

California State Standards for Kindergarten Indian Land Tenure Curriculum Star 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

1.3 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.

- 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.

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 Recognize and describe simple patterns found in the environment and works of art.
- 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.

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 Use the singing voice to echo short melodic

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

- 3.2 Sing and play simple singing games from various cultures.

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 that correspond to specific music.
 - 4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).
 - 4.3

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.

2.3 Respond spontaneously to different types of music, rhythms, and sounds.