

## Empatico Activities: Standards & Student Outcomes

Empatico's activities support a range of student learning goals and skills required for regional, national, and international standards, global collaboration/technology standards, and social emotional learning standards. Click below to see which learning outcomes and standards are included in each Empatico activity and as part of the overall Empatico experience.

### **[Academic Standards](#)**

- [U.S. National Curriculum for Social Studies: C3 Framework for Social Studies State Standards](#)
- [U.S. State Standards: English Language Arts](#)
- [U.S. Next Generation Science Standards](#)
- [International Baccalaureate \(IB\) Primary Years Programme](#)
- [U.K. National Curriculum](#)
- [American Association of School Librarians: Standards Framework for Learners](#)
- [WIDA: The English Language Development Standards](#)
- [Art Standards](#)
- [Food and Health Standards](#)

### **[21st Century Skills and Social Emotional Learning](#)**

*Standards included: Teaching the UN SDGs; Asia Society Global Leadership Performance Outcomes; CASEL Core SEL Competencies; IB Learner Profile; ISTE Standards for Students; Kansas Social, Emotional, and Character Development Standards; World Savvy Global Competence Matrix*

- [#TeachSDGs: Teaching the United Nations Sustainable Development Goals](#)
- [Communication](#)
- [Cooperation](#)
- [Courage](#)
- [Critical Thinking](#)
- [Cultural & Global Awareness](#)
- [Curiosity & Openness](#)
- [Digital Literacy](#)
- [Empathy](#)
- [Perspective Taking](#)
- [Reflection](#)
- [Research](#)
- [Self-Awareness](#)

## Academic Standards

<a href="#">U.S. National Curriculum for Social Studies: C3 Framework for Social Studies State Standards</a>	Ways We Play	Cartographers	Helping Hands	Weather	Everyday Energy	Festivals	Folktales	Landmarks	Get to Know You	School Tour	Art from the Heart	Food with Friends
<b><i>K – 2nd grades: Civics</i></b>												
D2.Civ.5.K-2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.			x	x	x							
D2.Civ.7.K-2: Apply civic virtues when participating in school settings.	x	x	x	x	x	x	x	x	x	x	x	x
D2.Civ.9.K-2: Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	x	x	x	x	x	x	x	x	x	x	x	x
D2.Civ.10.K-2: Compare their own point of view with others’ perspectives.	x	x	x	x	x	x	x	x	x	x	x	x
<b><i>K – 2nd grades: Geography</i></b>												
D2.Geo.1.K-2: Construct maps, graphs, and other representations of familiar places.		x										
D2.Geo.3.K-2: Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.		x										
D2.Geo.4.K-2: Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.				x	x							x
D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions.		x		x	x			x		x		x
D2.Geo.6.K-2: Identify some cultural and environmental characteristics or specific places.	x	x	x	x	x	x	x	x	x	x	x	x

<b>3rd – 5th grades: Civics</b>												
D2.Civ.6.3-5: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.			x	x	x							
D2.Civ.7.3-5: Apply civic virtues (i.e. honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles in school settings.	x	x	x	x	x	x	x	x	x	x	x	x
<b>3rd – 5th grades: Geography</b>												
D2.Geo.1.3-5: Construct maps and other graphic representations of both familiar and unfamiliar places.		x										
D2.Geo.2.3-5: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.		x		x	x			x				
D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.		x		x	x			x				

<a href="#">U.S. State Standards: English Language Arts</a>	Ways We Play	Cartographers	Helping Hands	Weather	Everyday Energy	Festivals	Folktales	Landmarks	Get to Know You	School Tour	Art from the Heart	Food with Friends
<b><i>K-2nd grades: Speaking &amp; Listening (SL) &amp; Language (L)</i></b>												
Participate in collaborative conversations with diverse partners about K-2 topics with peers in small and larger groups	x	x	x	x	x	x	x	x	x	x	x	x
Follow agreed-upon rules for discussion (e.g. listening to others and taking turns speaking about the topic under discussion)	x	x	x	x	x	x	x	x	x	x	x	x
Build on others' talk in conversations by responding to the comments of others through multiple exchanges	x	x	x	x	x	x	x	x	x	x	x	x
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	x	x	x	x	x	x	x	x	x	x	x	x
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	x	x	x	x	x	x	x	x	x	x	x	x
Produce complete sentences when appropriate to task and situation	x	x	x	x	x	x	x	x	x	x	x	x
<b><i>K-2nd grades: Reading &amp; Literature (RL) &amp; Language (L)</i></b>												
Ask and answer questions about key details in a text	x						x					
With prompting and support, retell familiar stories, including key details							x					
Use illustrations and details in a story to describe its characters, setting, or events							x					
Describe how characters in a story respond to major events and challenges	x						x					
Actively engage in group reading activities with purpose and understanding	x						x					

Sort common objects and words into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent	x			x				x				x
Add drawings or other visual displays to descriptions as desired to provide additional detail		x		x		x		x		x	x	x
Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy)											x	x
Define words by category and by one or more key attributes	x			x				x				x
<b>3rd-5th grades: Speaking &amp; Listening (SL)</b>												
Engage effectively in a range of collaborative discussions with diverse partners on grades 3-5 topics and texts, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x	x	x	x	x	x	x
Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	x	x	x	x	x	x	x	x	x	x	x	x
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).	x	x	x	x	x	x	x	x	x	x	x	x
Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	x	x	x	x	x	x	x	x	x	x	x	x
Explain their own ideas and understanding in light of the discussion.	x	x	x	x	x	x	x	x	x	x	x	x
Summarize and determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	x			x	x	x	x			x	x	x
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	x	x	x	x	x	x	x	x	x	x	x	x
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	x	x	x	x	x	x	x	x	x	x	x	x

**3rd-5th grades: Reading & Literature (RL)**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	x						x					
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	x						x					
Distinguish their own point of view from that of the narrator or those of the characters.	x											
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.							x					
Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures ( <i>grades 4-5</i> ).							x					

<a href="#">U.S. Next Generation Science Standards (NGSS)</a>	Ways We Play	Cartographers	Helping Hands	Weather	Everyday Energy	Festivals	Folktales	Landmarks	Get to Know You	School Tour	Art from the Heart	Food with Friends
<b><i>K-2nd grades</i></b>												
K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time				x								
K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface				x	x							
<b><i>3rd-5th grades</i></b>												
ESS2.D: Students record patterns of the weather across different times and areas so they can make predictions about what kind of weather might happen next (grade 3).				x								
3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season (grade 3).				x								
3-ESS2-2: Obtain and combine information to describe climates in different regions of the world (grade 3).				x								
PS3:A: Students demonstrate an understanding of different definitions of energy (grade 4).					x							
4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment (grade 4).					x							

<a href="#">International Baccalaureate Primary Years Programme</a>	Ways We Play	Cartographers	Helping Hands	Weather	Everyday Energy	Festivals	Folktales	Landmarks	Get to Know You	School Tour	Art from the Heart	Food with Friends
<b>Language Scope &amp; Sequence: Phases 1-5</b>												
Speaking & Listening: Listen attentively and responsively, presenting their own point of view and respecting the views of others	x	x	x	x	x	x	x	x	x	x	x	x
Speaking & Listening: Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail	x						x					
Speaking & Listening: Express thoughts, ideas and opinions and discuss them, respecting contributions from others	x	x	x	x	x	x	x	x	x	x	x	x
Speaking & Listening: Use language to inquire, compare, and explain their reasoning	x	x	x	x	x	x	x	x	x	x	x	x
Speaking & Listening: Organize thoughts and feelings before speaking	x	x	x	x	x	x	x	x	x	x	x	x
Reading: Make connections to their own experience when listening to or reading texts	x						x					
Reading: Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view	x						x				x	
Viewing & Presenting: View, respond to, and describe visual information, communicating understanding in oral, written, and visual form		x		x	x	x	x	x		x	x	x
Viewing & Presenting: Describe personal reactions to visual messages; reflect on why others may perceive the images differently				x		x	x				x	x
Viewing & Presenting: Listen attentively and speak appropriately in small and large group interactions	x	x	x	x	x	x	x	x	x	x	x	x



<b><i>Social Studies Scope &amp; Sequence: Ages 5-7</i></b>												
Create and share his or her own story about being a community member			x									x
Identify the contributions of different members of a community			x									
Explain why a particular celebration is important in his or her own life							x					
Suggest reasons for various celebrations							x					
Identify and compare traditions and celebrations observed by others							x					x
Describe the natural features of local and other environments		x		x				x				
<b><i>Social Studies Scope &amp; Sequence: Ages 7-9</i></b>												
Locate on a globe or map his or her place in the world, and its relationship to various other places	x	x	x	x	x	x	x	x	x	x	x	x
Recognize the components of a local community	x	x	x	x	x	x	x	x	x	x	x	x
Compare the design of structures in various locations in relation to the natural environment		x		x	x			x				
Identify the geographical and environmental factors that influence the design of structures in various locations		x		x	x			x				
Apply his or her knowledge to plan services for the local community			x									
<b><i>Social Studies Scope &amp; Sequence: Ages 9-12</i></b>												
Reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability)	x	x	x	x	x	x	x	x	x	x	x	x
Recognize how rituals and traditions contribute to cultural identity						x						x
Interpret cultural beliefs and values using the evidence provided by rituals, traditions, and artifacts						x					x	x

<b>Science Scope &amp; Sequence: Ages 5-7</b>												
Describe the natural features of local and other environments (e.g. the underlying geology)		x		x	x				x			
Analyze ways in which humans use the natural environment		x		x	x				x			
Reflect on and self-assess his or her own personal use of natural resources				x	x				x			
Identify the major food groups and be aware of the role they play in human development												x
Be aware of the role of plants in sustaining life (e.g. providing oxygen, food)												x
<b>Science Scope &amp; Sequence: Ages 7-9</b>												
Explain people's responsibility regarding the use of materials from the environment				x	x							
Assess the impact that changes in environmental conditions can have on living things				x	x							
<b>Science Scope &amp; Sequence: Ages 9-12</b>												
Identify and describe different forms of energy					x							
Assess renewable and sustainable energy sources (for example, wind, solar, water)				x	x							
Examine ways in which the local community could be improved in relation to the conservation of energy				x	x							
Explain how human activities can have positive or adverse effects on local and other environments			x	x	x							

<a href="#">U.K. National Curriculum</a>	Ways We Play	Cartographers	Helping Hands	Weather	Everyday Energy	Festivals	Fairytales	Landmarks	Get to Know You	School Tour	Art from the Heart	Food with Friends
<b>Speaking (years 1-6)</b>												
Listen and respond appropriately to their peers	x	x	x	x	x	x	x	x	x	x	x	x
Ask relevant questions to extend their understanding and knowledge	x	x	x	x	x	x	x	x	x	x	x	x
Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings	x	x	x	x	x	x	x	x	x	x	x	x
Maintain attention and participate actively in collaborative conversations, staying on topic, and initiate and respond to comments	x	x	x	x	x	x	x	x	x	x	x	x
Use spoken language to develop understanding by speculating, hypothesizing, imagining, and exploring ideas	x	x	x	x	x	x	x	x	x	x	x	x
Consider and evaluate different viewpoints, attending to and building on the contributions of others	x	x	x	x	x	x	x	x	x	x	x	x
<b>Reading Comprehension (Key Stage 1)</b>												
Link what they read or hear read to their own experiences	x						x					
Become very familiar with key stories, fairy stories, and traditional tales, retelling them, and considering their particular characteristics	x						x					
Discuss the significance of the title and events	x						x					
Making inferences on the basis of what is being said and done	x						x					
Predicting what might happen next on the basis of what has been read so far	x						x					
Participate in discussions about what is read to them, taking turns, and listening to what others say	x						x					

<b>Reading Comprehension (Lower Key Stage 2)</b>												
Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books	x							x				
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	x							x				
Predicting what might happen from details stated and implied	x							x				
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	x							x				
<b>Reading Comprehension (Upper Key Stage 2)</b>												
Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	x							x				
Make comparisons within and across books	x							x				
Draw inferences such as characters' feelings, thoughts, and motives from their actions and justifying inferences with evidence	x							x				
Predict what might happen from details stated and implied	x							x				
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	x							x				
<b>Science and Geography (Key Stage 1)</b>												
Observe changes across the four seasons				x								
Observe and describe weather associated with the seasons				x								
Understand geographical similarities and differences through studying the human and physical geography of the U.K. and of an area in a contrasting country		x							x			
Use world maps, atlases, and globes to identify the U.K. as well as the countries studied	x	x	x	x	x	x	x	x	x	x	x	x

Use simple compass directions (North, South, East, and West) and locational and directional language (e.g. near, far, left, right) to describe the location of features		x										
Use aerial photographs to recognize landmarks and devise a simple map		x						x				
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		x						x		x		
<b>Science and Geography (Key Stage 2)</b>												
Identify common appliances that run on electricity					x							
Locate the world's countries	x	x	x	x	x	x	x	x	x	x	x	x
Understand and describe key aspects, similarities, and differences between the physical geography of different regions		x						x		x		
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		x										
Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world		x										
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		x								x		

[American Association of School Librarians: Framework for Learners](#)

<p><b>Inquire:</b> Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, learners formulate questions and recall prior knowledge / personal experiences about the activity topic while preparing for their exchange and devise a plan to fill any knowledge gaps by coming up with questions to ask during their exchange and researching the activity topic as needed.</li> <li>• In <b>the Art From the Heart activity</b>, learners interact with content produced by others, provide constructive feedback, and share their products with an authentic audience.</li> <li>• In <b>all Empatico activities</b>, learners seek knowledge, engage in sustained inquiry, enact new understanding through real-world connections, and use reflection to guide informed decisions and ideas about the activity topic and their partner class.</li> </ul>
<p><b>Include:</b> Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, learners adjust their awareness of the global learning community by interacting with learners who reflect a range of perspectives and evaluating a variety of perspectives, such as holding conversations with a partner class located in a different community and reflecting on new understandings afterwards. The Perspective Taking: Practice Exercises resource also provides ideas and lessons for encouraging students to use perspective taking in the classroom.</li> <li>• In <b>all Empatico activities</b>, learners adjust their awareness of the global learning community by representing diverse perspectives during learning activities with their partner class by explaining how conversation topics apply to their own community and experiences.</li> <li>• In <b>all Empatico activities</b>, learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed, such as how folktales can be interpreted differently between cultures and individuals in the Folktales to Learn From activity.</li> <li>• In <b>all Empatico activities</b>, learners demonstrate empathy and equity in knowledge building within the global learning community by demonstrating interest in other perspectives during learning activities, such as asking their partner class about the activity topic during their conversations.</li> </ul>
<p><b>Collaborate:</b> Work effectively with others to broaden perspectives and work towards common goals.</p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, learners identify collaborative opportunities by developing new understandings through engagement in a learning group, such as conversations with their partner class around different activity topics. The Cooperation: Practice Exercises resource also provides ideas about how to encourage cooperation and collaboration in the classroom.</li> <li>• In <b>all Empatico activities</b>, learners establish connections with different networks and actively participate in group discussions with other learners to build on their own prior knowledge and create new knowledge through conversations with their partner class.</li> </ul>
<p><b>Curate:</b> Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, learners act on an information need by determining the need to gather information and gathering information appropriate to the task and representative of diverse perspectives, such as collecting background information about the activity topic and partner class's region.</li> </ul>
<p><b>Explore:</b> Discover and innovate in a growth mindset developed through experience and reflection.</p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, learners develop and satisfy personal curiosity by questioning assumptions and possible misconceptions and engaging in inquiry-based processes, such as identifying and challenging their assumptions about their partner class's region. Additionally, the Navigating Student Differences resource provides teachers with ideas about how to respond to generalizations and stereotypes.</li> <li>• In <b>all Empatico activities</b>, learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance through conversations with their partner class about different activity topics.</li> <li>• In the <b>Everyday Energy activity</b>, learners engage with the learning community by collaboratively identifying innovative solutions to a challenge or problem, such as how to reduce the amount of energy that they use in their personal lives and communities.</li> </ul>

[WIDA: The English Language Development Standards](#)

<p><b>English Language Development Standard 1:</b> English language learners communicate for <b>Social and Instructional</b> purposes within the school setting.</p>	<ul style="list-style-type: none"> <li>• <b>All Empatico activities</b> follow three stages that support students’ development in English language communication:             <ol style="list-style-type: none"> <li>1. <i>“Prepare” stage:</i> Students decide as a class who will speak during the video interaction with their partner class (assigning roles to contribute to a shared goal).</li> <li>2. <i>“Interact” stage:</i> The two partner classes ask and answer questions in English in a back-and-forth dialogue and listen carefully to avoid repeating questions.</li> <li>3. <i>“Reflect” stage:</i> Students discuss the video interaction afterward, applying social and instructional norms such as:                 <ul style="list-style-type: none"> <li>▪ One person speaks at a time.</li> <li>▪ Everyone listens to hear and be heard.</li> <li>▪ Students practice linking contributions to an ongoing conversation with questions like “Who wants to add on to what was just said?”</li> </ul> </li> </ol> </li> <li>• The <b>Empatico Skills and Practice Exercises</b> reinforce positive social and instructional norms and the words needed to discuss them in English, including these Empatico Skills:             <ul style="list-style-type: none"> <li>○ <i>Cooperation:</i> Students work together to achieve a common goal, and everyone is assigned a role and respects each other’s ideas.</li> <li>○ <i>Respectful Communication:</i> Students actively listen, take turns speaking, and respond respectfully.</li> </ul> </li> <li>• The <b>Using Empatico to Practice a New Language resource</b> explains how educators can use Empatico to facilitate video exchanges to help students practice their developing language skills during social and instructional conversations.</li> </ul>
<p><b>English Language Development Standard 2:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, students practice speaking and listening in English during the video interaction with their partner class, and also discuss the similarities and differences between their experiences and their partners’ during reflection.</li> <li>• In the <b>Folktales to Learn From activity</b>, students read/watch three folktales, identify each story’s lesson, and discuss them in English with their partner class.</li> <li>• In the <b>Ways We Play activity</b>, students read or listen to a story about play, reflect on how the characters in the story play, and discuss in English the ways they play with a partner class.</li> <li>• In the <b>Critical Thinking Empatico Skill Practice Exercises resource</b>, students analyze a story and apply the lessons to real-life situations.</li> <li>• The <b>Using Empatico to Practice a New Language resource</b> explains how educators can use Empatico to facilitate video exchanges to help students express academic information, ideas, and concepts, as related to language arts concepts such as folktales, with a partner class.</li> </ul>
<p><b>English Language Development Standard 3:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, students view the distance (km or miles) between their school and the partner school by looking at Google Maps and also learn about the time zone difference between partner classrooms (if there is one).</li> <li>• In the <b>Weather Out the Window activity</b>, students discuss different weather around the world, including the average rainfall or snowfall in inches and centimeters; wind speed in miles and kilometers per hour; and temperatures in Fahrenheit and Celsius for different places around the world.</li> </ul>

<p><b>English Language Development Standard 4:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Science</b></p>	<ul style="list-style-type: none"> <li>• In the <b>Weather Out the Window activity</b>, students review data and pictures to discuss how weather affects people around the world. In the “Prepare” stage of the activity, students predict the kind of weather their partner classmates might experience. During the video interaction with their partners and during the reflection, they discuss differences in weather.</li> <li>• In the <b>Everyday Energy activity</b>, students define energy, learn about four types of energy and energy properties, and discuss how they use (and adapt their use of) energy. Students take notes on energy using Empatico’s <i>Thinking and Reflection Tool</i>.</li> <li>• The <b>Using Empatico to Practice a New Language resource</b> explains how educators can use Empatico to facilitate video exchanges to help students express academic information, ideas, and concepts, as related to science concepts such as weather and energy, with a partner class.</li> </ul>
<p><b>English Language Development Standard 5:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, students interact with others from different geographies, nationalities, or cultural backgrounds.</li> <li>• In the <b>Festivals Around the World activity</b>, students discuss the definition of festivals, watch a slideshow about festivals around the world, categorize different festivals based on their social significance, and discuss festivals with their partner class during the video interaction.</li> <li>• In the <b>Our Local Landmarks activity</b>, students research a landmark in their community and share the historical, geographic, and/or cultural details about it with their partner classroom during the video interaction.</li> <li>• The <b>Using Empatico to Practice a New Language resource</b> explains how educators can use Empatico to facilitate video exchanges to help students express academic information, ideas, and concepts, as related to social studies concepts such as festivals and landmarks, with a partner class.</li> </ul>



## Art Standards

The following standards apply to the Art from the Heart Empatico activity, in which students express themselves through creating and sharing artwork.

### [U.S. National Core Arts Standards](#)

#### **Creating:**

- Anchor Standard #1: Generate and conceptualize artistic ideas and work
- Anchor Standard #2: Organize and develop artistic ideas and work
- Anchor Standard #3: Refine and complete artistic work

#### **Performing / Presenting / Producing:**

- Anchor Standard #5: Develop and refine artistic techniques and works for presentation
- Anchor Standard #6: Convey meaning through the presentation of artistic work

#### **Responding:**

- Anchor Standard #7: Perceive and analyze artistic work
- Anchor Standard #8: Interpret intent and meaning in artistic work

#### **Connecting:**

- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art
- Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

### [International Baccalaureate Primary Years Programme](#)

#### **Ages 5-7:**

- Recognize that art may be used for individual / group expression
- Use a variety of media to explore and express ideas
- Begin to be aware of the different elements of art and design, and how these elements create specific effects (e.g. color to express emotion)
- Sharpen powers of observation
- Aware that individuals and cultural groups work with a variety of styles and purposes
- Begin to understand that individual responses, thoughts, and ideas are valued when viewing and reviewing their own and other artists' works
- Realize the importance of reflection and the influence this has on the development of their work

**Ages 7-9**

- Recognize that other people express themselves using art, in a variety of styles
- Use a variety of media to explore and express ideas
- Produce 2-D and 3-D works of art that communicate ideas (thoughts, feelings, experiences) for specific audiences
- Develop an awareness and appreciation that there are multiple perspectives on how artworks are made, viewed, and valued
- Develop skills in analyzing, interpreting, and evaluating meaning in the artwork created by others and in their own work
- Take time to reflect on their artwork

**Ages 9-12:**

- Use a variety of media to explore and express ideas
- Continue to develop sensitivity, skill, and understanding of the elements and principles of art and design
- Identify the elements and principles of art and design and use them in appropriate ways when producing and responding to works of art
- Compare works on a similar theme from various cultures
- Appreciate art as a form of communication and as an expressive language in its own right
- Develop a sensitivity to artistic works
- Be aware that people have used artwork as an expression of their feelings or as a response to a situation
- Develop a critical awareness of their own environment and the place of art within it

**[U.K. National Standards](#)****Key Stage 1:**

- Record from first-hand observation, experience, and imagination, and explore ideas
- Try out tools and techniques and apply these to materials and processes
- Represent observations, ideas, and feelings, and design and make images and artifacts
- Review what they and others have done and say what they think and feel about it
- Differences and similarities in the work of artists in different cultures

**Key Stage 2:**

- Record from experience and imagination, to select and record from first-hand observations, and to explore ideas for different purposes
- Apply their experience of materials and processes, including drawing, developing their control of tools and techniques
- Use a variety of methods and approaches to communicate observations, ideas, and feelings, and to design and make images and artifacts
- Compare ideas, methods, and approaches in their own and others' work and say what they think and feel about them
- Visual and tactile elements, including color, pattern, and tone, and how these elements can be combined and organized for different purposes

## Food and Health Standards

The following standards apply to the Food with Friends Empatico activity, in which students explore foods enjoyed by different cultures around the world.

### [Health Education Content Standards for California Public Schools](#)

#### Kindergarten:

- Name a variety of healthy foods and explain why they are necessary for good health.
- Identify a variety of healthy snacks.
- Select nutritious snacks.

#### Grade 2:

- Classify various foods into appropriate food groups.
- Identify a variety of healthy snacks.
- Discuss how family, friends, and media influence food choices.
- Plan a nutritious meal.

#### Grade 4:

- Make a plan to choose healthy foods and beverages.
- Describe the food groups, including recommended portions to eat from each food group.
- Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.

#### Grade 5:

- Differentiate between more-nutritious and less-nutritious beverages and snacks.
- Recognize that family and cultural influences affect food choices.
- Use a decision-making process to identify healthy foods for meals and snacks.

### [New Jersey Student Learning Standards for Comprehensive Health and Physical Education](#)

#### K-2:

- Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations about daily nutritious meal offerings).
- Explain how foods on MyPlate differ in nutritional content and value

[National Health Education Standards](#)

**Pre-K-Grade 2:**

- Identify how the family influences personal health practices and behaviors.

**Grades 3-5:**

- Describe how family influences personal health practices and behaviors.
- Identify the influence of culture on health practices and behaviors.
- List healthy options to health-related issues or problems.
- Choose a healthy option when making a decision.
- Identify responsible personal health behaviors.


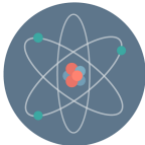




## 21st Century Skills and Social Emotional Learning

Standards in this section include:

- [#TeachSDGs: Teaching the UN Sustainable Development Goals](#)
- [Asia Society Global Leadership Performance Outcomes](#)
- [CASEL Core SEL Competencies](#)

- [International Baccalaureate Learner Profile](#)
- [ISTE Standards for Students](#)
- [Kansas Social, Emotional, and Character Development Standards](#)
- [World Savvy Global Competence Matrix](#)

### [#TeachSDGs: Teaching the United Nations Sustainable Development Goals \(SDGs\)](#)

SDG	How do these SDGs relate to Empatico?
<p><a href="#">SDG 7: Affordable and Clean Energy</a></p> 	<p><a href="#">Everyday Energy Empatico Activity</a></p>  <p><a href="#">Click here</a> to access <b>optional extension exercises</b> that connect the SDGs to this activity.</p>
<p><a href="#">SDG 13: Climate Action</a></p> 	<p><a href="#">Weather Out the Window Empatico Activity</a></p>  <p><a href="#">Click here</a> to access <b>optional extension exercises</b> that connect the SDGs to this activity.</p>
<p><a href="#">All 17 SDGs</a></p> 	<p><a href="#">Helping Hands Empatico Activity</a></p>  <p><a href="#">Click here</a> to access <b>optional extension exercises</b> that connect the SDGs this activity.</p>

## Communication Standards

<p><b>Asia Society Global Leadership Performance Outcomes: Communicate Ideas</b></p> <ul style="list-style-type: none"> <li>• Use verbal and nonverbal skills to communicate and collaborate.</li> <li>• Make observations about audience response and/or feedback, and propose relevant changes to communication choices.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Classrooms use the video chat feature on the Empatico platform to <b>communicate with partner classmates</b>, as students share personal information, express their thoughts and opinions on a variety of topics, and respectfully ask and answer questions.</p> <p>Each Empatico experience concludes with a <b>Reflection Circle</b>, which helps build a safe and respectful class culture, and encourages honest, positive, and authentic dialogue.</p> <p>Empatico offers Empatico Skills Practice Exercises, which help students develop foundational key social skills such as <b>Respectful Communication</b>. These skills are incorporated throughout all Empatico activities.</p>
<p><b>International Baccalaureate – The IB Learner Profile: Communicators</b></p> <ul style="list-style-type: none"> <li>• Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.</li> </ul>	
<p><b>Kansas Social, Emotional, and Character Development Standards: Social Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrate communication and social skills to interact effectively.</li> <li>• Recognize that some of the same norms and practices for face-to-face interactions apply to interactions through social and other media.</li> <li>• Use respectful language and actions when dealing with conflict or differences of opinions.</li> </ul>	
<p><b>World Savvy Global Competence Matrix: Skills</b></p> <ul style="list-style-type: none"> <li>• Listen actively and engage in inclusive dialogue.</li> </ul>	

## Cooperation Standards

<p><b>CASEL – Social and Emotional Learning Competencies: Relationship Skills</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain healthy and rewarding relationships with diverse individuals and groups.</li> <li>• Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico activities provide many opportunities for student-to-student cooperation, including small group work in the classroom and class-to-class cooperation during interactions with the partner classroom.</p> <p>Empatico offers Empatico Skills Practice Exercises which help students develop foundational key social skills such as <b>Cooperation</b>. These skills are incorporated throughout all Empatico activities.</p>
<p><b>International Baccalaureate – The IB Learner Profile: Communicators</b></p> <ul style="list-style-type: none"> <li>• Work effectively and willingly in collaboration with others.</li> </ul>	
<p><b>World Savvy Global Competence Matrix: Behaviors</b></p> <ul style="list-style-type: none"> <li>• Adopt shared responsibility and take cooperative action.</li> </ul>	

## Courage Standards

<p><b>International Baccalaureate – The IB Learner Profile: Risk-takers</b></p> <ul style="list-style-type: none"> <li>• Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.</li> <li>• Be brave and articulate in defending their beliefs.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>During Empatico interactions, students meet and talk with peers from another part of the world and practice speaking in front of large groups.</p> <p>All Empatico activities include <a href="#">research-based exercises</a> to help build student confidence (e.g., role play exercises, visualization techniques, and more).</p>
<p><b>World Savvy Global Competence Matrix: Values &amp; Attributes; Skills</b></p> <ul style="list-style-type: none"> <li>• Be comfortable with ambiguity &amp; unfamiliar situations.</li> </ul>	

## Critical Thinking Standards

<p><b>CASEL – Social and Emotional Learning Competencies: Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Evaluate the consequences of various actions and consider the well-being of oneself and others. <ul style="list-style-type: none"> <li>○ Analyze situations.</li> <li>○ Identify and solve problems.</li> </ul> </li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>One of the “Empatico Skills” is <b>Critical Thinking</b>, which focuses on applying these skills to social situations, such as during the video chat between partner classes. The components of the Critical Thinking Empatico Skill are:</p> <ul style="list-style-type: none"> <li>• Recognize that assumptions and opinions are not facts—they are personal interpretations</li> <li>• Ask yourself if you have all parts of the story</li> <li>• Investigate new explanations with an open and curious mind</li> </ul> <p>Empatico offers <a href="#">practice exercises</a> to enhance Critical Thinking skills, and also reinforces this skill throughout all activities.</p>
<p><b>International Baccalaureate – The IB Learner Profile: Thinkers</b></p> <ul style="list-style-type: none"> <li>• Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</li> </ul>	
<p><b>Kansas Social, Emotional, and Character Development Standards: Character Development</b></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving skills. <ul style="list-style-type: none"> <li>○ Identify the problem and understand reason for the problem.</li> <li>○ Identify and analyze desired outcome.</li> <li>○ Generate possible solutions and analyze the pros and cons of each solution.</li> </ul> </li> </ul>	
<p><b>World Savvy Global Competence Matrix: Values &amp; Attitudes; Skills; Behaviors</b></p> <ul style="list-style-type: none"> <li>• Question prevailing assumptions.</li> <li>• Investigate the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry.</li> <li>• Form opinions based on exploration and evidence.</li> </ul>	

## Cultural & Global Awareness Standards

<p><b>International Baccalaureate – The IB Learner Profile: Knowledgeable</b></p> <ul style="list-style-type: none"> <li>• Explore concepts, ideas and issues that have local and global significance.</li> <li>• Acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico activities encourage students to explore the world as they investigate and reflect on topics of local and global significance, such as landmarks and festivals. During the interaction with their partner classroom, students discover new ideas, perspectives, and knowledge on the topic.</p>
<p><b>Kansas Social, Emotional, and Character Development Standards: Social Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of cultural issues and a respect for human dignity and differences.</li> </ul>	<p>Empatico offers the <a href="#">Teacher Tips for Navigating Student Differences</a> resource and promotes the Empatico Skills (social skills) throughout all activities to help students navigate intercultural experiences with curiosity, kindness, and respect.</p>

## Curiosity and Openness Standards

<p><b>International Baccalaureate – The IB Learner Profile: Inquirers</b></p> <ul style="list-style-type: none"> <li>• Develop their natural curiosity.</li> <li>• Actively enjoy learning and this love of learning will be sustained throughout their lives.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico activities are designed to be student-led, so students are the drivers of their own learning. The activities also personalize academic topics to help students relate them to their personal experiences, which can not only enhance learning and retention of the subject matter but can also motivate the desire to learn more.</p> <p>Empatico provides an early opportunity for young students to meet peers from around the world and experience firsthand the joys of learning about different perspectives and ways of life. These early experiences can spark curiosity for learning more about the world and the people in it, as well as demonstrate that learning about different ways of thinking can be a positive experience.</p>
<p><b>International Baccalaureate – The IB Learner Profile: Open-Minded</b></p> <ul style="list-style-type: none"> <li>• Seek and evaluate a range of points of view, and be willing to grow from the experience.</li> </ul>	
<p><b>World Savvy Global Competence Matrix: Values &amp; Attitudes</b></p> <ul style="list-style-type: none"> <li>• Be open to new opportunities, ideas, and ways of thinking.</li> <li>• Have a desire to engage with others.</li> </ul>	



## Digital Literacy Standards

<p><b>Asia Society Global Leadership Performance Outcomes: Communicate Ideas</b></p> <ul style="list-style-type: none"> <li>Use resources, such as technology and media, to communicate with individuals from a different background from one's own.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico's video chat feature enables students to practice virtual communication skills with peers from a different place in the world. Empatico's "Upload &amp; Share" feature allows classrooms to share photos/videos with each other and comment back and forth in an online dialogue.</p> <p>Empatico activities prepare students for virtual experiences by helping teach the social skills necessary (e.g., perspective taking, critical thinking) and the practical requirements to ensure these experiences happen smoothly (e.g., speaking slowing and clearly into the microphone).</p>
<p><b>ISTE Standards for Students</b></p> <ul style="list-style-type: none"> <li>7a: Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</li> </ul>	
<p><b>World Savvy Global Competence Matrix: Skills</b></p> <ul style="list-style-type: none"> <li>Gain fluency in 21<sup>st</sup> century digital technology.</li> </ul>	

## Empathy Standards

<p><b>International Baccalaureate – The IB Learner Profile: Caring</b></p> <ul style="list-style-type: none"> <li>Show empathy, compassion and respect towards the needs and feelings of others.</li> <li>Have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico helps students navigate intercultural experiences with kindness by promoting the Empatico Skills throughout all activities, and offer <a href="#">Teacher Tips for Navigating Student Differences</a>, which helps teachers build a supportive, respectful classroom culture.</p> <p>In the <a href="#">Helping Hands Empatico activity</a>, classrooms explore how students in different places take on responsibilities and contribute to their communities.</p> <p>The <a href="#">Empatico Skill and Practice Exercises on Perspective Taking</a> helps students cognitively understand another person's perspective, which helps them to feel what another person is feeling (i.e., empathy).</p>
<p><b>Kansas Social, Emotional, and Character Development Standards: Character Development</b></p> <ul style="list-style-type: none"> <li>Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.</li> </ul>	
<p><b>World Savvy Global Competence Matrix: Values &amp; Attitudes</b></p> <ul style="list-style-type: none"> <li>Demonstrate empathy.</li> </ul>	

## Perspective Taking Standards

<p><b>Asia Society Global Leadership Performance Outcomes: Perspective Taking</b></p> <ul style="list-style-type: none"> <li>Express a personal perspective on a situation, event, or issue.</li> <li>Identify the perspectives of other people, groups, or individuals.</li> <li>Identify how perspectives affect the way different people react to a situation, event, or issue.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>One of the “Empatico Skills” is <b>Perspective Taking</b>, which focuses on understanding partner classmates’ perspectives. The components of the Perspective Taking Empatico Skill are:</p> <ul style="list-style-type: none"> <li>Recognize that others can have different thoughts, feelings, and knowledge than you</li> <li>Understanding how different factors can influence someone’s perceptions and feelings</li> <li>Relate to another’s perspective by thinking about their unique point of view and seeing the world through their eyes</li> </ul> <p>Empatico offers <a href="#">practice exercises</a> to enhance Perspective Taking skills, and also reinforces this skill throughout all activities, as students share their own perspectives and learn about others’ during the video interaction with their partner classroom.</p>
<p><b>CASEL – Social and Emotional Learning Competencies: Social Awareness</b></p> <ul style="list-style-type: none"> <li>Take the perspective of and empathize with others, including those from diverse backgrounds.</li> <li>Appreciate diversity.</li> </ul>	
<p><b>International Baccalaureate – The IB Learner Profile: Open-Minded</b></p> <ul style="list-style-type: none"> <li>Understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.</li> </ul>	
<p><b>Kansas Social, Emotional, and Character Development Standards: Social Development</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of the thoughts, feelings, and perspective of others.</li> </ul>	
<p><b>World Savvy Global Competence Matrix: Values &amp; Attitudes</b></p> <ul style="list-style-type: none"> <li>Value multiple perspectives.</li> </ul>	

## Reflection Standards

<p><b>International Baccalaureate – The IB Learner Profile: Reflective</b></p> <ul style="list-style-type: none"> <li>Give thoughtful consideration to their own learning and experience.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Each Empatico activity concludes with a <a href="#">Reflection Circle exercise</a>, which includes specific questions to help students relate their experiences with others, consider how they can continuously improve, and make sense of their emerging ideas in a way that leads to deeper, more mindful learning.</p>
<p><b>World Savvy Global Competence Matrix: Values &amp; Attitudes; Behaviors</b></p> <ul style="list-style-type: none"> <li>Reflect on context and meaning of our lives in relationship to something bigger.</li> <li>Commit to the process of continuous learning and reflection.</li> </ul>	

## Research Standards

<p><b>Asia Society Global Leadership Performance Outcomes: Investigate the World</b></p> <ul style="list-style-type: none"> <li>• Use resources to answer a local or regional question.</li> <li>• Provide a summary of evidence from sources that are relevant to a local, regional, or global question.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>In the <a href="#">Our Local Landmarks activity</a>, students answer the question, “How do landmarks represent the history, geography, and culture of regions around the world?” by using a variety of sources to research a local/regional landmark.</p>
<p><b>International Baccalaureate – The IB Learner Profile: Inquirers</b></p> <ul style="list-style-type: none"> <li>• Acquire the skills necessary to conduct inquiry and research and show independence in learning.</li> </ul>	
<p><b>World Savvy Global Competence Matrix: Skills</b></p> <ul style="list-style-type: none"> <li>• Investigate the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry.</li> </ul>	

## Self-Awareness Standards

<p><b>CASEL – Social and Emotional Learning Competencies: Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize one’s own emotions, thoughts, and values and how they influence behavior.</li> <li>• Accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>In all Empatico activities, students are encouraged to consider a topic in relation to their own experiences and preferences before communicating with the partner classroom. Students are also encouraged to prepare and share a personal story with their partner classmates during the video interaction. Consistently relating the Empatico experience to their own personal experiences can help students better understand themselves (including their own learning, development, and identity) in relation to others.</p>
<p><b>International Baccalaureate – The IB Learner Profile: Reflective</b></p> <ul style="list-style-type: none"> <li>• Assess and understand their strengths and limitations in order to support their learning and personal development.</li> </ul>	
<p><b>Kansas Social, Emotional, and Character Development Standards: Personal Development</b></p> <ul style="list-style-type: none"> <li>• Understand and analyze thoughts and emotions.</li> <li>• Identify and assess personal qualities and external supports.</li> </ul>	
<p><b>World Savvy Global Competence Matrix: Core Concepts; Values &amp; Attitudes</b></p> <ul style="list-style-type: none"> <li>• Understand that one’s own culture and history is key to understanding one’s relationship to others.</li> <li>• Have self-awareness about identity &amp; culture, &amp; sensitivity and respect for differences.</li> </ul>	