

CALIFORNIA STATE BOARD ADOPTED STANDARDS

FIRST GRADE

English/Language Arts

Mathematics

History/Social Science

Science

Physical Education

Visual & Performing Arts

Compiled by

Shoob Photography

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.

Concepts About Print

- 1.1 Match oral words to printed words.
- 1.2 Identify the title and author of a reading selection.
- 1.3 Identify letters, words, and sentences.

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- 1.9 Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/ch/).

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
- 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- 1.15 Read common word families (e.g., -ite, -ate).
- 1.16 Read aloud with fluency in a manner that sounds

like natural speech.

Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

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 one, students begin to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Respond to who, what, when, where, and how questions.
- 2.3 Follow one-step written instructions.
- 2.4 Use context to resolve ambiguities about word and sentence meanings.
- 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

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.

ENGLISH/LANGUAGE ARTS

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- 3.2 Describe the roles of authors and illustrators and their contributions
- 3.3 Recollect, talk, and write about books read during the school year.

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 Select a focus when writing.
- 1.2 Use descriptive words when writing.

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.

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 one outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

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 Write and speak in complete, coherent sentences.

Grammar

- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.

Punctuation

- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.

Spelling

- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words 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 Listen attentively.
- 1.2 Ask questions for clarification and understanding.
- 1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

- 1.4 Stay on the topic when speaking.
- 1.5 Use descriptive words when speaking about people, places, things, and events.

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 one outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Recite poems, rhymes, songs, and stories.
- 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
- 2.3 Relate an important life event or personal experience in a simple sequence.
- 2.4 Provide descriptions with careful attention to sensory detail.

MATHEMATICS

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

NUMBER SENSE

- 1.0 Students understand and use numbers up to 100:
- 1.1 Count, read, and write whole numbers to 100.
- 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than ($<$, $=$, $>$).
- 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).
- 1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).
- 1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.
- 2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:
- 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- 2.2 Use the inverse relationship between addition and subtraction to solve problems.
- 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.
- 2.4 Count by 2s, 5s, and 10s to 100.
- 2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).
- 2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).
- 2.7 Find the sum of three one-digit numbers.
- 3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:
- 3.1 Make reasonable estimates when comparing larger or smaller numbers.

ALGEBRA & FUNCTIONS

- 1.0 Students use number sentences with operational symbols and expressions to solve problems:
- 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
- 1.2 Understand the meaning of the symbols $+$, $-$, $=$.
- 1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

MEASUREMENT & GEOMETRY

- 1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:
- 1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.
- 1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).
- 2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:
- 2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.
- 2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.
- 2.3 Give and follow directions about location.
- 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

MATHEMATICS

Statistics, Data Analysis, & Probability

- 1.0 Students organize, represent, and compare data by category on simple graphs and charts:
 - 1.1 Sort objects and data by common attributes and describe the categories.
 - 1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.
- 2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:
 - 2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

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 Explain the reasoning used and justify the procedures selected.
 - 2.2 Make precise calculations and check the validity of the results from the context of the problem.
- 3.0 Students note connections between one problem and another.

HISTORY/SOCIAL SCIENCE

A Child's Place in Time & Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.2 Students compare & contrast the absolute and relative locations of places & people & describe the physical and/or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

1.3 Students know & understand the symbols, icons, & traditions of the United States that provide continuity & a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

1.4 Students compare & contrast everyday life in different times & places around the world & recognize that some aspects of people, places, & things change over time while others stay the same.

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places & the varied backgrounds of American citizens & residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.

HISTORY/SOCIAL SCIENCE

3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1. 6 Students understand basic economic concepts & the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

SCIENCE

PHYSICAL SCIENCE

1. **Materials come in different forms (states), including solids, liquids, and gases.**

As a basis for understanding this concept:

- a. Students know solids, liquids, and gases have different properties.
- b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

LIFE SCIENCES

2. **Plants and animals meet their needs in different ways.**

As a basis for understanding this concept:

- a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- b. Students know both plants and animals need water, animals need food, and plants need light.
- c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
- e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

EARTH SCIENCES

3. **Weather can be observed, measured, and described.**

As a basis for understanding this concept:

- a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
- b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
- c. Students know the sun warms the land, air, and water.

INVESTIGATION & EXPERIMENTATION

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

As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Draw pictures that portray some features of the thing being described.
- b. Record observations and data with pictures, numbers, or written statements.
- c. Record observations on a bar graph.
- d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
- e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

PHYSICAL EDUCATION

STANDARD 1

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

Movement Concepts

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
- 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
- 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

Body Management

- 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

Locomotor Movement

- 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
- 1.8 Land on both feet after taking off on one foot and on both feet.
- 1.9 Jump a swinging rope held by others.

Manipulative Skills

- 1.10 Demonstrate the underhand movement (throw) pattern.
- 1.11 Demonstrate the overhand movement (throw) pattern.
- 1.12 Demonstrate the two-handed overhead (throw) pattern.
- 1.13 Catch, showing proper form, a gently thrown ball.
- 1.14 Catch a self-tossed ball.

- 1.15 Catch a self-bounced ball.
- 1.16 Kick a rolled ball from a stationary position.
- 1.17 Kick a stationary ball, using a smooth, continuous running approach.
- 1.18 Strike a balloon upward continuously, using arms, hands, and feet.
- 1.19 Strike a balloon upward continuously, using a large, short-handled paddle.
- 1.20 Dribble a ball in a forward direction, using the inside of the foot.
- 1.21 Dribble a ball continuously with one hand.

Rhythmic Skills

- 1.22 Create or imitate movement in response to rhythms and music.

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 Identify the right and left sides of the body and movement from right to left and left to right.
- 2.2 Identify people/objects that are within personal space and within boundaries.

Body Management

- 2.3 Identify the base of support of balanced objects.

Locomotor Movement

- 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills

- 2.5 Identify examples of underhand and overhand movement patterns.
- 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.
- 2.7 Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.
- 2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.

PHYSICAL EDUCATION

- 2.9 Describe the proper hand and finger position for catching a ball.
- 2.10 Demonstrate and explain how to reduce the impact force while catching an object.
- 2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach.
- 2.12 Identify the location of the contact point to strike an object upward.
- 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

STANDARD 3

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

Fitness Concepts

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous

Muscular Strength/Endurance

- 3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.
- 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.
- 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.

Flexibility

- 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

Body Composition

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

- 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

STANDARD 4

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

Fitness Concepts

- 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
- 4.2 Explain the importance of drinking water during and after physical activity.
- 4.3 Explain that nutritious food provides energy for alertness and mental concentration.

Aerobic Capacity

- 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.
- 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.
- 4.6 Identify physical activities that cause the heart to beat faster.
- 4.7 Describe the role of blood in transporting oxygen from the lungs.

Muscular Strength/Endurance

- 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.
- 4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.

Flexibility

- 4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.
- 4.11 Diagram how flexible muscles allow more range of motion in physical activity.

Body Composition

- 4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

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 willingly in new physical activities.
- 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

Social Interaction

- 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.
- 5.4 Invite others to use equipment or apparatus before repeating a turn.

Group Dynamics

- 5.5 Identify and demonstrate the attributes of an effective partner in physical activity.
- 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

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 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

Comprehension and Analysis of Dance Elements

- 1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).

Development of Dance Vocabulary

- 1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

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

Creation/Invention of Dance Movements

- 2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).
- 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Create a short movement sequence with a beginning, a middle, and an end.
- 2.4 Create shapes and movements at low, middle, and high levels.
- 2.5 Imitate simple movement patterns.

Communication of Meaning in Dance

- 2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.
- 2.7 Perform improvised movement ideas for peers.

Development of Partner and Group Skills

- 2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements).

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 folk/traditional dances from other countries.
- 3.2 Describe aspects of the style, costumes, and music of a dance.
- 3.3 List commonalities among basic locomotor movements in dances from various countries.

History and Function of Dance

- 3.4 Identify where and when people dance.

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 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

Meaning and Impact of Dance

- 4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).
- 4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).

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 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).
- 5.2 Give examples of how dance relates to other subjects (e.g., mathematics—shape, count-ing; language arts—beginning, middle, and end).

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 patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

Listen to, Analyze, and Describe Music

- 1.2 Identify simple musical forms (e.g., phrase, AB, echo).
- 1.3 Identify common instruments visually and aurally 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 simple accompaniments on classroom instruments.

Compose, Arrange, and Improvise

- 2.4 Improvise simple rhythmic accompaniments, using body percussion or 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 Recognize and talk about music and celebrations of the cultures represented in the school population.

Diversity of Music

- 3.2 Sing and play simple singing games from various cultures.
- 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
- 3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).

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.

Derive Meaning

- 4.1 Create movements to music that reflect focused listening.
- 4.2 Describe how ideas or moods are communicated through music.

VISUAL & PERFORMING ARTS

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 Recognize and explain how people respond to their world through music.

Careers and Career-Related Skills

- 5.2 Describe how the performance of songs and dances improves after practice and rehearsal.

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 the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

- 1.2 Observe and describe the traits of a character.

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 Demonstrate skills in pantomime, tableau, and improvisation.

Creation/Invention in Theatre

- 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

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 the cultural and geographic origins of stories.

History of Theatre

- 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
- 3.3 Describe the roles and responsibilities of audience and actor.

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.

Critical Assessment of Theatre

- 4.1 Describe what was liked about a theatrical work or a story.

Derivation of Meaning from Works of Theatre

- 4.2 Identify and discuss emotional reactions to a theatrical experience.

VISUAL & PERFORMING ARTS

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 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.

Careers and Career-Related Skills

- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

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 Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

Analyze Art Elements and Principles of Design

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

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 Use texture in two-dimensional and three-dimensional works of art.
- 2.2 Mix secondary colors from primary colors and describe the process.
- 2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art.

Communication and Expression Through Original Works of Art

- 2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
- 2.5 Create a representational sculpture based on people, animals, or buildings.
- 2.6 Draw or paint a still life, using secondary colors.
- 2.7 Use visual and actual texture in original works of art.
- 2.8 Create artwork based on observations of actual objects and everyday scenes.

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 Recognize and discuss the design of everyday objects from various cultures.
- 3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

Diversity of the Visual Arts

- 3.3 View and then describe art from various cultures.
- 3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.

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 Discuss works of art created in the classroom, focusing on (e.g., shape/form, texture, line, color).
- 4.2 Identify and describe various reasons for making art.

Make Informed Judgments

- 4.3 Describe how and why they made a selected work of art, focusing on the media and technique.
- 4.4 Select something they like about their work of art and something they would change.

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 Clap out rhythmic patterns found in the lyrics of music and representations of the patterns.
- 5.2 Compare and contrast objects of folk art from various time periods and cultures.

Visual Literacy

- 5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

Careers and Career-Related Skills

- 5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

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