

NATIONAL STANDARDS & BENCHMARKS: GRADES K-2	Getting Sick	Helping	Feelings	Acts of Kindness
<b>ARTS: Visual Arts</b>				
<b>Synthesize and relate knowledge and personal experiences to make art</b>				
<b>K:</b> Create art that tells a story about life experience				•
<b>1:</b> Identify times, places, and reasons by which students make art				•
<b>2:</b> Create works of art about events in home, school, or community life				•
<b>LANGUAGE ARTS READING: Integration of Knowledge and Ideas</b>				
<b>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</b>				
<b>K:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)			•	
<b>1:</b> Use illustrations and details in a story to describe its characters, setting, or events			•	
<b>2:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot			•	
<b>LANGUAGE ARTS READING: Key Ideas and Details</b>				
<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</b>				
<b>K:</b> With prompting and support, retell familiar stories, including key details	•			•
<b>1:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson	•			•
<b>2:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	•			•

NATIONAL STANDARDS & BENCHMARKS: GRADES K-2 (Continued)	Getting Sick	Helping	Feelings	Acts of Kindness
<b>LANGUAGE ARTS: Listening and Speaking</b>				
<b>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</b>				
<b>K:</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics under discussion); Continue a conversation through multiple exchanges	•	•	•	•
<b>1:</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); Build on others' talk in conversations by responding to the comments of others through multiple exchanges; Ask questions to clear up any confusion about the topics and texts under discussion	•	•	•	•
<b>2:</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); Build on others' talk in conversations by linking their comments to the remarks of others; Ask for clarification and further explanation as needed about the topics and texts under discussion	•	•	•	•
<b>K:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood	•	•	•	•
<b>1:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	•	•	•	•
<b>2:</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	•	•	•	•
<b>LIFE SKILLS</b>				
<b>Displays effective interpersonal communication skills</b>				
Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness)		•	•	•

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<b>HEALTH</b>				
<b>Knows essential concepts about the prevention and control of disease</b>				
Knows the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing)	•			
<b>Understands the relationship of family health to individual health</b>				
Knows the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs taught, behaviors and values modeled)		•	•	•
<b>Knows how to maintain mental and emotional health</b>				
Identifies and shares feelings in appropriate ways		•	•	•

Source: Mid-Continent Research for Education and Learning