

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

CURRICULUM OVERVIEW GRADE 1

*Standards are a bold initiative.
Standards describe what to teach, not how to teach it.
Standards are an enduring commitment.
Standards are our commitment to excellence.*

The State of California has created and adopted specific content standards in all curricular content areas. In 2002-03 the Beverly Hills Unified School District Board of Education adopted similar standards that are equal to or exceed the rigor of the state content standards.

This overview has been developed to provide students and parents with an outline of the first grade curriculum. Through identified goals, students are encouraged to perform at their maximum potential. Individual student achievement may vary from child to child. Emphasis is placed on helping the students achieve according to the best of their ability. Individualized work or enrichment activities are assigned to meet students' unique talents and abilities. The standards listed represent the core of skills taught in grade 1. This overview reflects the most recent curriculum for students in grade 1; however, the format remains flexible so that change can evolve along with the state standards and curriculum revisions and district requirements

Key Learning (KL) – These standards will be used to determine a student's readiness for promotion to the next grade level.

Enduring (E) – These standards are to be mastered by all students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program

Important (I) – These standards will be mastered by most of the students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program.

Familiar – All students will receive an exposure level to these standards and they will be reinforced and mastered at a future grade level.

This overview reflects the most recent curriculum for students in first grade; however, the format remains flexible so that change can evolve using the established criteria identified above and will be adapted along with the state standards and curriculum revisions and district requirements

MISSION STATEMENT

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

The mission of the Beverly Hills Unified School District, the heart of our city's tradition of pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered, active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy for learning.

“THE BEVERLY HILLS WAY” Student Responsibility and Character Development

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

RESPECT

Respect is an attitude of holding people in high regard and treating them with dignity.

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RESPONSIBILITY

Responsibility is being reliable, self-disciplined and accountable for my actions.

*

INTEGRITY

Integrity is strength of character and action

*

CARING

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

*

CITIZENSHIP

Citizenship is doing my share to make my school and community better.

*

HOMEWORK

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the first grade level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding first grade homework follows.

Students in the first grade can be expected to be assigned homework four (4) days per week using the following suggested time guidelines:

10 minutes per night = 40 minutes per week

Parents are also encouraged to read with their children for 10 minutes each night in addition to their regular homework assignment.

CALIFORNIA ENGLISH/LANGUAGE ARTS CONTENT STANDARDS

During the 2002-03 school year, several K-5 teachers piloted the Houghton Mifflin Reading California reading series as part of the District's textbook selection process to ensure successful implementation of a new series of textbooks. In the spring 2003 the Beverly Hills Unified School District formally adopted the Houghton Mifflin series as the new Reading/Language Arts series for all students in grades K-5.

The first grade English/Language Arts curriculum strives to achieve a comprehensive, balanced literacy program. The integration of reading, writing, speaking, and listening is necessary for children to become successful communicators and language users. Literature and meaning-centered materials are the core of the curriculum.

Core Instructional Materials

Reading - California

Publisher, Houghton Mifflin

READING

1.0 Word Analysis, Fluency and Systematic Vocabulary 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. (E)*
- 1.2 *Identify the title and author of a reading selection. (E)*
- 1.3 *Identify letters, words and sentences. (E)*

Phonemic Awareness

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

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. (I)*
- 1.11 *Read common, irregular sight words (e.g., the, have, said, come, give, of). (E), (KL)*

Decoding and Word Recognition (continued)

1.12 Read common, irregular sight words (e.g., the, have, said, come, give, of). (E), (KL)

1.13 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words. **(I)**

1.14 Read compound words and contractions. **(I)**

1.15 Read inflectional forms (e.g., *-s*, *-ed*, *-ing*) and root words (e.g., *look*, *looked*, *looking*). **(I)**

1.16 Read common word families (e.g., *-ite*, *-ate*). (E)

1.17 Read aloud with fluency in a manner that sounds like natural speech. **(I)**

Vocabulary and Concept Development

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

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). 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. **(I)**

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Respond to *who*, *what*, *when*, *where*, and *how* questions. **(I)**

2.3 Follow one-step written instructions. (E)

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. (E)

2.7 Retell the central ideas of simple expository or narrative passages. **(I)**

3.0 Literary Response and 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).

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. **(I)**

3.2 Describe the roles of authors and illustrators and their contributions to print materials.

3.3 Recollect, talk, and write about books read during the school year. **(I)**

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. **(I)**
- 1.2 Use descriptive words when writing.

Penmanship

- 1.3 **Print legibly and space letters, words, and sentences appropriately. (E)**

2.0 Writing Applications (Genres and 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. **(I)**
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and 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. (E)**

Grammar

- 1.2 Identify and correctly use singular and plural nouns. **(I)**
- 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. **(I)**

Punctuation

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

Capitalization

1.7 Capitalize the first word of a sentence, names of people, and the pronoun I. (E)

Spelling

1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. (E), (KL)

LISTENING AND SPEAKING

1.0 Listening and 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. **(I)**

1.2 Ask questions for clarification and understanding. **(I)**

1.3 Give, restate, and follow simple two-step directions. (E)

1.4 Stay on the topic when speaking. **(I)**

1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

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. (E)

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. (E)

2.4 Provide descriptions with careful attention to sensory detail.

CALIFORNIA MATHEMATICS CONTENT STANDARDS

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.

Core Instructional Materials

Houghton Mifflin Mathematics

Publisher, Houghton Mifflin

Number Sense

1.0 Students understand and use numbers up to 100:

1.1 Count, read, and write whole numbers to 100. (E), (KL)

1.2 Compare and order whole numbers to 100 by using 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 $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$). **(I)**

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. **(I)**

2.0 Students understand and describe simple additions and subtractions:

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. **(I)**

2.4 Count by 2s, 5s, and 10s to 100. (E)

2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference). (E)

2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).

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. **(I)**

Algebra and Functions

1.0 Students sort and classify objects:

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 $+$, $-$, $=$. (E)

- 1.3 Create problem situations that might lead to given number sentences involving addition and subtractions.

Measurement and Geometry

1.0 Students use direct comparison and nonstandard units to describe 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). *(I)*

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. *(I)*
- 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. (E)*
- 2.3 Give and follow directions about location. *(I)*
- 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). *(I)*

Statistics, Data Analysis, and Probability

1.0 Students organize, represent, and compare data by category or simple graphs and charts:

- 1.1 *Sort objects and data by common attributes and describe the categories. (E)*
- 1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs. *(I)*

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). (E)*

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 and strategies, such as manipulatives or sketches, to model problems.

2.0 Students solve problems in reasonable ways and justify their reasoning:

- 2.1 Explain 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.

CALIFORNIA SCIENCE CONTENT STANDARDS

Core Instructional Materials

Unit A – Plants & Animals All Around

Unit B – Living Together

Unit C – About Our Earth

Unit D – Weather & the Seasons

Unit E – Matter & Energy

Unit F – Energy & Forces

Publisher, Harcourt Brace

Physical Sciences

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: eat meat; flat teeth: eat 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 and 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.

Investigation and Experimentation (continued)

- 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.

CALIFORNIA HISTORY/SOCIAL SCIENCE CONTENT STANDARDS

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.

Core Instructional Materials

A Child's Place

Publisher, Harcourt Brace

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 and contrast the absolute and relative locations of places and people and 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 and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and song 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 and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and 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 and the varied backgrounds of American citizens and 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.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1.6 Students understand basic economic concepts and 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

HEALTH

The Health curriculum for first grade is comprehensive in its approach and is based on the recommendations and grade level expectations of the current Health Framework Addendum.

Expectation 1: Students demonstrate ways to enhance and maintain their health and well-being.

The Human Body

- *Practice good personal hygiene. (E)*
- *Use protective equipment or practice protective behaviors (E).*

Food Choices

- Make healthy food choices.
- Group food in many different ways.
- *Prepare and try a variety of healthy foods. (E)*

Physical Activity

- *Participate regularly in active play and enjoyable physical activities. (E)*
- *Observe safety rules during physical activities. (E)*
- Explore out-of-school play activities that promote fitness and health.

Mental and Emotional Health

- *Identify and share feelings in appropriate ways. (E)*
- *Avoid self-destructive behaviors and practice self-control. (E)*
- Develop and use effective coping strategies.
- *Demonstrate personal characteristics that contribute to self-confidence and self-esteem. (E)*
- Develop protective factors that help foster resiliency.
- Develop and use effective communication skills.

Expectation 2: Students understand and demonstrate behaviors that prevent diseases and speed recovery from illness.

Disease Prevention

- Practice positive health behaviors to reduce the risk of disease.
- Prepare food as a way of learning about sanitary food preparation and storage.
- Cooperate in regular health screenings.

Treatment of Disease

- Take medicines properly under the direction of parents or health-care providers.
- *Recognize symptoms of common illnesses. (E)*

Expectation 3: Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

Potentially Dangerous Situations

- Practice safe behavior in or near motorized vehicles.
- *Practice safe behavior in or near water. (E)*
- *Interact safely with strangers. (E)*
- Develop and use skills to avoid, resolve and cope with conflicts.
- *Report or obtain assistance when faced with unsafe situations. (E)*
- *Practice behaviors that help prevent poisonings. (E)*
- Practice safe behavior in recreational activities.

Alcohol, Tobacco and Drugs

- *Distinguish between helpful and harmful substances. (E)*

Child Abuse, Including Sexual Exploitation

- *Develop and use communication skills to tell others when touching is unwanted.(E)*

Emergencies

- *Recognize emergencies and respond appropriately. (E)*
- Practice appropriate behaviors during fire drills, earthquake drills and other disaster drills.

Expectation 4: Students understand and demonstrate how to play positive, active role in promotion the health of his/her family.

Roles of Family Members

- *Develop and use effective communication skills. (E)*

Change the Family

- Identify feelings related to changes within the family.

Expectation 5: Students understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

Friendship and Peer Relationships

- *Know and use appropriate ways to make new friends. (E)*
- *Demonstrate acceptable actions towards others. (E)*
- *Demonstrate positive ways to show or express feelings. (E)*
- *Resolve conflicts in a positive, constructive way. (E)*
- *Demonstrate acceptable methods of gaining attention. (E)*

School and Community Based Efforts to Promote and Protect Health

- *Understand and follow school rules related to health. (E)*
- Participate in school efforts to promote health.
- Assume responsibility for helping to take care of the school.

Expectation 6: Students understand the variety of physical, mental, emotional and social changes that occur.

- *Demonstrate an understanding of the aging process, e.g. why older adults may have needs different from those of children. (E)*

Expectation 7: Students and accept individual differences in growth and development.

- Demonstrate an understanding of individual differences.
- *Adapt group activities to include a variety of individuals. (E)*

Expectation 8: Students identify information, products and services that may be helpful or harmful to their health.

- *Identify health care workers. (E)*
- Identify a variety of consumer influences and analyze how those influences affect decisions.

PHYSICAL EDUCATION

Students at this stage expand their movement skills to include qualities of space and time by learning to move in different directions at varying speeds. They explore a variety of movements, such as high-low and fast-slow. They also learn to recognize the element of time in movement – how long it takes to move from one place to another. The content for the Physical Education program is based on the California Physical Education Framework. The theme for the First Grade Physical Education program is Moving Through Space and Time.

Movement Skills and Movement Knowledge

Movement experiences for first graders develop an increased awareness of the concepts of space, time and effort. As they continue their motor learning, they accept challenges to move through space with the added dimensions of time and effort. Direction in movement is introduced along with basic eye-hand and eye-foot manipulative skills.

Locomotor Movements

- Hopping, galloping, skipping, marching, sliding, other patterned rhythms, and making deliberate moves in specified directions

Non-Locomotor Movements

- Symmetrical and asymmetrical balancing, lifting and carrying, starting and stopping, swinging, swaying, curling, stationary dodging, and staying in personal space

Object Manipulation

- Rolling, tossing, underhand bounding with two hands, hitting with one hand, retrieving, and stationary kicking

Self-Image and Personal Development

- Exploring the body's need for oxygen and food as fuel to supply the body with energy
- Exploring the relationship of nutrition and exercise to physical strength
- Discovering that changes in height and weight influence the movement and coordination of body parts
- Playing simple games
- Doing simple dances

Social Development

- Developing personal and social skills
- Using positive peer communication within physical activity
- Displaying sportsmanship and following rules

VISUAL AND PERFORMING ARTS CONTENT STANDARDS

The Visual and Performing Arts curriculum is designed to give students experiences in visual arts, music and dramatics. The Visual and Performing Arts Content Standards for California Public Schools, First grade Through Grade Twelve represent a strong consensus on the skills, knowledge and abilities that all students should be able to master. For each arts discipline content standards are defined under five strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relations and applications. Students in first grade will be developing an understanding of the visual and performing arts as a means to express their personal world, ideas, and emotions.

VISUAL ARTS

Artistic Perception

1.0 Processing, analyzing and responding to sensory information through the language and skill unique to the visual arts.

Students perceive and respond to works of art, objects in nature, events, and the environment. They 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, and texture.

Creative Expression

2.0 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 artworks.

Skills, Process, Materials, and Tools

- 2.1 Use texture in two-dimensional and three-dimensional artworks (E).**
- 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-mâché) to create form and texture in an artwork.

Communication and Expression Through Original Artworks

- 2.4 Plan and use variations in line, shape, color, and texture to communicate ideas or feelings in artworks.
- 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.

Historical and Cultural Context

3.0 Understanding the Visual Arts in Relation to History and Culture

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 visual arts and artists.

Role and Development of the Visual Arts

3.1 Recognize and talk about the design of everyday objects from various time periods and cultures.

3.2 **Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life). (E)**

Diversity of the Visual Arts

3.3 View and then describe art from various cultures.

3.4 Identify art objects from selected cultures (e.g., Japanese screen painting, Mexican tin art, African masks).

Aesthetic Valuing

4.0 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, principles of design, and aesthetic qualities.

Derive Meaning

4.1 Talk about their own artwork and the work of classmates, focusing on selected elements of art (e.g., form, texture, line, color).

4.2 Identify and describe various reasons for making art.

Make Informed Judgments

4.3 Describe how they made a selected work of art, focusing on the media and technique.

4.4 Select something they like about their art and something they would change.

Connections, Relationships, and Applications

5.0 Connecting and applying what is learned in the visual arts to other art forms and subject areas and to careers.

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

Connections and Applications

5.1 Clap out rhythmic patterns found in lyrics of music and then use symbols to create visual representations of the patterns.

5.2 Compare and contrast folk art objects 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, and texture).

Career and Career-Related Skills

5.4 Talk about objects designed by artists that are used at home and at school.

MUSIC

Artistic Perception

1.0 Processing, Analyzing and Responding to Sensory Information Through the Language and Skill Unique to the 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.

Creative Expression

2.0 Creating, performing and participating in the Music

Students apply vocal and instrumental music 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. (E)

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. (E)

Historical and Cultural Context

3.0 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 celebration of the cultures represented in the school population.

Diversity of Music

3.2 Sing and plan simple singing games from various cultures. (E)

3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.

3.4 Use developmentally appropriate movement in responding to music from various genres and styles.

Aesthetic Valuing

4.0 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 and aesthetic qualities, and human responses.

Derive Meaning

4.1 Create movements that reflect focused listening.

4.2 Describe how ideas or moods are communicated in music.

Connections, Relationships, and Applications

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

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

Connections and Applications

5.1 Use music, together with dance, theatre, and visual arts for storytelling.

Career and Career-Related Skills

5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces and works of visual art.

THEATRE

Artistic Perception

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

Students observe their environment and respond, using the elements of drama/theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of drama/theatre.

Development of the Vocabulary of Drama/Theatre

1.1 Use the vocabulary of the theatre to talk about theatrical experiences, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience (E).

Comprehension and Analysis of Drama/Theatre Elements

1.2 Observe and describe the traits of a character.

Creative Expression

2.0 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 Theatre Skills

2.1 Demonstrate skills in pantomime, tableau, and improvisation. (E)

Creation/Invention in Theatre

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

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/videos, 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 cultural and geographic origins of stories. (E)

History of Theatre

3.2 Identify conventions unique to theatre, such as props, costumes, masks, and sets.

3.3 Describe the roles and responsibilities of audience and actor.

Aesthetic Valuing

4.0 Responding to, Analyzing and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.

Critical Assessment of Theatre

4.1 Describe what they liked about a work of theatre or a story.

Derive Meaning from Works of Theatre

4.2 Identify and discuss emotional reactions to a theatrical experience.

Connections, Relationships, and Applications

5.0 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 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.

Career and Career-Related Skills

5.2 Demonstrate the ability to work cooperatively to present a tableau, an improvisation, or a pantomime.

DANCE

ARTISTIC PERCEPTION

1.0 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) (E)**

Development of Dance Vocabulary

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

Creative Expression

2.0 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).

2.3 **Create a short movement sequence with a beginning, a middle, and an end. (E)**

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). (E)**

Historical And Cultural Context

3.0 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.

AESTHETIC VALUING

4.0 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 according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

- 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).

Meaning and Impact of Dance

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

Connections, Relationships, Application

5.0 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, counting; language arts beginning, middle, and end).