



# Take a Day Time Break to Support Student Mental Wellness

## Common Core State Standards for English Language Arts, National Health Education Standards, and CASEL Core Competencies Grades 9-12

Grades 9-10: Common Core State Standards for ELA <sup>1</sup>	Activity 1	Activity 2
<b>READING: INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details:</b> <u>CCSS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	√	√
<b>Craft and Structure:</b> <u>CCSS.ELA-LITERACY.RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	√	
<b>WRITING</b>		
<b>Research to Build and Present Knowledge:</b> <u>CCSS.ELA-LITERACY.W.9-10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.		√
<b>SPEAKING &amp; LISTENING</b>		
<b>Comprehension and Collaboration:</b> <u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	√	√
<b>Presentation of Knowledge and Ideas:</b> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		√

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Grades 9-10: Common Core State Standards for ELA <sup>1</sup> (continued)	Activity 1	Activity 2
<b>LANGUAGE</b>		
<b>Conventions of Standard English:</b> <u>CCSS.ELA-LITERACY.L.9-10.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	√	√
<b>Vocabulary Acquisition and Use:</b> <u>CCSS.ELA-LITERACY.L.9-10.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies.	√	
<u>CCSS.ELA-LITERACY.L.9-10.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	√	

Grades 11-12: Common Core State Standards for ELA <sup>1</sup>	Activity 1	Activity 2
<b>READING: INFORMATIONAL TEXT</b>		
<b>Key Ideas and Details:</b> <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	√	√
<b>Craft and Structure:</b> <u>CCSS.ELA-LITERACY.RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text	√	
<b>WRITING</b>		
<b>Research to Build and Present Knowledge:</b> <u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.		√

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Grades 11-12: Common Core State Standards for ELA <sup>1</sup> (continued)	Activity 1	Activity 2
<b>SPEAKING &amp; LISTENING</b>		
<p><b>Comprehension and Collaboration:</b>  <u>CCSS.ELA-LITERACY.SL.11-12.1</u>            Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	√	√
<p><b>Presentation of Knowledge and Ideas:</b>  <u>CCSS.ELA-LITERACY.SL.11-12.4</u>            Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>		√
<b>LANGUAGE</b>		
<p><b>Knowledge of Language:</b>  <u>CCSS.ELA-LITERACY.L.11-12.3</u>            Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	√	√
<p><b>Vocabulary Acquisition and Use:</b>  <u>CCSS.ELA-LITERACY.L.11-12.4</u>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p>	√	
<p><b>Vocabulary Acquisition and Use:</b>  <u>CCSS.ELA-LITERACY.L.11-12.6</u>            Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	√	

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Grades 9-12 National Health Education Standards <sup>2</sup>	Activity 1	Activity 2
<p><b><u>Standard 1</u></b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>1.12.1</b> Predict how healthy behaviors can affect health status.</p> <p><b>1.12.2</b> Describe the interrelationships of emotional, intellectual, physical, and social health.</p>	√	√
<p><b><u>Standard 2</u></b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	√	√
<p><b><u>Standard 4</u></b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.12.3</b> Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>4.12.4</b> Demonstrate how to ask for assistance to enhance the health of self and others.</p>		√
<p><b><u>Standard 5</u></b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.12.1</b> Examine barriers that can hinder healthy decision making.</p>		√
<p><b><u>Standard 6</u></b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.12.1</b> Assess personal health practices and overall health status.</p>		√
<p><b><u>Standard 7</u></b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.12.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p>	√	√
<p><b><u>Standard 8</u></b> Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><b>8.12.2</b> Demonstrate how to influence and support others to make positive health choices.</p>		√

<sup>2</sup> Shape America, *National Health Education Standards*. Available at [www.shapeamerica.org/standards/health/default.aspx](http://www.shapeamerica.org/standards/health/default.aspx).

<b>Supports Collaborative for Academic, Social, and Emotional Learning (CASEL) Five Core Competencies<sup>3</sup></b>	<b>Activity 1</b>	<b>Activity 2</b>
<b>Self-awareness:</b> The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.	√	√
<b>Self-management:</b> The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.		√
<b>Social awareness:</b> The abilities to understand the perspective of and empathize with others, including those from diverse backgrounds, cultures, and contexts.	√	√
<b>Relationship skills:</b> The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.		√
<b>Responsible decision-making:</b> The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.		√

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