

# Caring 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: 20 Questions

### 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

#### Relationship skills

Communication  
Teamwork

#### 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.\*

### 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

##### 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

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

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

**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.

# Lesson 2: School Gratitude

## CASEL

### Self-awareness

Accurate self-perception  
Self-confidence

### Self-management

Self-discipline  
Self-motivation  
Goal-setting  
Organizational skills

### Social awareness

Perspective-taking  
Appreciating diversity  
Respect for others

### Relationship skills

Communication  
Social engagement  
Relationship-building  
Teamwork

### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting

## ISTE

### 1. Empowered Learner:

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.\*

**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

1.8.2 - 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 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

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

## 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.

##### 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.

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

##### Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

##### 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: In My Place

## CASEL

### Self-awareness

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

### Self-management

Impulse control  
Stress management  
Self-discipline

### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

### Relationship skills

Communication  
Relationship-building  
Teamwork

### Responsible decision-making

Analyzing situations  
Solving problems  
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.\*

## NHES

### Standard 2. Analyzing influences

2.8.3 - Describe how peers influence healthy and unhealthy 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 4. Interpersonal communication

4.8.1 - Apply effective verbal and nonverbal communication skills to enhance health.  
4.8.3 - Demonstrate effective conflict management or resolution strategies.

### Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.  
5.8.2 - Determine when health-related situations require the application of a thoughtful decision-making process.  
5.8.5 - Predict the potential short-term impact of each alternative on self and others.

### 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.  
8.8.4 - Identify ways in which health messages and communication techniques can be altered for different audiences.

## 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: Empathy + Compassion

## CASEL

### Self-awareness

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence

### Self-management

Impulse control  
Self-discipline

### 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.

### Standard 2. Analyzing influences

2.8.7 - Explain how the perceptions of norms influence healthy and unhealthy behaviors.  
2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.

### Standard 5. Decision-making

5.8.2 - Determine when health-related situations require the application of a thoughtful decision-making process.  
5.8.5 - Predict the potential short-term impact of each alternative on self and others.

### 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.  
8.8.4 - Identify ways in which health messages and communication techniques can be altered for different audiences.

## 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.

# Project 1: Caring For Me

## 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  
Organizational skills

### Social awareness

Perspective-taking  
Respect for others

### Relationship skills

Communication  
Social engagement  
Relationship-building  
Teamwork

### Responsible

**decision-making**  
Identifying problems  
Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

## ISTE

### 6. Creative Communicator:

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

## 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

2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.  
2.8.9 - Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

### Standard 4. Interpersonal communication

4.8.1 - Apply effective verbal and nonverbal communication skills to enhance health.

### 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.  
5.8.5 - Predict the potential short-term impact of each alternative on self and others.  
5.8.6 - Choose healthy alternatives over unhealthy alternatives when making a decision.  
5.8.7 - Analyze the outcomes of a health-related 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.  
6.8.4 - Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

### Standard 7. Practicing healthy behaviors

7.8.1 - Explain the importance of assuming responsibility for personal health behaviors.  
7.8.2 - Demonstrate healthy practices and behaviors that will

## 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.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.8.2.E

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### 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.

CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

#### Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### 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.

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

maintain or improve the health of self and others.

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

### **Standard 8. Advocating**

8.8.1 - State a health-enhancing position on a topic and support it with accurate information.

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.

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.

CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-LITERACY.SL.8.6

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.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.1.B

Form and use verbs in the active and passive voice.

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

#### **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.

### **Science & Technical Subjects**

#### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### **Standards for Mathematical Practice**

#### **Expressions & Equations**

#### **Understand the connections between proportional relationships, lines, and linear equations.**

CCSS.Math.Content.8.EE.B.5

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time

graph to a distance-time equation to determine which of two moving objects has greater speed.

### **Statistics & Probability**

#### **Investigate patterns of association in bivariate data.**

CCSS.Math.Content.8.SP.A.1

Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.

Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

CCSS.Math.Content.8.SP.A.4

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.