

Kindness Corps State Learning Standards



Lesson One Standards Alignment

Lesson Overview: Students will be introduced to the Kindness Corps and discover the 3 Key Truths: I can choose kindness, I can make a difference, and I can be a friend to anyone. They'll also explore how to use their hearts, hands, and minds—their Power Tools—to create positive change.

Lesson Objectives:

Students will be able to:

- Summarize what it means to be a member of the Kindness Corps.
- Begin developing responsible civic participation skills by understanding how their hearts, hands, and minds can be used when making choices that promote the common good and help others.
- Reflect on how the actions of characters in **"The Last Stop on Market Street"** demonstrate kindness. Identify real-life connections with the text & brainstorm ways they can make their community a better place.

Grade 2	
Indiana Learning Standards	
Social Studies	• Civics & Government 2.C.3 Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E) • Civics & Government 2.C.4 Identify people who are good citizens and describe the character traits that make them admirable.
English Language Arts	• 2.RC.1 Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)
Visual Arts	• VA:Cr1.2.2 (a) Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
Employability Standards	• This lesson aligns with the employability standards; however, these are currently under revision.

Grade 3	
Indiana Learning Standards	
Social Studies	● Civics & Government 3.C.4 Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship.
English Language Arts	● 3.RC.1 Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as a basis for the answers. (E)
Visual Arts	● VA:Cr1.2.3 (a) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Grade 4	
Indiana Learning Standards	
English Language Arts	● 4.RC.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)
Visual Arts	● VA:Cr1.2.4 (a) Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Lesson Two Standards Alignment

Lesson Overview: Students will learn how to recognize when classmates are struggling and learn simple, meaningful ways to support others during difficult times, helping to create a classroom culture rooted in kindness and empathy.

Lesson Objectives:

Students will be able to:

- Identify that classmates or others in the community may have challenges or worries that the student is unaware of.
- Explain ways that caring for others builds a stronger, more compassionate classroom and prepares them to be engaged citizens.
- Analyze song lyrics to make meaning of key words, phrases, themes, and rhythms. Write original song lyrics based on personal worries.
- Explore how art communicates ideas, including how personal problems can be a source of meaningful artmaking.

Grade 2	
Indiana Learning Standards	
Social Studies	• Civics & Government 2.C.3 Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E) • Civics & Government 2.C.4 Identify people who are good citizens and describe the character traits that make them admirable.
English Language Arts	• 2.RC.1 Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E) • 2.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) • 2.CC.2 Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.
Visual Arts	• VA:Cn10.1.2(a) Create works of art about events in home, school, or community life.
Employability Standards	• This lesson aligns with the employability standards; however, these are currently under revision.

Grade 3	
Indiana Learning Standards	
Social Studies	● Civics & Government 3.C.4 Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship.
English Language Arts	● 3.RC.1 Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as a basis for the answers. (E) ● 3.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Grade 4	
Indiana Learning Standards	
English Language Arts	● 4.RC.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E) ● 4.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Lesson Three Standards Alignment

Lesson Overview: Students will learn to empathize with children facing extended hospital stays and collaborate on their first service project—creating activity kits to bring joy and comfort to hospitalized kids.

Lesson Objectives:

Students will be able to:

- Identify with some of the emotions and experiences of kids in the hospital.
- Evaluate their ability to make a difference for others.
- Refer to the text to answer questions and infer meaning from the autobiography, “My Hospital Journey: It’s Okay to be Afraid.”
- Explore how art communicates ideas, including how personal problems can be a source of meaningful artmaking.

Grade 2	
Indiana Learning Standards	
English Language Arts	• 2.RC.1 Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E) • 2.RC.3 Describe how characters in a story respond to major events and how characters affect the plot.
Visual Arts	• VA:Cn10.1.2(a) Create works or art about events in home, school, or community life.
Employability Standards	• This lesson aligns with the employability standards; however, these are currently under revision.

Grade 3	
Indiana Learning Standards	
Social Studies	• Civics & Government 3.C.4 Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship.
English Language Arts	• 3.RC.1 Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as a basis for the answers. (E)

Employability Standards	• This lesson aligns with the employability standards; however, these are currently under revision.
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Grade 4	
Indiana Learning Standards	
English Language Arts	• 4.RC.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)
Employability Standards	• This lesson aligns with the employability standards; however, these are currently under revision.

Lesson Four Standards Alignment

Lesson Overview: Students will use their hearts, hands, and minds to learn about emotions that seniors may feel when they have big changes in their lives, like moving into senior care centers. Students will then create cheer art to pass to local seniors.

Lesson Objectives:

Students will be able to:

- Explain what empathy is.
- Describe how to practice empathy and identify a range of personal emotions.
- Describe ways they can make a difference for seniors experiencing social isolation.
- Use details in the text to infer character decisions in the text, “Miss Tizzy,” and consider how students have made similar decisions in their own lives.
- Explore how art communicates ideas, including how personal problems can be a source of meaningful artmaking.

Grade 2	
Indiana Learning Standards	
Social Studies	• Civics & Government 2.C.3 Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E) • Civics & Government 2.C.4 Identify people who are good citizens and describe the character traits that make them admirable.
English Language Arts	• 2.RC.1 Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E) • 2.RC.3 Describe how characters in a story respond to major events and how characters affect the plot.
Visual Arts	• VA:Cr1.2.2 (a) Make art or design with various materials and tools to explore personal interests, questions, and curiosity. • VA:Cn10.1.2 (a) Create works of art about events in home, school, or community life.
Employability Standards	• This lesson aligns with the employability standards; however, these are currently under revision.

Grade 3	
Indiana Learning Standards	
Social Studies	● Civics & Government 3.C.4 Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship.
English Language Arts	● 3.RC.1 Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as a basis for the answers. (E) ● 3.RC.4 Distinguish personal point of view from that of the narrator or those of the characters.
Visual Arts	● VA:Cr1.2.3 (a) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Grade 4	
Indiana Learning Standards	
English Language Arts	● 4.RC.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)
Visual Arts	● VA:Cr1.2.4 (a) Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Lesson Five Standards Alignment

Lesson Overview: In this lesson, students will explore the realities and challenges faced by people experiencing homelessness, building empathy through literature, thoughtful discussion, and reflection. They'll then take action by decorating and assembling first aid kits to provide support and care for unhoused neighbors in their community.

Lesson Objectives:

Students will be able to:

- Discuss common misconceptions or stereotypes people may have about unhoused neighbors, even if they aren't always true.
- Demonstrate perspective-taking by explaining some of the challenges unhoused neighbors face.
- Identify ways to provide support to unhoused neighbors.
- Determine and discuss how characters in "The Old Man" or "Imagine If" respond to key challenges they face when unhoused.

Grade 2	
Indiana Learning Standards	
Social Studies	• Civics & Government 2.C.3 Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E) • Civics & Government 2.C.4 Identify people who are good citizens and describe the character traits that make them admirable.
English Language Arts	• 2.RC.1 Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E) • 2.RC.3 Describe how characters in a story respond to major events and how characters affect the plot. • 2.C.C.2 listen to others, take one's turn in respectful ways, and speak one at a time about topics and text under discussion.
Visual Arts	• VA:Cr1.2.2 (a) Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

	● VA:Cn10.1.2 (a) Create works of art about events in home, school, or community life.
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Grade 3	
Indiana Learning Standards	
Social Studies	● Civics & Government 3.C.4 Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship.
English Language Arts	● 3.RC.1 Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as a basis for the answers. (E) ● 3.RC.4 Distinguish personal point of view from that of the narrator or those of the characters.
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Grade 4	
Indiana Learning Standards	
English Language Arts	● 4.RC.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E) ● 4.RC.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot. ● 4.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)
Visual Arts	● VA:Cr1.2.4 (a) Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Lesson Six Standards Alignment

Lesson Overview: In this lesson, students will build empathy for children who are new to America. Through stories and interactive activities, they'll explore both the challenges immigrant and refugee families face and the resilience they show in starting a new life. Then, they'll create a meaningful welcome gift to help a newly arrived child feel seen, supported, and valued.

Lesson Objectives:

Students will be able to:

- Demonstrate empathetic reactions as they relate to New Americans settling into life in a new country.
- Recognize the need for inclusiveness and identify behaviors associated with inclusiveness.
- Identify simple ways to make New Americans feel welcome.
- Answer questions about and discuss key details from the "I'm New Here" book to gain insight into the New American experience.

Grade 2	
Indiana Learning Standards	
Social Studies	• Civics & Government 2.C.3 Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E) • Civics & Government 2.C.4 Identify people who are good citizens and describe the character traits that make them admirable.
English Language Arts	• 2.RC.1 Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E) • 2.RC.3 Describe how characters in a story respond to major events and how characters affect the plot.

	● 2.C.C.2 Listen to others, take one's turn in respectful ways, and speak one at a time about topics and text under discussion.
Visual Arts	● VA:Cn10.1.2 (a) Create works of art about events in home, school, or community life.
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Grade 3	
Indiana Learning Standards	
Social Studies	● History 3.H.8 Define immigration and explain how immigration enriches community. (E) ● Civics & Government 3.C.4 Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship.
English Language Arts	● 3.RC.1 Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as a basis for the answers. (E) ● 3.RC.4 Distinguish personal point of view from that of the narrator or those of the characters.
Employability Standards	● This lesson aligns with the employability standards; however, these are currently under revision.

Grade 4	
Indiana Learning Standards	
English Language Arts	● 4.RC.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E) ● 4.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)

Employability Standards	• This lesson aligns with the employability standards; however, these are currently under revision.
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