

CALIFORNIA STATE BOARD ADOPTED STANDARDS

SECOND GRADE

English/Language Arts

Mathematics

History/Social Science

Science

Physical Education

Visual & Performing Arts

Compiled by

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ENGLISH/LANGUAGE ARTS

READING

1.0 Word Analysis, Fluency, & Systematic Vocab Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
- 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/ flies, wife/wives).
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
- 1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school

reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 State the purpose in reading (i.e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.7 Interpret information from diagrams, charts, and graphs.
- 2.8 Follow two-step written instructions.

3.0 Literary Response & Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.
- 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- 3.3 Compare and contrast different versions of the same stories that reflect different cultures.
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

ENGLISH/LANGUAGE ARTS

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

- 1.1 Group related ideas and maintain a consistent focus.

Penmanship

- 1.2 Create readable documents with legible handwriting.

Research

- 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Evaluation and Revision

- 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres & Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives based on their experiences:
 - a. Move through a logical sequence of events.
 - b. Describe the setting, characters, objects, and events in detail.
- 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

WRITTEN & ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written & Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Distinguish between complete and incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.

Grammar

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Punctuation

- 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
- 1.5 Use quotation marks correctly.

Capitalization

- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling

- 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
- 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

ENGLISH/LANGUAGE ARTS

LISTENING & SPEAKING

1.0 Listening & Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.3 Paraphrase information that has been shared orally by others.
- 1.4 Give and follow three- and four-step oral directions.

Organization and Delivery of Oral Communication

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.7 Recount experiences in a logical sequence.
- 1.8 Retell stories, including characters, setting, and plot.
- 1.9 Report on a topic with supportive facts and details.

2.0 Speaking Applications (Genres & Their Characters)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Recount experiences or present stories:
 - a. Move through a logical sequence of events.
 - b. Describe story elements (e.g., characters, plot, setting).
- 2.2 Report on a topic with facts and details, drawing from several sources of information.

MATHEMATICS

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

NUMBER SENSE

- 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:
 - 1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
 - 1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).
 - 1.3 Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.
- 2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:
 - 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.
 - 2.2 Find the sum or difference of two whole numbers up to three digits long.
 - 2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.
- 3.0 Students model and solve simple problems involving multiplication and division:
 - 3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.
 - 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
 - 3.3 Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory.
- 4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:
 - 4.1 Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.
 - 4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

- 4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
- 5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:
 - 5.1 Solve problems using combinations of coins and bills.
 - 5.2 Know and use the decimal notation and the dollar and cent symbols for money.
- 6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:
 - 6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).

ALGEBRA & FUNCTIONS

- 1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:
 - 1.1 Use the commutative and associative rules to simplify mental calculations and to check results.
 - 1.2 Relate problem situations to number sentences involving addition and subtraction.
 - 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

MATHEMATICS

MEASUREMENT & GEOMETRY

- 1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:
 - 1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.
 - 1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
 - 1.3 Measure the length of an object to the nearest inch and/or centimeter.
 - 1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
 - 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).
- 2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:
 - 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
 - 2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

- 2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:
 - 2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 . . . ; the number of ears on one horse, two horses, three horses, four horses).
 - 2.2 Solve problems involving simple number patterns.

MATHEMATICAL REASONING

- 1.0 Students make decisions about how to set up a problem:
 - 1.1 Determine the approach, materials, and strategies to be used.
 - 1.2 Use tools, such as manipulatives or sketches, to model problems.
- 2.0 Students solve problems and justify their reasoning:
 - 2.1 Defend the reasoning used and justify the procedures selected.
 - 2.2 Make precise calculations and check the validity of the results in the context of the problem.
- 3.0 Students note connections between one problem and another.

Statistics, Data Analysis, & Probability

- 1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:
 - 1.1 Record numerical data in systematic ways, keeping track of what has been counted.
 - 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
 - 1.3 Identify features of data sets (range and mode).
 - 1.4 Ask and answer simple questions related to data representations.

HISTORY/SOCIAL SCIENCE

PEOPLE WHO MAKE A DIFFERENCE

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.3 Students explain governmental institutions and practices in the United States & other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4 Students understand basic economic concepts & their individual roles in the economy & demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action & character & explain how heroes from long ago & the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

SCIENCE

PHYSICAL SCIENCES

1. The motion of objects can be observed and measured.

As a basis for understanding this concept:

- Students know the position of an object can be described by locating it in relation to another object or to the background.
- Students know an object's motion can be described by recording the change in position of the object over time.
- Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
- Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
- Students know objects fall to the ground unless something holds them up.
- Students know magnets can be used to make some objects move without being touched.
- Students know sound is made by vibrating objects and can be described by its pitch and volume.

LIFE SCIENCES

2. Plants and animals have predictable life cycles.

As a basis for understanding this concept:

- Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- Students know there is variation among individuals of one kind within a population.
- Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
- Students know flowers and fruits are associated with reproduction in plants.

EARTH SCIENCES

3. Earth is made of materials that have distinct properties and provide resources for human activities.

As a basis for understanding this concept:

- Students know how to compare the physical properties of different kinds of rocks and that rock is composed of different combinations of minerals.
- Students know smaller rocks come from the breakage and weathering of larger rocks.
- Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
- Students know that fossils provide evidence about plants and animals that lived long ago and that scientists learn about the history of Earth by studying fossils.
- Students know rock, water, plants, and soil provide resources including food, fuel, and building materials for human use.

INVESTIGATION & EXPERIMENTATION

4. Scientific progress is made by asking meaningful questions and conducting careful investigations.

As a basis for understanding this concept students will:

- Make predictions based on observed patterns and not random guessing.
- Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
- Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
- Write or draw descriptions of a sequence of steps, events, and observations.
- Construct bar graphs to record data, using appropriately labeled axes.
- Use magnifiers or microscopes to observe and draw descriptions of small objects or features of objects.
- Follow oral instructions for a scientific investigation.

PHYSICAL EDUCATION

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Body Management

- 1.2 Transfer weight from feet to hands and from hands to feet, landing with control.
- 1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- 1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.

Locomotor Movement

- 1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
- 1.6 Skip and leap, using proper form.

Manipulative Skills

- 1.7 Roll a ball for distance, using proper form.
- 1.8 Throw a ball for distance, using proper form.
- 1.9 Catch a gently thrown ball above the waist, reducing the impact force.
- 1.10 Catch a gently thrown ball below the waist, reducing the impact force.
- 1.11 Kick a slowly rolling ball.
- 1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled
- 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- 1.14 Hand-dribble, with control, a ball for a sustained period.
- 1.15 Foot-dribble, with control, a ball along the ground.
- 1.16 Jump a rope turned repeatedly.

Rhythmic Skills

- 1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.

- 1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.

- 1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Define open space.
- 2.2 Explain how to reduce the impact force of an oncoming object.

Body Management

- 2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.
- 2.4 Explain why one hand or foot is often preferred when practicing movement skills.

Locomotor Movement

- 2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Manipulative Skills

- 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.
- 2.7 Identify different opportunities to use striking skills.
- 2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.
- 2.9 Explain key elements of throwing for distance.
- 2.10 Identify the roles of body parts not directly involved in catching objects.
- 2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.
- 2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
- 2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.
- 2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

PHYSICAL EDUCATION

STANDARD 3

Students assess & maintain a level of physical fitness to improve health & performance.

Fitness Concepts

- 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

Aerobic Capacity

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.
- 3.4 Traverse the overhead ladder one bar at a time.

Flexibility

- 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

Body Composition

- 3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Assessment

- 3.7 Measure improvements in individual fitness levels.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, & strategies to improve health & performance.

Fitness Concepts

- 4.1 Explain the fuel requirements of the body during physical activity and inactivity.
- 4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.
- 4.3 Identify ways to increase time for physical activity outside of school.
- 4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.
- 4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

Aerobic Capacity

- 4.6 Compare and contrast the function of the heart during rest and during physical activity.
- 4.7 Describe the relationship between the heart and lungs during physical activity.
- 4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

Muscular Strength/Endurance

- 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.
- 4.10 Identify muscles being strengthened during the performance of particular physical activities.
- 4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.
- 4.12 Explain the role that weight-bearing activities play in bone strength.

Flexibility

- 4.13 Identify the muscles being stretched during the performance of particular physical activities.
- 4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

Body Composition

- 4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

PHYSICAL EDUCATION

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
- 5.2 Accept responsibility for one's own behavior in a group activity.

Social Interaction

- 5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.
- 5.4 Encourage others by using verbal and nonverbal communication.
- 5.5 Demonstrate respect for self, others, and equipment during physical activities.
- 5.6 Demonstrate how to solve a problem with another person during physical activity.

Group Dynamics

- 5.7 Participate positively in physical activities that rely on cooperation.

VISUAL & PERFORMING ARTS

DANCE

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

- 1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).
- 1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).

Comprehension and Analysis of Dance Elements

- 1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).
- 1.4 Expand the ability to incorporate spatial concepts with movement problems.

Development of Dance Vocabulary

- 1.5 Name a large number of locomotor and axial movements used in dance.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

- 2.1 Create and improvise movement patterns and sequences.
- 2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.
- 2.4 Create shapes and movements, using fast and slow tempos.

- 2.5 Develop a dance phrase that has a sense of unity.

Communication of Meaning in Dance

- 2.6 Create, memorize, and perform original expressive movements for peers.

Development of Partner and Group Skills

- 2.7 Work cooperatively in small and large groups.
- 2.8 Demonstrate partner skills (e.g., imitating and leading/following).

3.0 HISTORICAL & CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

- 3.1 Name and perform social and traditional dances from various cultures.
- 3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.
- 3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).

History and Function of Dance

- 3.4 Describe dances seen in celebrations and community events.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

- 4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).
- 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).

Meaning and Impact of Dance

- 4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

VISUAL & PERFORMING ARTS

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

- 5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).
- 5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).

Development of Life Skills and Career Competencies

- 5.3 Describe how choreographers create dances.
- 5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).

MUSIC

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.
- 1.2 Read, write, and perform simple patterns of pitch, using solfège.

Listen to, Analyze, and Describe Music

- 1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
- 1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.

- 1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play rhythmic ostinatos on classroom instruments.

Compose, Arrange, and Improvise

- 2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

3.0 HISTORICAL & CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- 3.1 Identify the uses of specific music in daily or special events.

Diversity of Music

- 3.2 Sing simple songs and play singing games from various cultures.
- 3.3 Describe music from various cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

VISUAL & PERFORMING ARTS

Analyze and Critically Assess

- 4.1 Use the terminology of music in discussing individual preferences for specific music.

Derive Meaning

- 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.
- 4.3 Identify how musical elements communicate ideas or moods.
- 4.4 Respond to a live performance with appropriate audience behavior.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- 5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).

Careers and Career-Related Skills

- 5.2 Identify and discuss who composes and performs music.

THEATRE

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

- 1.2 Use body and voice to improvise alternative endings to a story.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

- 2.1 Perform in group improvisational theatrical games that develop cooperative concentration.

Creation/Invention in Theatre

- 2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
- 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.
- 2.4 Create costume pieces, props, or sets for a theatrical experience.

3.0 HISTORICAL & CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

- 3.1 Identify theatre and storytelling forms from different cultures.

History of Theatre

- 3.2 Identify universal characters in stories and plays from different periods and places.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

VISUAL & PERFORMING ARTS

Critical Assessment of Theatre

- 4.1 Critique an actor's performance as to the use of voice, gesture, movement to create character.
- 4.2 Respond to a live performance with appropriate audience behavior.

Derivation of Meaning from Works of Theatre

- 4.3 Identify the message or moral of a work of theatre.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

- 5.1 Use problem-solving and cooperative skills in dramatizing a story, concept from another subject area.

Careers and Career-Related Skills

- 5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.

VISUAL ARTS

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
- 1.2 Perceive and discuss differences in mood created by warm and cool colors.

Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Demonstrate beginning skill in the use of basic tools and art-printing, crayon rubbings, collage, and stencils.
- 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

Communication and Expression Through Original Works of Art

- 2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.
- 2.4 Create a painting or drawing, using warm or cool colors expressively.
- 2.5 Use bilateral or radial symmetry to create visual balance.

3.0 HISTORICAL & CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Explain how artists use their work to share experiences or
 - 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.
- Diversity of the Visual Arts
- 3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

VISUAL & PERFORMING ARTS

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Compare ideas expressed through their own works of art with work of others.
- 4.2 Compare different responses to the same work of art.

Make Informed Judgments

- 4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.
- 4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Use placement, overlapping, and size differences to show opposites out, over/under, together/apart, fast/slow, stop/go).
- 5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

Visual Literacy

- 5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).

Careers and Career-Related Skills

- 5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).