

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

CURRICULUM OVERVIEW KINDERGARTEN

*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 kindergarten curriculum. Through identified goals, students are encouraged to perform to 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 have been prioritized to insure a more consistent instructional program and to provide guidance to parents and teachers when developing a course of instruction to effectively meet the individual needs of the students. The standards have been identified in the following manner.

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 kindergarten; 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.

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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 Kindergarten level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations.

Parents are encouraged to read with their children for 10 minutes each night.

CALIFORNIA ENGLISH-LANGUAGE ARTS CONTENTS 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.

A balanced literacy program is at the core of the Reading/Language Arts curriculum for kindergarten. The program is designed to be one of balanced learning through listening, speaking, reading and writing, along with the supporting skills of grammar, mechanics, usage, spelling, and handwriting. These supporting skills are taught to assist students in learning about the power of language and how to develop their own power through the use of language.

Core Instructional Materials

Reading - California

Publisher, Houghton Mifflin

READING

1.0 Word Analysis, Fluency and Systematic Vocabulary Development

Concepts About Print

- 1.1 Identify the front cover back cover and title page of a book. (E)**
- 1.2 Follow words from left to right and from top to bottom of a printed page. (E)**
- 1.3 Understand that printed materials provide information. (E)**
- 1.4 Recognized that words in print are made up of separate sounds. (E)**
- 1.5 Distinguish letters from words. (E)**
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. (KL), (E)**

Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference and order of two and three isolated phonemes. **(I)**
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted or repeated.
- 1.9 Blend vowel-consonant sounds orally to make word or syllables. **(I)**
- 1.10 Identify and produce rhyming words in response to an oral prompt. (E)**
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. **(I)**
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in a word.

Decoding and Word Recognition

- 1.14 Match all consonant and short-vowel sounds to appropriate letters. (KL)**
- 1.15 Read simple one-syllable and high frequency words (e.g. sight words). (E)**
- 1.16 Understand that as letters of words change, so do the sounds. (E)**

Vocabulary and Concept Development

- 1.17 Identify and sort common words into basic categories (e.g. colors) **(I)**
- 1.18 Describe common objects and events in both general and specific language. **(I)**

2.0 Reading Comprehension

Structural Features of Informational Materials

2.1 Locate the title, table of contents, name of author, and name of illustrator.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 ***Use of pictures and context to make predictions about story content. (KL), (E)***

2.3 ***Connect to life experiences the information and events in texts. (E)***

2.4 Retell familiar stories.

2.5 Ask and answer questions about essential elements of a text. ***(I)***

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

3.1 ***Distinguish fantasy from realistic text. (E)***

3.2 Identify types of everyday print materials (e.g. storybooks, poems, newspapers, signs, labels).

3.3 Identify characters, settings, and important events. ***(I)***

WRITING

1.0 Writing Strategies

Organization and Focus

1.1 ***Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. (KL), (E)***

1.2 Write consonant-vowel-consonant words (e.g. demonstrate alphabetic principle). ***(I)***

1.3 ***Write by moving from left to right and from top to bottom. (E)***

Penmanship

1.4 ***Write uppercase and lowercase letters of the alphabet independently, attending to form and proper spacing of the letters. (E)***

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Recognize and use complete, coherent sentences when speaking. ***(I)***

Spelling

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of the letter names. ***(I)***

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

1.1 ***Understand and follow one- and two-step oral directions. (KL), (E)***

1.2 Share information and ideas, speaking audibly in complete, coherent sentences. ***(I)***

2.0 Speaking Applications (Genres and Their Characteristics)

2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.

2.2 Recite short poems, rhymes, and songs.

2.3 Relate an experience or creative story in a logical sequence.

CALIFORNIA MATHEMATICS CONTENT STANDARDS

By the end of kindergarten, students understand small numbers, quantities and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns.

Core Instructional Materials

Houghton Mifflin Mathematics

Publisher, Houghton Mifflin

Number Sense

1.0 Students understand the relationship between numbers and quantities:

1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than or less than the other. (E)

1.2 Count, recognize, represent, name and order a number of objects up to 30. **(I)**

1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have. **(I)**

2.0 Students understand and describe simple additions and subtractions:

2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10). **(I)**

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:

2.2 Recognize when an estimate is reasonable.

Algebra and Functions

1.0 Students sort and classify objects:

1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g. all these balls are green, those are red). (E)

Measurement and Geometry

1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:

1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g. which is shorter, taller, heavier). **(I)**

1.2 Demonstrate an understanding of time (e.g. morning, afternoon, today, yesterday, week, year) and tools that measure time (e.g. clock, calendar). **(I)**

1.3 Name the days of the week. (E)

1.4 Identify the time (to the nearest hour) of everyday events (e.g. lunchtime is 12:00).

2.0 Students identify common objects in their environment and describe the geometric features.

2.1 Identify and describe the common geometric objects (e.g. circle, triangle, square, rectangle, cube, sphere, cone). (E)

2.2 Compare familiar plane and solid objects by common attributes (e.g. position, shape, size, number of corners). (I)

Statistical, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:

1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs. (I)

1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors. (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 with concrete objects and/or pictorial representations.

2.2 Make precise calculations and check the validity of the results in the context of the problem. (I)

CALIFORNIA SCIENCE CONTENT STANDARDS

The Science Content Standards for California Public Schools, Kindergarten through Grade Twelve represent the content of science education and includes the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century. The elementary and middle school standards provide the foundational skills and knowledge for students to learn core concepts, principles, and theories of science at the high school level.

Core Instructional Materials

Book 1 – Animals

Book 2 – The Garden

Book 3 - My Earth

Book 4 - See the Seasons

Book 5 – The House Book

Book 6 - Water Changes

Publisher, Harcourt Brace

Physical Sciences

1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
 - a. *Students know* objects can be described in terms of the materials they are made of (e.g. clay, cloth, paper) and their physical properties (color, size, shape, weight, texture).
 - b. *Students know* water can be a liquid or solid and can be made to change back and forth from one to the other.
 - c. *Students know* water left in an open container evaporates (goes into the air) but water in a closed container does not.

Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
 - a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g. seed-bearing plants, birds, fish, insects).
 - b. *Students know* stories sometimes give plants and animals attributes they do not really have.
 - c. *Students know* how to identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs).

Earth Sciences

3. Earth is composed of land, air, and water. As a basis for understanding this concept:
 - a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
 - b. *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
 - c. *Students know* how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

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. Observe common objects by using the five senses.
 - b. Describe the properties of common objects.
 - c. Describe the relative position of objects by using one reference (e.g. above or below).
 - d. Compare and sort common objects by one physical attribute (e.g. color, shape, texture, size, weight).
 - e. Communicate observations orally and through drawings.

CALIFORNIA HISTORY/SOCIAL SCIENCE CONTENT STANDARDS

Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

Core Instructional Materials

My World and My Kindergarten Program

Publisher, Harcourt Brace

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g. those for land, water, road, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the bases for the events (e.g. Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, etc.)
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Daniel Boone, Booker T. Washington, etc.)
3. Understand how people lived in earlier times and how their lives would be different today (e.g. getting water from a well, growing food, making clothes, having fun, living by rules and laws).

HEALTH

The Health curriculum for Kindergarten 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)*

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.
- 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 of health-care providers. (E)*
- *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. (E)*
- *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.
- *Practice behaviors that help prevent poisonings. (E)*

Alcohol, Tobacco and Drugs

- Distinguish between helpful and harmful substances.

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. (E)*

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.

- Describe the cycle of growth and development in humans and other animal species.

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)*

PHYSICAL EDUCATION

The Physical Education curriculum for kindergarten focuses on moving within space, including the general space around them and their own personal space. Students learn about and interpret their environment through play. Students will perceive, respond and demonstrate movement skills, process sensory information and describe movement using the appropriate vocabulary. (Currently there are no state standards in the area of Physical Education. Therefore, the skills listed are from the Visual and Performing Arts Standards for Dance).

Development of Motor Skills and Technical Expertise

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump hop, and balance).

Comprehension and Analysis

- 1.3 Understand and respond to a wide range of opposites: high/low, forward/backward, wiggle/freeze.

Development of Vocabulary

- 1.4 Perform simple movements in response to verbal instructions: balance, bend, stretch, twist, turn, shake, push, pull, rise, and fall.

Creation/Invention of Movement

- 2.1 Create movements that reflect a variety of personal experiences: recall feeling happy, sad, angry, excited;
- 2.2 Respond to a variety of stimuli - sounds, words, songs, props, and images – with original movements;
- 2.3 Respond spontaneously to different types of music, rhythms and sounds.

CALIFORNIA 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, Kindergarten 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 kindergarten 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 Recognize and describe simple patterns found in the environment and works of art.
- 1.2 Name art materials introduced in lessons: clay, paint, and crayons.

Analyze Art Elements and Principles of Design

- 1.3 **Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape (E).**

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 lines, shapes, and colors to make patterns.
- 2.2 Demonstrate beginning skill in the use of tools, processes, such as the use of scissors, glue, and paper in the creation of three-dimensional construction.
- 2.3 Make a simple collage with cut or torn paper shapes.

Communication and Expression Through Original Artworks

- 2.4 Paint pictures expressing their ideas about family and neighborhood.
- 2.5 Use lines in drawings and paintings to express feelings.
- 2.6 Use geometric shapes (circle, triangle, square) in a work of art.
- 2.7 Create a three-dimensional form, such as a real or imaginary animal.

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 Describe functional and non-utilitarian art they see in their daily lives.
- 3.2 Identify and describe artworks that show people doing things together.

Diversity of the Visual Arts

- 3.3 Look at and discuss artworks from a variety of times and places.

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, using appropriate art vocabulary: color, shape, line.
- 4.2 Describe what they see (including both literal and expressive content) in selected works of art.

Make Informed Judgments

- 4.3 Talk about how they made a selected work of their art.
- 4.4 Give reasons why they like a particular artwork that they made, using appropriate art vocabulary.

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 Draw geometric shapes (circles, squares, triangles) and repeat them in a movement sequence.
- 5.2 Look at and draw something used everyday (scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

- 5.3 Point out images (photographs, paintings, murals) and symbols found at home, in school, and in the community, including national and state symbols and icons.

Career and Career-Related Skills

- 5.4 Talk about the various kinds of artwork (ceramics, paintings, sculpture) that artists create and discuss the media they use.

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 Use icons or invented symbols to represent beat.

Listen to, Analyze, and Describe Music

1.2 Identify and describe basic elements of music (high/low, fast/slow, loud/soft, and beat). (E)

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 Use the singing voice to echo short melodic patterns.

2.2 Sing age appropriate songs from memory. (E)

2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction. (E)

Compose, Arrange, and Improvise

2.4 Create accompaniments, using the voice or a variety of classroom instruments.

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 Identify the various uses of music in daily experiences.

Diversity of Music

3.2 Sing and plan simple singing games from various cultures.

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 correspond to specific music.

4.2 Identify, talk about, sing, or play music written for specific purposes (work song, lullaby).

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 skill unique to the 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 drama/theatre to talk about theatrical experience, such as actor, character, cooperation, setting, the five senses and audience. (E)

Comprehension and Analysis of Drama/Theatre Elements

1.2 Identify differences between real people and imaginary characters.

Creative Expression

2.0 Creating, performing and participating in the Music.

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 Drama/Theatre Skills

- 2.1 Perform imitative movements, rhythm activities, and theatre games (freeze, statues, and mirrors).

Creation/Invention in Drama/Theatre

- 2.2 **Perform group pantomimes and improvisations to retell familiar stories. (E)**
- 2.3 Use costumes and props in role-playing.

Historical and Cultural Context

3.0 Understanding the historical contributions and cultural dimensions of drama/theatre.

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

Role and Cultural Significance of Drama/Theatre

- 3.1 **Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times. (E)**
- 3.2 Role-play different characters in the community, such as firefighters, family members, teachers, and cooks.

Aesthetic Valuing

4.0 Responding to, analyzing and critiquing drama/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 Respond appropriately to a theatrical experience as an audience member.

Derive Meaning from Works of Theatre

- 4.2 Compare a real story with a fantasy story.

Connections, Relationships, and Applications

5.0 Connecting and applying what they learn in drama/theatre, film/videos, and electronic media across subject areas.

Students 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 drama/theatre.

Connections and Applications

- 5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, and under.

Career and Career-Related Skills

- 5.2 Demonstrate an ability to work cooperatively to perform a pantomime or dramatize a story.

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 Build the range and capacity to move in a variety of ways. (E)

1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance). (E)

Comprehension and Analysis of Dance Elements

1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).

Development of Dance Vocabulary

1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

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 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).

2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements. (E)

2.3 Respond spontaneously to different types of music, rhythms, and sounds.

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 the United States and other countries.

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

Connections, Relationships, Applications

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 Give examples of the relationship between everyday movement in school and dance movement.