

California State Standards for First Grade Indian Land Tenure Curriculum Mother Earth Theme

Standards that students could potentially address:

California Content Standards for English-Language Arts

READING:

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Respond to *who, what, when, where, and how* questions.
- 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- 3.3 Recollect, talk, and write about books read during the school year.

WRITTEN AND ORAL LANGUAGE CONVENTIONS

1.0 Listening and Speaking Strategies

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1 Listen attentively.

- 1.2 Ask questions for clarification and understanding.
- 1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

- 1.4 Stay on the topic when speaking.
- 1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.
- 2.3 Relate an important life event or personal experience in a simple sequence.
- 2.4 Provide descriptions with careful attention to sensory detail.

Content Standards for History-Social Studies

A Child's Place in Time and Space

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

Content Standards for Science

Physical Sciences

1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:
 - a. *Students know* solids, liquids, and gases have different properties.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Draw pictures that portray some features of the thing being described.
 - b. Record observations and data with pictures, numbers, or written statements.

Content Standards for Visual and Performing Art

Visual Arts

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

2.0 CREATIVE EXPRESSION **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 works of art.

Skills, Processes, Materials, and Tools

- 2.1 Use texture in two-dimensional and three-dimensional works of art.
- 2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art.

Communication and Expression Through Original Works of Art

- 2.7 Use visual and actual texture in original works of art.
- 2.8 Create artwork based on observations of actual objects and everyday scenes.

4.0 AESTHETIC VALUING

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, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).
- 4.2 Identify and describe various reasons for making art.

Make Informed Judgments

- 4.3 Describe how and why they made a selected work of art, focusing on the media and technique.
 - 4.4 Select something they like about their work of art and something they would change.
 - 4.5

Music

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical 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.

Compose, Arrange, and Improvise

2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

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.

Diversity of Music

3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).

4.0 AESTHETIC VALUING

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, aesthetic qualities, and human responses.

Derive Meaning

4.1 Create movements to music that reflect focused listening.

4.2 Describe how ideas or moods are communicated through music.

Dance

2.0 CREATIVE EXPRESSION **Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).

2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

Application of Choreographic Principles and Processes to Creating Dance

2.3 Create a short movement sequence with a beginning, a middle, and an end.

2.5 Imitate simple movement patterns.

Communication of Meaning in Dance

2.7 Perform improvised movement ideas for peers.