



Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
*Minnesota Academic Standards (Kindergarten)***

This document aligns the content in the *Minnesota Academic Standards (Kindergarten)* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

Minnesota Department of Education. (n.d.). *Minnesota K-12 academic standards*. Roseville, MN: Author. Content was retrieved from <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD[®] objectives for development & learning: Birth through kindergarten*. Bethesda, MD: Teaching Strategies, LLC.

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| English Language Arts | |
| Reading | |
| RL. Literature | |
| Key Ideas and Details | |
| 0.1.1.1. With prompting and support, ask and answer questions about key details in a text. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| 0.1.2.2. With prompting and support, retell familiar stories, including key details. | 18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters |
| 0.1.3.3. With prompting and support, identify characters, settings, and major events in a story. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| Craft and Structure | |
| 0.1.4.4. Ask and answer questions about unknown words in a text. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures |
| 0.1.5.5. Recognize common types of texts (e.g., storybooks, poems). | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes |
| 0.1.6.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |

| Integration of Knowledge and Ideas | |
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| 0.1.7.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| 0.1.9.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| Range of Reading and Level of Text Complexity | |
| 0.1.10.10. Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| RI. Informational Text | |
| Key Ideas and Details | |
| 0.2.1.1. With prompting and support, ask and answer questions about key details in a text. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| 0.2.2.2. With prompting and support, identify the main topic and retell key details of a text. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| 0.2.3.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult |

| Craft and Structure | |
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| 0.2.4.4. With prompting and support, ask and answer questions about unknown words in a text. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures |
| 0.2.5.5. Identify the front cover, back cover, and title page of a book. | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |
| 0.2.6.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |
| Integration of Knowledge and Ideas | |
| 0.2.7.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| 0.2.8.8. With prompting and support, identify the reasons an author gives to support points in a text. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| 0.2.9.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| Range of Reading and Level of Text Complexity | |
| 0.2.10.10. Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks. | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult |

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| RF. Foundational Skills | |
| Print Concepts | |
| 0.3.0.1. Demonstrate understanding of the organization and basic features of print. | |
| a. Follow words from left to right, top to bottom, and page by page. | 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow |
| b. Recognize that spoken words are represented in written language by specific sequences of letters. | 16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds |
| c. Understand that words are separated by spaces in print. | 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |
| d. Recognize and name all upper- and lowercase letters of the alphabet. | 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order |
| Phonological Awareness | |
| 0.3.0.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| a. Recognize and produce rhyming words. | 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word |
| b. Count, pronounce, blend, and segment syllables in spoken words. | 15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime |
| c. Blend and segment onsets and rimes of single-syllable spoken words. | 15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime |

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| <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> | <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words</p> |
| <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> | <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words</p> |
| <p>Phonics and Word Recognition</p> | |
| <p>0.3.0.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> | |
| <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> | <p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10–20 letters</p> |
| <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> | <p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p> |
| <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> | <p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print</p> |
| <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p> |

| Fluency | |
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| 0.3.0.4. Read emergent-reader texts with purpose and understanding. | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print |

| Writing | |
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| Text Types and Purposes | |
| <p>0.6.1.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> | <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p> |
| <p>0.6.2.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p> |
| <p>0.6.3.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> | <p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p> |

| Writing Process: Production and Distribution of Writing | |
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| 0.6.5.5. With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed | 11. Demonstrates positive approaches to learning 11b. Persists 7 emerging to 8. Plans and pursues own goal until it is reached 11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results |
| 0.6.6.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | 28. Uses tools and other technology to perform tasks |
| Research to Build and Present Knowledge | |
| 0.6.7.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions |
| 0.6.8.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation |

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| Speaking, Viewing, Listening and Media Literacy | |
| Comprehension and Collaboration | |
| 0.8.1.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | |
| a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others |
| b. Continue a conversation through multiple exchanges. | 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges) |
| c. Listen to others and name emotions by observing facial expression and other nonverbal cues | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately |
| d. Follow basic oral directions. | 8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences |
| 0.8.2.2. Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |
| 0.8.3.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions |

| Presentation of Knowledge and Ideas | |
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| 0.8.4.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view |
| 0.8.5.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols |
| 0.8.6.6. Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs. | 9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly |
| Media Literacy | |
| 0.8.7.7. Distinguish among different types of print, digital, and multimodal media. | |
| a. Recognize common signs and logos. | 28. Uses tools and other technology to perform tasks |
| b. Identify commercials or advertisements | 28. Uses tools and other technology to perform tasks |
| 0.8.8.8. With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.) | 28. Uses tools and other technology to perform tasks |

| Language | |
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| Conventions of Standard English | |
| 0.10.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| a. Print many upper- and lowercase letters. | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling |
| b. Use frequently occurring nouns and verbs. | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |
| c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |
| d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations |
| e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance |
| f. Produce and expand complete sentences in shared language activities. | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |

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| 0.10.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| a. Capitalize the first word in a sentence and the pronoun I. | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling |
| b. Recognize and name end punctuation. | 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |
| c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling |
| d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling |
| Vocabulary Acquisition and Use | |
| 0.10.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | |
| a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations |
| b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations |

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| <p>0.10.5.5. With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.</p> | |
| <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> | <p>13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> |
| <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> | <p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> |
| <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> | <p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> |
| <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> | <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations</p> |
| <p>0.10.6.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p> |

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| Mathematics | |
| Number & Operation | |
| Understand the relationship between quantities and whole numbers up to 31. | |
| K.1.1.1. Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence. | 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects |
| K.1.1.2. Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes. | 20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects |
| K.1.1.3. Count, with and without objects, forward and backward to at least 20. | 20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |
| K.1.1.4. Find a number that is 1 more or 1 less than a given number. | 20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |
| K.1.1.5. Compare and order whole numbers, with and without objects, from 0 to 20. | 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects |
| Use objects and pictures to represent situations involving combining and separating. | |
| K.1.2.1. Use objects and draw pictures to find the sums and differences of numbers between 0 and 10. | 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects |

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| <p>K.1.2.2. Compose and decompose numbers up to 10 with objects and pictures.</p> | <p>20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p> |
| <p>Algebra</p> | |
| <p>Recognize, create, complete, and extend patterns</p> | |
| <p>K.2.1.1. Identify, create, complete, and extend simple patterns using shape, color, size, number, sounds and movements. Patterns may be repeating, growing or shrinking such as ABB, ABB, ABB or x, xx, xxx.</p> | <p>23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns</p> |
| <p>Geometry & Measurement</p> | |
| <p>Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects.</p> | |
| <p>K.3.1.1. Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres.</p> | <p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> |
| <p>K.3.1.2. Sort objects using characteristics such as shape, size, color and thickness.</p> | <p>13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> |
| <p>K.3.1.3. Use basic shapes and spatial reasoning to model objects in the real-world.</p> | <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> |

| Compare and order objects according to location and measurable attributes | |
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| <p>K.3.2.1. Use words to compare objects according to length, size, weight and position.</p> | <p>13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p> <p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p> |
| <p>K.3.2.2. Order 2 or 3 objects using measurable attributes, such as length and weight.</p> | <p>13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p> |

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| Science | |
| 1. The Nature of Science and Engineering | |
| 1. The Practice of Science | |
| 2. Scientific inquiry is a set of interrelated processes used to pose questions about the natural world and investigate phenomena. | |
| 0.1.1.2.1. Use observations to develop an accurate description of a natural phenomenon and compare one's observations and descriptions with those of others. | 24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things |
| 2. The Practice of Engineering | |
| 1. Some objects occur in nature; others have been designed and processed by people. | |
| 0.1.2.1.1. Sort objects into two groups: those that are found in nature and those that are human made. | 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials |
| 2. Physical Science | |
| 1. Matter | |
| 1. Objects can be described in terms of the materials they are made of and their physical properties. | |
| 0.2.1.1.1. Sort objects in terms of color, size, shape, and texture, and communicate reasoning for the sorting system. | 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 26. Demonstrates knowledge of the physical properties of objects and materials |

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| 3. Earth and Space Science | |
| 2. Interdependence Within the Earth System | |
| 2. Weather can be described in measurable quantities and changes from day to day and with the seasons. | |
| 0.3.2.2.1. Monitor daily and seasonal changes in weather and summarize the changes. | 27. Demonstrates knowledge of Earth's environment |
| 0.3.2.2.2. Identify the sun as a source of heat and light. | 27. Demonstrates knowledge of Earth's environment |
| 4. Life Science | |
| 1. Structure and Function in Living Systems | |
| 1. Living things are diverse with many different observable characteristics. | |
| 0.4.1.1.1. Observe and compare plants and animals. | 25. Demonstrates knowledge of the characteristics of living things |
| 0.4.1.1.2. Identify the external parts of a variety of plants and animals including humans. | 25. Demonstrates knowledge of the characteristics of living things |
| 0.4.1.1.3. Differentiate between living and nonliving things. | 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 25. Demonstrates knowledge of the characteristics of living things |
| 2. Interdependence Among Living Systems | |
| 1. Natural systems have many components that interact to maintain the system. | |
| 0.4.2.1.1. Observe a natural system or its model, and identify living and nonliving components in that system. | 25. Demonstrates knowledge of the characteristics of living things |

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| Social Studies | |
| 1. Citizenship and Government | |
| 1. Civic Skills | |
| 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy. | |
| 0.1.1.1.1. Demonstrate civic skills in a classroom that reflect an understanding of civic values. | <ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways |
| 2. Civic Values and Principles of Democracy | |
| 2. The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts. | |
| 0.1.2.2.1. Describe symbols, songs and traditions that identify our nation and state. | <ul style="list-style-type: none"> 29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge |

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| <p>4. Governmental Institutions and Political Processes</p> | |
| <p>7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.</p> | |
| <p>0.1.4.7.1. Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</p> | <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> <p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways</p> |
| <p>2. Economics</p> | |
| <p>1. Economic Reasoning Skills</p> | |
| <p>1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.</p> | |
| <p>0.2.1.1.1. Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</p> | <p>29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live</p> |
| <p>0.2.1.1.2. Identify goods and services that could satisfy a specific need or want.</p> | <p>30. Shows basic understanding of people and how they live</p> |

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| 4. Microeconomic Concepts | |
| 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | |
| 0.2.4.5.1. Distinguish between goods (objects that can be seen or touched) and services (actions or activities). | 30. Shows basic understanding of people and how they live |
| 3. Geography | |
| 1. Geospatial Skills | |
| 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | |
| 0.3.1.1.1. Describe spatial information depicted in simple drawings and pictures. | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance 32. Demonstrates simple geographic knowledge |
| 0.3.1.1.2. Describe a map and a globe as a representation of a space. | 32. Demonstrates simple geographic knowledge |
| 2. Places and Regions | |
| 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). | |
| 0.3.2.3.1. Identify the physical and human characteristics of places, including real and imagined places. | 32. Demonstrates simple geographic knowledge |

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| 4. History | |
| 1. Historical Thinking Skills | |
| 1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time. | |
| 0.4.1.1.1. Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories. | 29. Demonstrates knowledge about self 31. Explores change related to familiar people or places |
| 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | |
| 0.4.1.2.1. Describe ways people learn about the past. | 29. Demonstrates knowledge about self 31. Explores change related to familiar people or places |
| 2. Peoples, Cultures and Change Over Time | |
| 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. | |
| 0.4.2.4.1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. | 29. Demonstrates knowledge about self 31. Explores change related to familiar people or places |

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| Health Education | |
| 1.1. The student will describe how individual behavior affects individual health. | |
| Alcohol and Other Drugs | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Community and Environmental Health | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Family Life and Sexuality | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Injury Prevention | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Mental Health | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Nutrition | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Personal and Consumer Health | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Physical Activity | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Tobacco | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |

| 1.2. The student will describe how the family influences personal health. | |
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| Alcohol and Other Drugs | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Community and Environmental Health | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Family Life and Sexuality | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Injury Prevention | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Mental Health | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Nutrition | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Personal and Consumer Health | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Physical Activity | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Tobacco | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |

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| <p>2.1. The student will explain how information and how we spend our time influences health.</p> | <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> |
| <p>3.1. The student will demonstrate the ability to locate school and community health helpers.</p> | <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> |
| <p>4.1. The student will show healthy ways to express needs, wants, and feelings.</p> | <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p> |
| <p>5.1. The student will identify skills in problem solving and decision making.</p> | <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results</p> |
| <p>7.1. The student will identify responsible health behaviors.</p> | <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> |
| <p>8.1. The student will identify safe behaviors in the home, school, and community.</p> | <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> |

| Physical Education | |
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| 1.1. Students will demonstrate progress toward the functional form of locomotor and nonlocomotor skills. | 4. Demonstrates traveling skills 8. Coordinates complex movements in play and games |
| 1.2. Students will demonstrate progress toward the functional form of manipulative skills. | 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion |
| 1.3. Students will demonstrate progress towards rhythmical patterns and movements (e.g., creative). | 4. Demonstrates traveling skills 8. Coordinates complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 35. Explores dance and movement concepts |
| 1.4. Students will demonstrate progress towards control in weight-bearing and balancing activities on a variety of body parts. | 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences |
| 2.1. Students will identify fundamental movement patterns. | 4. Demonstrates traveling skills 8. Coordinates complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion |
| 2.2. Students will establish a beginning movement vocabulary (e.g., start, stop, personal space, high/low levels, fast/slow speeds, Light/heavy weights, balance, twist). | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations |
| 2.3. Students will apply appropriate concept to performance (e.g., change direction while running). | 4. Demonstrates traveling skills 8. Coordinates complex movements in play and games |

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| <p>2.4. Students will identify various body parts and their location.</p> | <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self</p> |
| <p>3.1. Students will engage in moderate to vigorous physical activity.</p> | <p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> |
| <p>3.2. Students will participate in activities that require some physical exertion.</p> | <p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> |
| <p>3.3. Students will participate in physical activity that is good for one’s health.</p> | <p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> |
| <p>4.1. Students will sustain moderate to vigorous physical activity for short periods of time.</p> | <p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> |
| <p>4.2. Students will identify how the body feels during different kinds of physical activity.</p> | <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p> |
| <p>5.1. Students will apply, with teacher reinforcement, classroom rules and procedures and safe practices.</p> | <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> |
| <p>5.2. Students will apply with teacher reinforcement, respect for individuals, property, and equipment.</p> | <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> |

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| <p>6.1. Students will try new movement and activity skills.</p> | <p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion</p> |
| <p>6.2. Students will participate in a variety of physical activities.</p> | <p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion</p> |
| <p>6.3. Students will associate positive feelings with participation in physical activity.</p> | <p>1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p> |
| <p>6.4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).</p> | <p>2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children</p> <p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways</p> |

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| The Arts | |
| 1. Artistic Foundations | |
| 1. Demonstrate knowledge of the foundations of the arts area. | |
| Dance | |
| 0.1.1.1.1. Identify the elements of dance including body, action, space, time and energy. | 35. Explores dance and movement concepts |
| Media Arts | |
| 0.1.1.2.1. Identify the elements in media arts such as image, sound, space, time, motion and sequence. | 33. Explores the visual arts |
| Music | |
| 0.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts. | 34. Explores musical concepts and expression |
| Theater | |
| 0.1.1.4.1. Identify the elements of theater including plot, theme, character, language, sound and spectacle. | 36. Explores drama through actions and language |
| Visual Arts | |
| 0.1.1.5.1. Identify the elements of visual art including color, line, shape, texture and space. | 33. Explores the visual arts |
| 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. | |
| Dance | |
| 0.1.2.1.1. Demonstrate replicated and improvised movement using control and coordination. | 35. Explores dance and movement concepts |
| 0.1.2.1.2. Identify technology in a variety of dance contexts for research and feedback. | 35. Explores dance and movement concepts |
| Media Arts | |
| 0.1.2.2.1. Identify how hardware such as digital still cameras, digital video camcorders and computers are used for creation of media arts. | 33. Explores the visual arts |

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| 0.1.2.2.2. Identify the functions of software such as photo-editing, video-editing and sound-editing tools, in creating original products for expressive intent. | 33. Explores the visual arts |
| Music | |
| 0.1.2.3.1. Read and notate music using a system of notation such as solfege, numbers or symbols. | 34. Explores musical concepts and expression |
| 0.1.2.3.2. Sing and play with accurate pitch, rhythm and expressive intent. | 34. Explores musical concepts and expression |
| Theater | |
| 0.1.2.4.1. Demonstrate skills such as improvising, creating character and selecting costumes for dramatizations. | 36. Explores drama through actions and language |
| Visual Arts | |
| 0.1.2.5.1. Identify the tools, materials and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture. | 33. Explores the visual arts |
| 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas. | |
| Dance | |
| 0.1.3.1.1. Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. | 35. Explores dance and movement concepts |
| Media Arts | |
| 0.1.3.2.1. Identify the characteristics of works in media art from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. | 33. Explores the visual arts |
| Music | |
| 0.1.3.3.1. Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities. | 34. Explores musical concepts and expression |
| Theater | |
| 0.1.3.4.1. Identify the characteristics of works in theater from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. | 36. Explores drama through actions and language |

| Visual Arts | |
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| 0.1.3.5.1. Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. | 33. Explores the visual arts |

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| 2. Artistic Process: Create or Make | |
| 1. Create or make in a variety of contexts in the arts area using the artistic foundations. | |
| Dance | |
| 0.2.1.1.1. Improvise or choreograph dance ideas that communicate an experience or theme. | 35. Explores dance and movement concepts |
| 0.2.1.1.2. Revise creative work based on the feedback of others. | 35. Explores dance and movement concepts |
| Media Arts | |
| 0.2.1.2.1. Create original media artworks to express ideas, experiences or stories. | 33. Explores the visual arts |
| 0.2.1.2.2. Revise creative work based on the feedback of others. | 33. Explores the visual arts |
| Music | |
| 0.2.1.3.1. Improvise or compose to express musical ideas using the voice or an instrument. | 34. Explores musical concepts and expression |
| 0.2.1.3.2. Revise a creation based on the feedback of others. | 34. Explores musical concepts and expression |
| Theater | |
| 0.2.1.4.1. Create images or express ideas through the use of movement, sound and language. | 36. Explores drama through actions and language |
| 0.2.1.4.2. Revise a creation based on the feedback of others. | 36. Explores drama through actions and language |
| Visual Arts | |
| 0.2.1.5.1. Create original two- and three- dimensional artworks to express ideas, experiences or stories. | 33. Explores the visual arts |
| 0.2.1.5.2. Revise an artwork based on the feedback of others. | 33. Explores the visual arts |

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| 3. Artistic Process: Perform or Present | |
| 1. Perform or present in a variety of contexts in the arts area using the artistic foundations. | |
| Dance | |
| 0.3.1.1.1. Interpret and perform sequences of movement with a beginning, middle and end that communicate a life experience, theme or idea. | 35. Explores dance and movement concepts |
| 0.3.1.1.2. Reflect on a presentation based on the feedback of others. | 35. Explores dance and movement concepts |
| Media Arts | |
| 0.3.1.2.1. Share and describe a personal media artwork. | 33. Explores the visual arts |
| 0.3.1.2.2. Reflect on a presentation based on the feedback of others. | 33. Explores the visual arts |
| Music | |
| 0.3.1.3.1. Sing and play a varied repertoire that includes simple rhythms and melodies. | 34. Explores musical concepts and expression |
| 0.3.1.3.2. Reflect on a performance based on the feedback of others. | 34. Explores musical concepts and expression |
| Theater | |
| 0.3.1.4.1. Interpret and perform a variety of characters using voice, movement and props. | 36. Explores drama through actions and language |
| 0.3.1.4.2. Reflect on a performance based on the feedback of others. | 36. Explores drama through actions and language |
| Visual Arts | |
| 0.3.1.5.1. Share and describe a personal artwork. | 33. Explores the visual arts |
| 0.3.1.5.2. Reflect on a presentation based on the feedback of others. | 33. Explores the visual arts |

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| 4. Artistic Process: Respond or Critique | |
| 1. Respond to or critique a variety of creations or performances using the artistic foundations. | |
| Dance | |
| 0.4.1.1.1. Compare and contrast the characteristics of various dance works or performances. | 35. Explores dance and movement concepts |
| Media Arts | |
| 0.4.1.2.1. Compare and contrast the characteristics of a variety of media artworks. | 33. Explores the visual arts |
| Music | |
| 0.4.1.3.1. Compare and contrast the characteristics of a variety of musical works or performances. | 34. Explores musical concepts and expression |
| Theater | |
| 0.4.1.4.1. Compare and contrast the characteristics of a variety of theater performances. | 36. Explores drama through actions and language |
| Visual Arts | |
| 0.4.1.5.1. Compare and contrast the characteristics of a variety of works of visual art. | 33. Explores the visual arts |