

Cumberland County Schools
Parent Curriculum Guide



First Grade

ENGLISH LANGUAGE ARTS

The elementary language arts curriculum is organized around a balanced literacy framework of teaching. Using this approach, students build an understanding of the four strands of literacy: reading, writing, speaking and listening, and language. As students advance through each grade and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit an understanding of increasingly complex skills. The following grade-specific standards define what students should understand and be able to do by the end of the year to progress towards college and career readiness in each particular area.

Reading: Literature

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

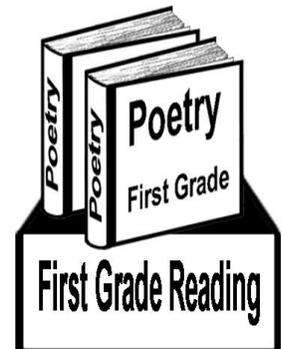
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.



Reading: Informational Text

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.

Reading: Foundational Skills

Print Concepts

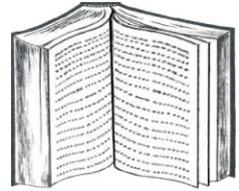
1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.



Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they introduce a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Speaking and Listening (Continued)

Comprehension and Collaboration (Continued)

- a. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- b. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

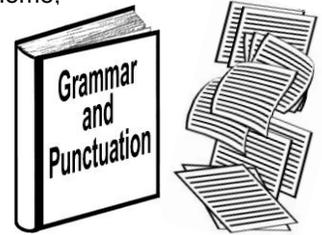
Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will talk home).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - h. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - i. Use determiners (e.g., articles, demonstratives).
 - j. Use frequently occurring prepositions (e.g., during, beyond, toward).
 - k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.



Conventions of Standard English (Continued)

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Use frequently occurring affixes as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - d. Distinguish shades of meaning among verbs differing in a manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Dolch Sight Words Reading List

Level One

after	has	over
again	her	put
an	him	round
any	his	some
ask	how	stop
as	just	take
by	know	thank
could	let	them
every	live	then
fly	may	think
from	of	walk
give	old	were
going	once	when
had	open	

Level Two

always	gave	their
around	goes	these
because	green	those
been	its	upon
before	made	us
best	many	use
both	off	very
buy	or	wash
call	pull	which
cold	read	why
does	right	wish
don't	sing	work
fast	sit	would
first	sleep	write
five	tell	your
found		

Level Three

about	hold	own
better	hot	pick
bring	hurt	seven
carry	if	shall
clean	keep	show
cut	kind	six
done	laugh	small
draw	light	start
drink	long	ten
eight	much	today
fall	myself	together
full	never	try
got	only	warm
grow		

First Grade Writing Sample

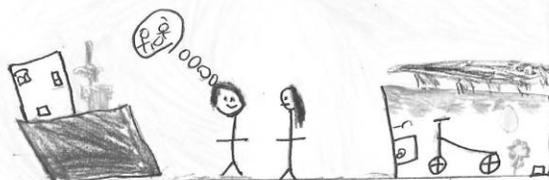
The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

First graders will continue to compose three different types of writing: opinion pieces, narrative texts, and informative/explanatory texts. By the end of first grade students should establish a situation or topic with an opening sentence. They will recount two or more events or details about a topic and will provide a sense of closure as well as demonstrate a growing command of the conventions of standard written English by using capital letters and punctuation.

The following is an example of a narrative and was produced in class with teacher support.

Student Sample - Grade 1: Narrative

I bot a little cotton ball
Jason 2-2002



I went to biye a hamster
I was so excited I woted to run
All the waye there but I didn't
wont to get run over I got a
Very nerves hamster but we
bot her then at nite when my

Dad came home he sedi was is that
Noys it is my hamster I sedi my
mom. sedi poblely the pep to bot
this. Hamster was poble men to
her. I didn't wont to ruter her
Be caus she was so soft and cuddley
She felt lik a little cot bn ball

MATHEMATICS

The elementary mathematics curriculum is designed to develop deep understanding of foundational math ideas. In order to allow time for such understanding, each grade level focuses on concepts and skills related to two-four focal points (including geometry, number sense, and fractions). The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics. Through this study, students will also develop behaviors of proficient mathematicians. They will learn how to justify their thinking, reason abstractly, use precise language, and notice patterns.

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract. *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.*

Number and Operations in Base Ten

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.



Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Number and Operations in Base Ten (Continued)

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data

1

2

3

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

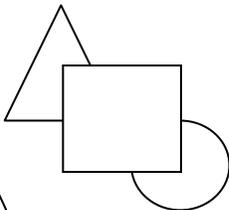
Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.



2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

SCIENCE

The goal for first grade focuses on students using their senses to make observations in the three strands of science. Students will explore forces and motion, Earth/Moon/Sun, and the characteristics of plants and animals, building on students' natural inclination to ask questions and investigate common objects in the natural world. Science education in first grade extends the foundation that began in kindergarten with the unifying concepts of evidence, explanation, and measurement. Students engage in active construction of ideas and explanations as they observe, collect data, and classify to provide types and levels of order and organization to their ideas.

Physical Science

Forces and Motion

Understand how forces (pushes or pulls) affect the motion of an object.

1. Explain the importance of a push or pull to changing the motion of an object.
2. Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.
3. Predict the effect of a given force on the motion of an object, including balanced forces.

Earth Science



Earth in the Universe

Recognize the features and patterns of the Earth/Moon/Sun system as observed from Earth.

1. Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.
2. Recognize patterns of observable changes in the Moon's appearance from day to day.

Earth Systems, Structures, and Processes

Understand the physical properties of earth materials that make them useful in different ways.

1. Summarize the physical properties of Earth materials, including rocks, minerals, soils, and water that make them useful in different ways.
2. Compare the properties of soil samples from different places, relating their capacity to retain water, nourish, and support the growth of certain plants.

Life Science

Ecosystems

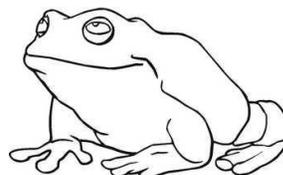
Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.

1. Recognize that plants and animals need air, water, light (plants only), space, food, and shelter and that these may be found in their environment.
2. Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.
3. Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).

Molecular Biology

Summarize the needs of living organisms for energy and growth.

1. Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.
2. Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.



SOCIAL STUDIES

Students in grades K-2 are introduced to an integrative approach to social studies by exploring aspects of self, others, families, and communities across the world in developmentally responsive ways. K-2 students use maps and globes to develop geographic awareness of their surroundings and process information about locations. They learn that people not only use the environment, but also modify or adapt to it. In history, students begin to develop the ability to think like a historian as they acquire knowledge of history to understand the past and present. In economics, students develop and build upon basic economic concepts by relating to their own wants and needs. Thus, proper integration of the strands serves to guide students through a balanced social studies curriculum that helps to build a solid foundation during the early years.

History

Understand that history tells a story of how people and events changed society over time.

1. Explain how and why neighborhoods and communities change over time.
2. Explain the importance of folklore and celebrations and their impact on local communities.
3. Explain why national holidays are celebrated (Constitution Day, Independence Day, observance of the birthday of Dr. Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.).



Geography and Environmental Literacy



Use geographic representations, terms, and technologies to process information from a spatial perspective.

1. Use geographic tools to identify characteristics of various landforms and bodies of water.
2. Give examples showing location of places (home, classroom, school, and community).
3. Understand the basic elements of geographic representations, using maps (cardinal directions and map symbols).

Understand how humans and the environment interact within the local community.

1. Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).
2. Explain how people use natural resources in the community.
3. Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).

Economics and Financial Literacy

Understand basic economic concepts.

1. Summarize the various ways in which people earn and use money for goods and services.
2. Identify examples of goods and services in the home, school, and community.
3. Explain how supply and demand affects the choices families and communities make.

Civics and Governance

Understand the importance of rules.

1. Explain why rules are needed in the home, school, and community.
2. Classify the roles of authority figures in the home, school, and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.).
3. Summarize various ways in which conflicts could be resolved in homes, schools, classrooms, and communities.

Culture

Understand the diversity of people in the local community.

1. Compare the languages, traditions, and holidays of various cultures.
2. Use literature to help people understand diverse cultures.



INFORMATION AND TECHNOLOGY

The Information and Technology curriculum prepares students to use computer technology for school, work, and personal use; for accessing and applying information; for problem solving; and for communicating ideas and data. Elementary school students will leave each grade level with a greater, more established ability to utilize the tools of technology not only for research but as avenues of reinforcement for learned concepts.

Sources of Information

Recall useful sources of information

1. Identify various resources for information (e.g., print, audio-visual, electronic, people).

2. Classify resources as relevant for a given purpose and/or topic.

Informational Text

Understand the difference between text read for enjoyment and text read for information.

1. Classify text as nonfiction or fiction.

2. Compare important facts and minor details.

Technology as a Tool

Use technology tools and skills to reinforce classroom concepts and activities.

1. Use a variety of technology tools to gather data and information (e.g., web-based resources, e-books, online communication tools, etc.).

2. Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

3. Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

Research Process

Remember the steps of a simple (or simplified) research process.

1. Recognize the steps of a simple (or simplified) research process.



Safety and Ethical Issues

Understand safety and ethical issues related to the responsible use of information and technology resources.

1. Use technology hardware and software responsibly.
2. Explain why safety is important when using the Internet.
3. Recognize the need to obtain permission or give credit when using intellectual property of others.

MUSIC

Music is deeply embedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in important ways to our quality of life. The K-5 music program is designed to develop musical literacy. The processes of creating, performing, and understanding music are the primary goals of the music program. While performance is an important aspect of music study, it does not substitute for students' development of creative processes and of broader integrated experiences and understandings. Through creating, students are able to be imaginative, think critically, and approach tasks in new or different ways.

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

1. Use proper technique when singing and playing a variety of music.
2. Use accurate pitch to imitate three-pitch melodic patterns.
3. Execute rhythmic patterns using body, instruments, or voice.
4. Apply changes in dynamics and tempo when singing and playing music.

Interpret the sound and symbol systems of music.

1. Interpret rhythm patterns that use iconic or standard notation for quarter notes, quarter rests, and beamed eighth notes.
2. Execute three-pitch songs with voice and/or instruments.
3. Use iconic symbols to notate quarter notes and quarter rests.

Create music using a variety of sound and notational sources.

1. Use improvisation to create two-phrase melodies using three pitches.
2. Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations.
3. Use iconic notation to compose simple rhythm patterns consisting of quarter notes, beamed eighth notes, and quarter rest durations.

Musical Response

Understand the interacting elements to respond to music and music performances.

1. Use corresponding movements or actions to respond to prominent music characteristics (such as patterns in rhythm, melodic contour, dynamics, and form) while listening to and/or singing music.

2. Recognize melodic patterns, rhythmic patterns, dynamics, and forms when presented aurally.



3. Compare appropriate behaviors for different types of music performances (such as outdoor concerts, concerts with audience participation, vocal concerts, etc.).

4. Classify timbre by pitched or unpitched instruments and sounds.



Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music.

1. Recognize how music is used in customs and traditions of various cultures.
2. Understand the relationships between music and concepts from other areas.

Visual Arts

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The visual arts program is designed to develop visual literacy by promoting fluency in the various modes of visual communication. Students learn the visual arts by using a wide range of subject matter, media, and means to express their ideas, emotions, and knowledge. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

Visual Literacy

Use the language of visual arts to communicate effectively.

1. Identify tools, media, and processes.
2. Create original art that expresses ideas, themes, and events.
3. Recognize that symbols, subjects, or themes are used in the works of others to communicate.
4. Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space.
5. Understand characteristics of the Principles of Design, including repetition, emphasis, contrast, and balance.

Apply creative and critical thinking skills to artistic expression.

1. Recognize that artistic problems have multiple solutions.
2. Understand how physical location affects what is seen in the immediate environment.
3. Create art from imaginary sources of inspiration.

Create art using a variety of tools, media, and processes, safely and appropriately.

1. Use a variety of tools safely and appropriately to create art.
2. Execute control of a variety of media.
3. Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.

Contextual Relevancy

Understand the global, historical, societal, and cultural contexts of the visual arts.

1. Recognize how visual arts are used in customs and traditions of various cultures.
2. Identify images in art as depicting something old (historic) or new (contemporary).
3. Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life.
4. Understand how art represents different cultures.
5. Understand that art is a reflection of the artist's ideas, environment, and/or resources.

Understand the interdisciplinary connections and life applications of the visual arts.

1. Identify the role of functional art in various communities around the world.
2. Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
3. Differentiate between sharing ideas and copying.

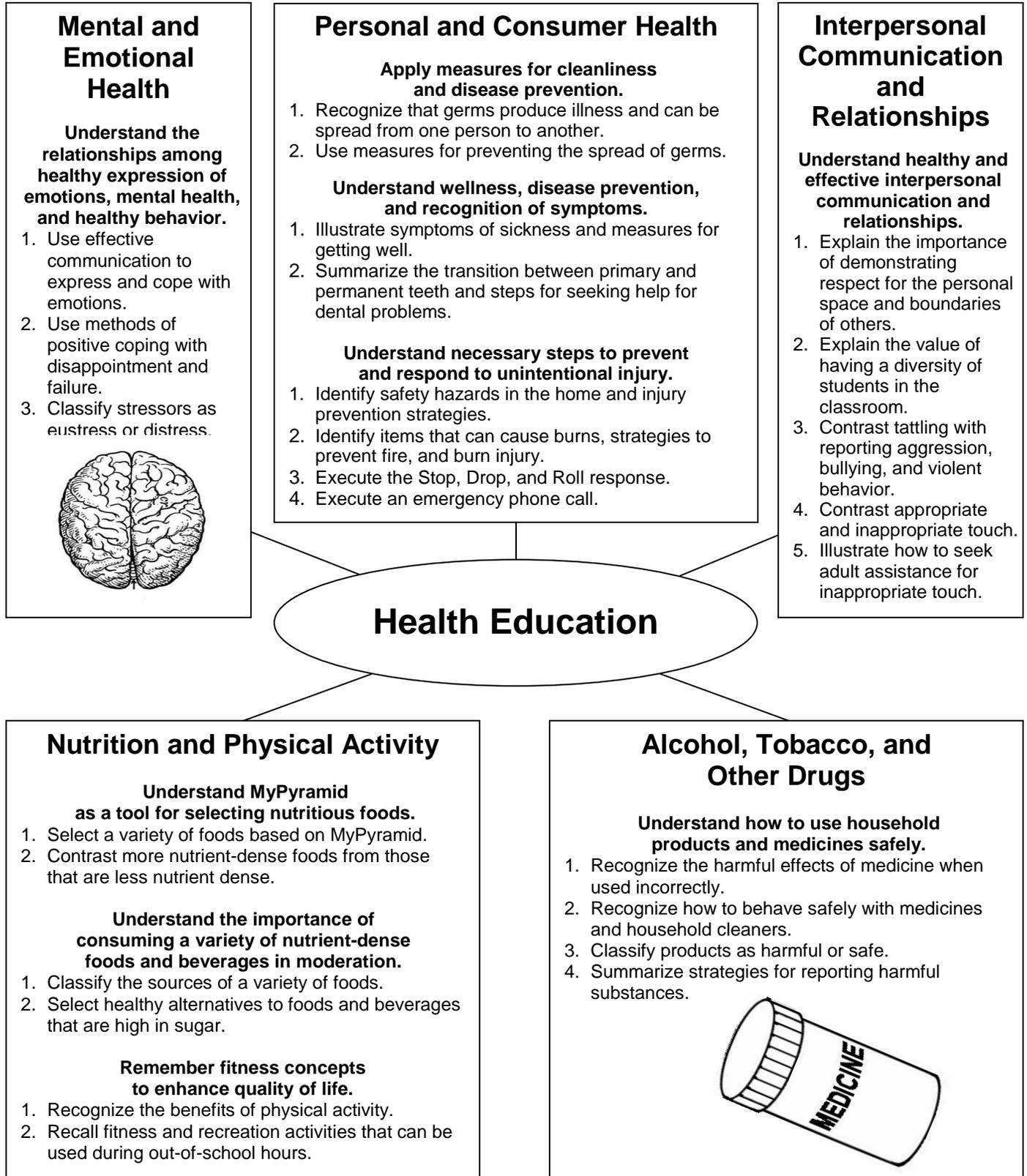
Critical Response

Use critical analysis to generate responses to a variety of prompts.

1. Use appropriate art terminology to express personal opinions about art.
2. Explain how and why personal works of art are made, focusing on media and process.

Healthful Living

The Healthful Living is a combination of health education and physical education. It includes a planned, sequential K-12 program that integrates information about specific health topics. The mission is to provide students with a program that is capable of enhancing the quality of life, raising the level of health, and favorably influencing the learning process.



Motor Skill Development

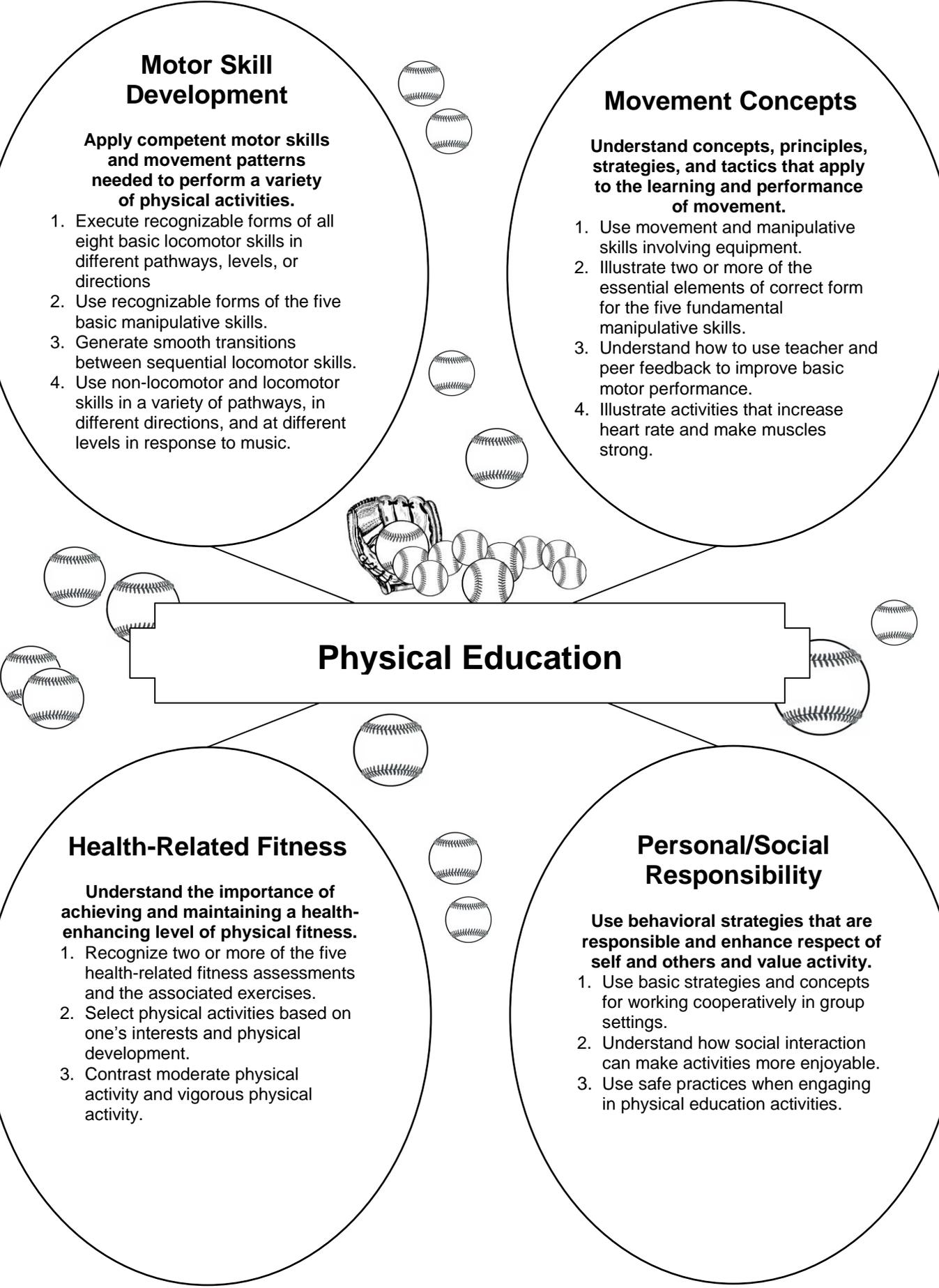
Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

1. Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions
2. Use recognizable forms of the five basic manipulative skills.
3. Generate smooth transitions between sequential locomotor skills.
4. Use non-locomotor and locomotor skills in a variety of pathways, in different directions, and at different levels in response to music.

Movement Concepts

Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.

1. Use movement and manipulative skills involving equipment.
2. Illustrate two or more of the essential elements of correct form for the five fundamental manipulative skills.
3. Understand how to use teacher and peer feedback to improve basic motor performance.
4. Illustrate activities that increase heart rate and make muscles strong.



Physical Education

Health-Related Fitness

Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

1. Recognize two or more of the five health-related fitness assessments and the associated exercises.
2. Select physical activities based on one's interests and physical development.
3. Contrast moderate physical activity and vigorous physical activity.

Personal/Social Responsibility

Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

1. Use basic strategies and concepts for working cooperatively in group settings.
2. Understand how social interaction can make activities more enjoyable.
3. Use safe practices when engaging in physical education activities.