, interpersonal, and cognitive competence. There are five Core SEL Competencies that can be taught in many ways across many settings. As the **Kindness in the Classroom**® embodies this framework, each lesson has been mapped to the most relevant CASEL Core SEL Competency as well as the most relevant sub-competencies.

GRADE LEVEL	CASEL
K-2	<ul style="list-style-type: none"> <li>● Every Lesson Plan met multiple Core SEL Competencies.</li> <li>● To provide specificity, each lesson was assessed closely for which of the five Core SEL Competencies were most relevant.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>○ Of those, even more specificity was provided to assess which sub-competency was most applicable to each lesson.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>● Decisions when mapping were made based off of the conversation, activities, and learnings of each lesson.</li> </ul>

### NATIONAL HEALTH EDUCATION STANDARDS CONSIDERATIONS

BACKGROUND: National Health Education Standards (NHES) broadly articulate the essential knowledge and skills that every student should know and be able to do following the completion of a high quality instructional program in health education. The written Standards include Performance Indicators to help convey the specificity related to each Standard. The Standards and Performance Indicators provide a foundation for curriculum development, instructional delivery, and assessment of student knowledge and skills in health education, for students in grades pre-K–12.

Many state boards of education, state departments of education, and local school boards have adopted their own state- or local-level health education standards and performance indicators using the NHES as a guide. Based on a review of the national and state standards and performance indicators, analysis of the characteristics of effective curricula, and input from experts in health education, CDC developed knowledge and skill expectations that reflect developmentally appropriate concepts (knowledge) and health skills consistent with the NHES.

CDC’s [Health Education Curriculum Analysis Tool \(HECAT\)](#) is a free assessment tool used by schools and school districts across the state as guidance to select health education curriculum. HECAT is based on the NHES.



As the **Kindness in the Classroom**® promotes health, as defined in a broad and wholistic sense of physical, emotional, social, mental, and behavioral, each lesson has been mapped to the most relevant NHES Standard and Performance Indicators.

GRADE LEVEL	NHES
K-2	<ul style="list-style-type: none"> <li>● All Lesson Plans met at least one or more NHES Standards.</li> <li>● For ease, each NHES Standard was shortened based on CDC guidance found <a href="#">here</a> as follows:               <ul style="list-style-type: none"> <li>○ Standard 1. Understanding concepts</li> <li>○ Standard 2. Analyzing influences</li> <li>○ Standard 3. Accessing valid information</li> <li>○ Standard 4. Interpersonal communication</li> <li>○ Standard 5. Decision-making</li> <li>○ Standard 6. Goal-setting</li> <li>○ Standard 7. Practicing healthy behaviors</li> <li>○ Standard 8. Advocating</li> </ul> </li> <li>● Each applicable Standard was mapped along with the most relevant Performance Indicator to provide specificity.</li> <li>● Decisions when mapping were made through the lens of a whole child approach. That is, a child is healthier when performing, engaging, or learning kindness and other SEL-based skills. Research shows better academic and health outcomes once SEL skills are mastered.</li> <li>● Conversation, activities, and learnings of each lesson were also used to map, especially Performance Indicators.</li> </ul>
3-5	
6-8	

### ISTE STANDARDS CONSIDERATIONS

**BACKGROUND:** Today’s students must be prepared to thrive in a constantly evolving technological landscape. ISTE works to empower all educators to harness technology to accelerate innovation in teaching and learning, and inspire learners to reach their greatest potential. ISTE inspires educators worldwide to use technology to innovate teaching and learning, accelerate good practice and solve tough problems in education by providing community, knowledge and the ISTE Standards, a framework for rethinking education and empowering learners.



As the **Kindness in the Classroom**® promotes kindness in everyday life, including online, the ISTE Standards for Students has been mapped to each applicable lesson plan in grades 6 through 8.

GRADE LEVEL	ISTE
K-2	NA
3-5	NA
6-8	<ul style="list-style-type: none"> <li>● Lesson Plans were assessed to the extent they met ISTE Standards.</li> <li>● Most Lesson Plans only met ISTE Standards if the Technology-Focused Mini Lesson was considered. Therefore, an exception was made to include this Mini Lesson as the Standards were mapped and a clause was added to Standards Maps that Standards marked with * are applicable when teaching the Technology-Focused Mini Lessons.</li> <li>● Unless the activity had students utilizing technology, only the ISTE Digital Citizen Standard was used. If the activity did have students using technology for research or creation, the other relevant ISTE Standards were mapped.</li> <li>● Only the main ISTE Standard was listed as most ISTE Indicators were either repetitive or too specific.</li> </ul>

### COMMON CORE STATE STANDARDS CONSIDERATIONS

**BACKGROUND:** The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Many state boards of education, state departments of education, and local school boards have adopted their own state- or local-level mathematics and ELA standards and performance indicators using the Common Core State Standards as a guide.

Recognizing the value and need for consistent learning goals across states, in 2009 the state school chiefs and governors that comprise the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) coordinated a state-led effort to develop the Common Core State Standards. Designed through collaboration among teachers, school chiefs, administrators, and other experts, the standards provide a clear and consistent framework for educators.



The Common Core is informed by the highest, most effective standards from states across the United States and countries around the world. The standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

Since the **Kindness in the Classroom**® is a national curriculum that integrates mathematics, ELA, as well as history/social studies, and science and technical subjects (when applicable), each lesson has been mapped to the Common Core State Standards.

GRADE LEVEL	Common Core
K-2	<ul style="list-style-type: none"> <li>● If students were being read to, Reading: Foundational, especially fluency, Standards were not mapped.</li> <li>● If students were copying a word that the teacher wrote on the board, not all writing Standards were mapped.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>● If students were reading even just instructions or a scenario/prompt without being read to, Reading: Foundational, including fluency and phonics/word recognition, Standards were mapped.</li> <li>● There are more Standards mapped for these grades as each lesson included students utilizing skills in speaking during full group discussion, reading individually or in groups, and writing.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>● Standards for the integration of multimedia or visual displays were used more often in these grades.</li> <li>● Most lessons included open discussion, eliciting speaking Standards, but not always the act of reading or writing.</li> <li>● The Projects in these grades were heavy in reading, writing, technology, and speaking.</li> </ul>
All Grades	<ul style="list-style-type: none"> <li>● ELA Standards were mapped based on what students were actually performing and what skills were being utilized.</li> <li>● Mathematics Standards are very specific in each grade level so some math-like activities were not mapped because it was not in that grade-level Standard.</li> <li>● Science &amp; Technical Subjects were not mapped to every science activity as the Standards are really only relevant if the activity is compared to, comes from, or validates previously read text-based information.               <ul style="list-style-type: none"> <li>○ This is due to the fact that the Common Core Science &amp; Technical Subjects Standards are nested under ELA.</li> </ul> </li> </ul>

