

# GRADE K

VISUAL ARTS	ENGLISH/LANGUAGE ARTS
1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.	<b>Reading Foundation #2b</b> Count, pronounce, blend, and segment syllables in spoken words.
2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.	<b>Speaking &amp; Listening #5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.
2.4 Paint pictures expressing ideas about family and neighborhood.	<p><b>Writing #1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p><b>Writing #2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>Writing #3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>Speaking &amp; Listening #5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.	<p><b>Writing #1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p><b>Writing #2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

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	<p><b>Writing #3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p>3.1 Describe functional and nonutilitarian art seen in daily life; that is works of art that are used versus those that are only viewed.</p>	<p><b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <b>Speaking &amp; Listening #2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>3.2 Identify and describe works of art that show people doing things together.</p>	<p><b>Reading Lit #2</b> With prompting and support, retell familiar stories, including key details.  <b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <b>Speaking &amp; Listening #2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  <b>Speaking &amp; Listening #4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  <b>Language #1f</b> Produce and expand complete sentences in shared language activities.</p>
<p>3.3 Look at and discuss works of art from a variety of times and places.</p>	<p><b>Reading Info #10</b> Actively engage in group reading activities with purpose and understanding.  <b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from</p>

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	<p>provided sources to answer a question.</p> <p><b>Speaking &amp; Listening #2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>Speaking &amp; Listening #4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>4.0 Students analyze, access, and derive meaning from works of art, including their own, according to the elements of art, the principles of design and aesthetic qualities.</p>	<p><b>Language #1d</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>
<p>4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</p>	<p><b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening #2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>Speaking &amp; Listening #4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</p>	<p><b>Reading Lit #9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>Reading Info #6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>Reading Lit #7</b> With prompting and support, describe the relationship</p>

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	<p>between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>Reading Info #7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>Writing #1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p><b>Writing #2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening #2</b></p> <p><b>Speaking &amp; Listening #3</b></p> <p><b>Speaking &amp; Listening #4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>4.3 Discuss how and why they made a specific work of art.</p>	<p><b>Writing #3</b></p> <p><b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening #4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</p>	<p><b>Reading Lit #7</b></p> <p><b>Writing #8</b> With guidance and support from adults, recall information from</p>

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	<p>experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening #2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>Speaking &amp; Listening #6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.</p>	<p><b>Speaking &amp; Listening #2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>5.4 Discuss the various works of art (e.g. ceramics, paintings, sculpture) that artists create and the type of media used.</p>	<p><b>Speaking &amp; Listening #2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>

VISUAL ARTS	MATH
<p>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/form.</p>	<p><b>Geometry #1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i></p> <p><b>Geometry #2</b> Correctly name shapes regardless of their orientations or</p>

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	<p>overall size.</p> <p><b>Geometry #3</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>
2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.	<p><b>Measurement &amp; Data #1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>
2.7 Create a three-dimensional form, such as a real or imaginary animal.	<p><b>Geometry #3</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p><b>Geometry #4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p><b>Geometry #5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>Geometry #6</b> Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>

VISUAL ARTS	HISTORY-SOCIAL SCIENCE
2.4 Paint pictures expressing ideas about family and neighborhood.	<p>K.4#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.</p>
2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.	<p>K.4#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.</p>

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<p>3.2 Identify and describe works of art that show people doing things together.</p>	<p>K.1#3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p>
<p>3.3 Look at and discuss works of art from a variety of times and places.</p>	<p>K.1#3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>K.6 #1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>K.6 #2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</p> <p>K-6 #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 clothing, having fun, forming organizations, living by rules and laws).</p>
<p>4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</p>	<p>K.4#1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p>
<p>5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.</p>	<p>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.</p> <p>K.6 #1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King</p>

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	<p>Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>K.6 #2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</p> <p>K-6 #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 clothing, having fun, forming organizations, living by rules and laws).</p>
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<b>VISUAL ARTS</b>	<b>SCIENCE</b>
1.1 Recognize and describe simple patterns found in the environment and works of art.	2a 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).
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/form.	2a 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). 4d Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
2.1 Use lines, shapes/forms, and colors to make patterns.	4e Communicate observations orally and through drawings.
2.3 Make a collage with cut or torn paper shapes/forms.	4e Communicate observations orally and through drawings.
2.7 Create a three-dimensional form, such as a real or imaginary animal.	2a 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).
4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).	4a Observe common objects by using the five senses.
4.3 Discuss how and why they made a specific work of art.	4e Communicate observations orally and through drawings.
5.3 Point out images (e.g., photographs, paintings, murals,	1a Students know objects can be described in terms of the materials they



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<p>ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.</p>	<p>are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). 4b Describe the properties of common objects.</p>
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