THINK GIVE

Standards Map
7th grade

The ThinkGive curriculum has been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies as well as the Common Core English Language Arts Standards. Utilization and adoption of the Common Core standards and SEL competencies vary by state. Teachers can use this resource to align each ThinkGive lesson to state standards.

CASEL

Common Core

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

SELF-MANAGEMENT
Impulse Control
Self-discipline
Self-motivation
Goal setting

SOCIAL AWARENESS
Perspective-taking
Empathy
Appreciating diversity
Respect for others

RELATIONSHIP SKILLS
Communication
Social engagement
Relationship building
Teamwork

RESPONSIBLE DECISION-MAKING
Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

ThinkGive classroom discussions as well as the online recording / reflecting / blogging components promote connection to a variety of ELA standards.

Speaking & Listening
Production and Distribution of Writing
CCSS.ELA-LITERACY.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Range of Writing
CCSS.ELA-LITERACY.W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.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.7.1.C
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CCSS.ELA-LITERACY.SL.7.2
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Presentation of Knowledge and Ideas
CCSS.ELA-LITERACY.SL.7.6
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.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.7.3.A
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.7.6

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.