

NORTHERN VALLEY SCHOOLS CONSORTIUM

Closter, Demarest, Harrington Park,
Haworth, Northvale, Norwood,
Old Tappan, and the
Northern Valley Regional High School District

CURRICULUM OBJECTIVES: GRADE ONE

COMPREHENSIVE HEALTH

LANGUAGE ARTS

MATHEMATICS

MUSIC

PHYSICAL EDUCATION

SCIENCE

SOCIAL STUDIES

TECHNOLOGY

VISUAL ARTS

WORLD LANGUAGES

2016-2017

**NORTHERN VALLEY SCHOOLS CONSORTIUM
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COMPREHENSIVE HEALTH

WELLNESS

All students will acquire health promotion concepts. Students will know:

- Decisions we make every day effect how healthy our bodies are.
- Understand what foods are healthy.
- There are ways we can try to keep our bodies from getting sick and try to stay healthy.
- There are many ways to keep our bodies safe
- There are certain people to contact during different emergencies. Like calling 911 when someone stops breathing

INTEGRATED SKILLS

All students will Develop and use personal and interpersonal skills to support a healthy, active lifestyle. Students will know:

- There are many strategies to help live a healthy lifestyle.
- There are people in the school and community that can help us.
- Character is important for development of social and personal health.

DRUGS AND MEDICINE

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Students will know:

- Medicine comes in different forms and are used for different reasons.
- The use of tobacco can negatively impact the human body.
- A trusted adult or doctor should be administering medicine to a child.

HUMAN RELATIONSHIPS AND SEXUALITY

All students will acquire knowledge about physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Students will know:

- There are different dynamics in family lifestyles.
- There are many factors that contribute to a healthy relationship.



LANGUAGE ARTS

Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading, Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Blend or 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.
 - Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.

Fluency

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

Reading and Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

College and Career Readiness Anchor Standards for Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

College and Career Readiness Anchor Standards for Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



MATHEMATICS

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.
4. Understand subtraction as an unknown-addend problem.

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 12. 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 $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$
9. **Patterns**
Recognize, extend, and create a variety of patterns: Repeating patterns; Growing patterns; Sequence of numbers

Number and Operations in Base Ten:

Extend the counting sequence.

1. Count to 150, starting at any number less than 150. 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 $<$.

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:

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. **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.



MUSIC

Singing

- A. Sing a song by imitation.
- B. Participate in singing games and dramatizations.
- C. Indicate direction and movement of melody.
- D. Sing with good posture, breath control, and articulation.
- E. Sing from memory a basic repertoire of folk and composed songs representing various genres, styles, and cultures.

Playing Instruments

- A. Play simple rhythms on classroom instruments accurately and independently.
- B. Play independent instrumental parts (simple, rhythmic, or melodic).
- C. Echo short rhythmic, and melodic patterns and phrases.
- D. Demonstrate when playing in groups skill in matching tone quality, and listening to others.
- E. Play a varied repertoire of music representing diverse genres and styles.
- F. Play rhythmic accompaniments to songs from various musical cultures.

Improvising and Composing

- A. Improvise “answers” to given rhythmic and melodic phrases in appropriate matching style and form.
- B. Utilize music to dramatize songs and stories.

Reading and Notation

- A. Identify musical elements in response to diverse aural prompts such as rhythm, timbre, dynamics, form, and melody.
- B. Read a system of notation that represents a complex symbolic language that indicates pitch, rhythm, dynamics, and tempo,

Listening and Responding

- A. Listen to a variety of music.
- B. Demonstrate musical perception by describing or answering questions about music heard.
- C. Respond through movement.
- D. Practice employing audience behavior.
- E. Discriminate mood.
- F. Echo – clap simple 2, 3, or 4 beat patterns.
- G. Respond to rhythms by walking, running, marching and skipping.
- H. Identify and describe uses of the elements of music in various genres and styles.
- I. Identify and describe simple musical forms.
- J. Use correct terminology in describing or explaining music, musical notation, musical instruments, vocal ranges, and musical performance.
- K. Create patterns of movement to express thoughts or feelings to the musical works.
- L. Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

Critiquing

- A. Compare two performances using personal criteria or criteria developed by the class.
- B. Explain why specific compositions may be effective or appropriate in certain settings and not in others.
- C. Apply the principles of positive critique in giving and receiving responses to performances.

Recognizing relationships

- A. Acknowledge the relationships between music and the other arts.
- B. Participate in folk dances and singing games.
- C. Explain how music reflects historical and social events and movements.
- D. Use the expressive and rhythmic elements of music making in interpretive readings.

Understanding western music

- A. Describe and compare characteristics of various genres of Western art and music.

- B. Identify specific occasions that can be enriched by music and describe the characteristics of suitable music.

Understanding world music

- A. Recognize music from various world cultures.



PHYSICAL EDUCATION

I. Basic Movement Skills & Concepts

- A. Demonstrate locomotor skills using appropriate form.
- B. Demonstrate non-manipulative skills.
- C. Participate in manipulative skills.
- D. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- E. Respond in movement to changes in tempo, beat, rhythm, or musical style.
- F. Correct movement errors in response to feedback. Use visual and verbal cues to improve performance and self-assess skills.

II. Team Sports

- A. Explain what it means to demonstrate good sportsmanship.
- B. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- C. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- D. Explain the difference between offense and defense.
- E. Determine how attitude impacts physical performance.
- F. Demonstrate strategies that enable team members to achieve goals.

III. Individual Sports/Recreational Games/Lifetime Activities

- A. Explain what it means to demonstrate good sportsmanship
- B. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- C. Explain the difference between offense and defense
- D. Determine how attitude impacts physical performance

IV. Fitness and Physical Activity

- A. Employ health related fitness.
- B. Demonstrate skill related fitness:
- C. Recognize body responses:
- D. Explain the role of regular physical activity in relation to personal health.
- E. Explain what it means to be physically fit.
- F. Develop a fitness goal and monitor progress toward achievement
- G. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- H. Determine how attitude impacts physical performance

V. Project Adventure (Optional Enrichment)

- A. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities
- B. Explain what it means to demonstrate good sportsmanship
- C. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

VI. Guided Discovery (Optional Enrichment)

- A. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

ATTITUDES AND VALUES

- A. Demonstrate positive feelings toward safety in physical education.
- B. Demonstrate good sportsmanship.
- C. Demonstrate positive attitude and behaviors toward self and others in physical education
- D. Appreciate physical activities for creating an avenue of self-expression.
- E. Demonstrate a knowledge of rules which enhances the success of the activity.
- F. Understand the importance of maintaining physical fitness.
- C. Appreciate physical activity for promoting mental and physical well-being.



SCIENCE

A. PLANTS AND ANIMALS

- 1. Name and define the basic needs of plants and animals.
- 2. Describe why plants and animals grow in different ways in different environments
- 3. Create a diagram to show that plants and animals have different beginnings and growth cycles.
- 4. Use magnifiers to observe plants and animals.
- 5. Illustrate and describe additional features that can be seen using the tools.
- 6. Compare and contrast essential characteristics that distinguish living things from non-living things.
- 7. Identify the general parts of flowering plants.

B. WEATHER AND SEASONAL CHANGES

- 1. Observe and identify the properties of air.
- 2. Demonstrate that water can be a liquid or a solid and can change from one form to the other.
- 3. Explain in writing the seasonal changes in plants and animals.
- 4. Select and use appropriate measuring instruments to record the characteristics of weather.
- 5. Demonstrate that water can evaporate and condense.
- 6. Study weather conditions and record observations utilizing a bar graph.
- 7. List and describe different weather characteristics (properties).

C. FORCES AND MOTIONS

- 1. Define a force as a push or a pull.
- 2. Demonstrate that the position and motion of an object can be changed by pushing or pulling the object.
- 3. Identify and demonstrate the different ways objects can move.

4. Create a diagram of a toy or other familiar object that illustrates how it functions as a system with parts that work together.
5. Identify magnetism as a force that pulls (or pushes).
6. Test and sort various objects to see if they are magnetic and record results.
7. Hear, read, write, and talk about Isaac Newton's contributions to science.



SOCIAL STUDIES

Civics, Government, Human Rights

Students will be able to:

- Explain the need for rules.
- Evaluate what makes a good rule or law.
- Recognize that people work together to solve a problem.
- Students will write dreams for their school-making connections to Martin Luther King Jr- people work together to solve problems.
- Retelling of Ruby Bridges by sequencing pictures of the story of her life. Rewrite story under each picture.
- Identify the purpose for an election.
- Discuss the contributions of Abraham Lincoln, Martin Luther King, Jr. Rosa Parks, and Ruby Bridges.

Geography, People, And The Environment

Students will be able to:

- Differentiate between globes and maps.
- Understand the characteristics of maps and globes.
- Identify symbols and the map key.
- Describe how resources such as land, air, water, and plants affect everyday life.
- Plan a project to inform others about environmental issues. (i.e. pollution)

Economics, Innovation, and Technology

Students will be able to:

- Define needs and wants of individuals.
- Compare and contrast the needs and wants of individuals.
- Define and illustrate natural resources.
- Define earnings and savings.
- Describe the different transportations systems.

History, Culture, and Perspectives

Students will be able to:

- Compare and contrast Native Americans and Pilgrims.
- Compare and contrast the similarities and differences in the lifestyle of people from another culture with American culture.
- Describe family history through two generations.
- Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- Describe the historical significance of major national holidays including Presidents' Day, Thanksgiving Day, Memorial Day, and Independence Day.
- Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions.



TECHNOLOGY

K - 4 Objectives

I. Technology Operations and Concepts

1. Identify and use the basic features of a computer and its operating system
2. Identify basic hardware problems and solve simple problems (i.e. freezing, refresh/stop, force quit, restart, minimizing/closing windows, empty trash, quitting applications, login/log out).
3. Use technology terms in daily practice.
4. Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages both at home and at school.
5. Demonstrates appropriate keyboarding/mouse skills and correct posture.
6. Create a document with text using a word processing program.
7. Create a visual composition using basic tools (brush, bucket, spray can, color palette, eraser, shape, line and text tools).
8. Demonstrate the ability to navigate in developmentally appropriate virtual environments (websites).
9. Use a digital camera to take a picture.
10. Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
11. Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

II. Digital Citizenship

1. Model legal and ethical behaviors when using both print and non-print information by citing resources.
2. Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
3. Analyze the need for and use of copyrights.
4. Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

III. Research and Information Literacy

1. Use the Internet to explore and investigate information with a teacher's support.
2. Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
3. Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
4. Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

IV. Critical Thinking, Problem Solving, and Decision-Making

1. Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
2. Use mapping tools to plan and choose alternate routes to and from various locations.
3. Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.



VISUAL ARTS

Objectives for Kindergarten Grades 1, 2

The Creative Process:

1. Identify the basic elements of art and principles of design in diverse types of artwork.
2. Identify elements of art and principles of design in specific works of art and explain how they are used.

History of Arts and Culture:

1. Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
2. Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

Performing:

1. Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
2. Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation
3. Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories
4. Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
5. Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

Aesthetic Responses & Critique Methodologies

1. Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
2. Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
3. Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
4. Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
5. Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
6. Apply the principles of positive critique in giving and receiving responses to performances.
7. Recognize the subject or theme in works of dance, music, theatre, and visual art.



WORLD LANGUAGE

Personal Expressions

Students will be able to:

- Express phrases indicating wants and needs.
- Identify basic foods.

- Dramatize real-life situations combining “want” phrases.
- Use appropriate basic greetings and responses.

Family and Animals

Students will be able to:

- Identify family members and household animals.
- Name one’s family members and household pets (use verb “to have”).

Commands and the Body

Students will be able to:

- Identify basic parts of the body.
- Practice Total Physical Response (TPR) with commands.