

California Content Standards that Students Could Potentially Address Within the Indian Land Tenure Curriculum Grade 1

California Content Standards for English-Language Arts

READING:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Concepts About Print

1.2 Identify the title and author of a reading selection.

Vocabulary and Concept Development

1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

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).

Structural Features of Informational Materials

2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Respond to *who, what, when, where, and how* questions.

2.3 Follow one-step written instructions.

2.4 Use context to resolve ambiguities about word and sentence meanings.

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.

3.2 Describe the roles of authors and illustrators and their contributions to print materials. Describe the roles of authors and illustrators and their contributions to print materials.

3.3 Recollect, talk, and write about books read during the school year.

WRITING

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

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.

Punctuation

- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

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.

- 2.1 Recite poems, rhymes, songs, and stories.
- 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

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

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.

- b. *Students know* the properties of substances can change when the substances are mixed, cooled, or heated.

Life Sciences

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. *Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- b. *Students know* both plants and animals need water, animals need food, and plants need light.
- c. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- e. *Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

Earth Sciences

Earth is composed of land, air, and water. As a basis for understanding this concept:

- c. *Students know* the sun warms the land, air, and water.

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.
- 2.2 Mix secondary colors from primary colors and describe the process.
- 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

- 2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
- 2.5 Create a representational sculpture based on people, animals, or buildings.
- 2.6 Draw or paint a still life, using secondary colors.
- 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.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.
- 3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

Diversity of the Visual Arts

- 3.3 View and then describe art from various cultures.
- 3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.

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.

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.

Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play simple accompaniments on classroom instruments.

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.

Role of Music

- 3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.

Diversity of Music

- 3.2 Sing and play simple singing games from various cultures.
- 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
- 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

1.0 ARTISTIC PERCEPTION

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

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

- 1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

Comprehension and Analysis of Dance Elements

- 1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).

Development of Dance Vocabulary

- 1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).

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.
- 2.4 Create shapes and movements at low, middle, and high levels.
- 2.5 Imitate simple movement patterns.

Communication of Meaning in Dance

- 2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.
- 2.7 Perform improvised movement ideas for peers.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

- 3.1 Name and perform folk/traditional dances from other countries. (or other cultures)
- 3.2 Describe aspects of the style, costumes, and music of a dance.
- 3.3 List commonalities among basic locomotor movements in dances from various countries. (cultures)

History and Function of Dance

- 3.4 Identify where and when people dance.