

**California State Standards for Kindergarten  
Indian Land Tenure Curriculum  
Animal Theme**

**Standards that students could potentially address:**

**California Content Standards for English-Language Arts**

**READING:**

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

*Concepts About Print*

Understand that printed materials provide information.

**2.0 Reading Comprehension**

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

*Comprehension and Analysis of Grade-Level-Appropriate Text*

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.

**3.0 Literary Response and Analysis**

Students listen and respond to stories based on well-known characters, themes, plots, and settings.

*Narrative Analysis of Grade-Level-Appropriate Text*

- 3.3 Identify characters, settings, and important events.

**WRITTEN AND ORAL LANGUAGE CONVENTIONS**

**1.0 Listening and Speaking Strategies**

Students listen and respond to oral communication. They speak in clear and coherent sentences.

*Comprehension*

- 1.1 Understand and follow one and two-step oral directions.
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or

interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
- 2.3 Relate an experience or creative story in a logical sequence.

## Content Standards for History-Social Studies

### Learning and Working Now and Long Ago

**K.1 Students understand that being a good citizen involves acting in certain ways.**

- 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
- 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

**K.6 Students understand that history relates to events, people, and places of other times.**

- 2. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

## Content Standards for Science

### Physical Sciences

- 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
  - a. *Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).

### Life Sciences

- 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
  - a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
  - b. *Students know* stories sometimes give plants and animals attributes they do not really have.

### Earth Sciences

- 3. Earth is composed of land, air, and water. As a basis for understanding this concept:
  - a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
  - c. *Students know* how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

## **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:
- Observe common objects by using the five senses.
  - Describe the properties of common objects.
  - Communicate observations orally and through drawings.

## **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*

- 1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.

#### **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*

- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
- 2.3 Make a collage with cut or torn paper shapes/forms.

*Communication and Expression Through Original Works of Art*

- 2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
- 2.7 Create a three-dimensional form, such as a real or imaginary animal.

#### **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 their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
- 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

### *Make Informed Judgments*

4.3 Discuss how and why they made a specific work of art.

4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

## **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 Build the range and capacity to move in a variety of ways.

##### *Development of Dance Vocabulary*

1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

### **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*

2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.

### **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 the United States and other countries.