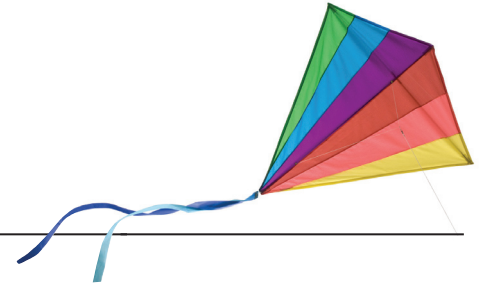




Alignment of



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

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WITH

**Alignment of the *Massachusetts Curriculum Framework (Pre-K Standards)***  
**With**  
***Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the domains, strands, standards, and learning guidelines in the *Massachusetts Curriculum Frameworks* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

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<i>Massachusetts Curriculum Framework</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
<b>Massachusetts Curriculum Framework for English Language Arts and Literacy</b>	
<b>Reading Standards for Literature</b>	
<b><i>Key Ideas and Details</i></b>	
1. With prompting and support, ask and answer questions about a story or poems read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
2. With prompting and support, retell a sequence of events from a story read aloud.	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
3. With prompting and support, act out characters and events from a story or poem read aloud.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else  18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories, using pictures or props as prompts
<b><i>Craft and Structure</i></b>	
4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
5. (Begins in kindergarten or when the individual child is ready)	
6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
8. (Not applicable to literature) 8a. Respond to a regular beat in poetry and song by movement or clapping.	34. Explores musical concepts and expression  35. Explores dance and movement concepts
9. With prompting and support, make connections between a story or poems and one's own experiences.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>Range of Reading and Level of Text Complexity</b>	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about an informational text read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

<b><i>Craft and Structure</i></b>	
4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
5. (Begins in kindergarten or when the individual child is ready)	
6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
<b><i>Integration of Knowledge and Ideas</i></b>	
7. With prompting and support, describe important details from an illustration or photograph.	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
8. (Begins in kindergarten or when the individual child is ready)	
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
<b><i>Range of Reading and Level of Text Complexity</i></b>	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
<b>Reading Standards: Foundational Skills</b>	
<b><i>Print Concepts</i></b>	
1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.	
a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.*	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
b. (Begins in kindergarten or when the individual child is ready)	

c. (Begins in kindergarten or when the individual child is ready)	
d. Recognize and name some upper-case letters of the alphabet and the lowercase letters in one's own name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
<b>Phonological Awareness</b>	
<b>2.</b> With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 5 emerging to 6. Decides whether two words rhyme
b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 1 emerging to 2. Hears and shows awareness of separate words in sentences
c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 5 emerging 6. Matches beginning sounds of some words
d. (Begins in kindergarten or when the individual child is ready)	
e. (Begins in kindergarten or when the individual child is ready)	
<b>Phonics and Word Recognition</b>	
<b>3.</b> Demonstrate beginning understanding of phonics and word analysis skills.	
a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
b. (Begins in kindergarten or when the individual child is ready)	
c. Recognize one's own name and familiar common signs and labels (e.g., STOP).	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. (Begins in kindergarten or when the individual child is ready)	
<b>Fluency</b>	
<b>4.</b> (Begins in kindergarten or when the individual child is ready)	

<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1. Dictate words to express a preference or opinion about a topic (e.g., “ I would like to go to the fire station to see the truck and meet the firemen.”).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
2. Use a combination of dictating and drawing to explain information about a topic.	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  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
3. Use a combination of dictating and drawing to tell a real or imagined story. 3a. (Begins in kindergarten)	
<b>Production and Distribution of Writing</b>	
4. (Begins in grade 3)	
5. (Begins in kindergarten or when an individual student is ready)	
6. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.	28. Uses tools and other technology to perform tasks
<b>Research to Build and Present Knowledge</b>	
7. (Begins in kindergarten or when an individual student is ready)	
8. (Begins in kindergarten or when an individual student is ready)	
9. (Begins in grade 4)	
<b>Range of Reading and Level of Text Complexity</b>	
(Begins in grade 3)	
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversations with diverse partners during daily routines and play. a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders

b. Continue a conversation through multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view  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
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 6. Shows eagerness to learn about a variety of topics and ideas
<b>Presentation of Knowledge and Ideas</b>	
4. Describe personal experiences; tell real or imagined stories.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details
5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.	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
6. Speak audibly and express thoughts, feelings, and ideas.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate use of oral language in informal every day activities.	
a. (Begins in kindergarten)	
b. Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences



c. Form regular plural nouns.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
d. Understand and use question words (e.g., <i>who, what, where, when, why, how</i> ).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	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. Demonstrate the ability to speak in complete sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to <i>length, area, weight, capacity, and volume</i> .	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<b>2.</b> (Begins in kindergarten)	
<b>Knowledge of Language</b>	
<b>3.</b> (Begins in grade 2)	
<b>Vocabulary Acquisition and Use</b>	
<b>4.</b> Ask and answer questions about the meaning of new words and phrases introduced through books, activities, and play.	
a. With guidance and support, generate words that are similar in meaning (e.g., <i>happy/glad, angry/mad</i> ).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
b. (Begins in kindergarten)	
<b>5.</b> With guidance and support from adults, explore word relationships and nuances of word meanings.	
a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
b. (Begins in kindergarten)	
c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

d. (Begins in kindergarten)	
6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>MASSACHUSETTS CURRICULUM FRAMEWORK FOR MATHEMATICS</b>	
<b>Counting and Cardinality</b>	
<b>Know number names and the counting sequence.</b>	
MA.1. Listen to and say the names of numbers in meaningful contexts.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
MA.2. Recognize and name written numerals 0–10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
<b>Count to tell the number of objects.</b>	
MA.3. Understand the relationship between numerals and quantities up to ten.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
<b>Compare numbers</b>	
MA.4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
MA.5. Use comparative language such as <i>more/less than, equal to</i> , to compare and describe collections of objects.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
<b>Operations and Algebraic Thinking</b>	
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
MA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

<b>Measurement and Data</b>	
<b>Describe and compare measurable attributes.</b>	
MA.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., <i>long, short, tall, heavy, light, big, small, wide, narrow</i> ).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
MA.2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<b>Classify objects and count the number of objects in each category.</b>	
MA.3. Sort, categorize, and classify objects by more than one attribute.	13. Uses classification skills 7 emerging to 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
<b>Work with money.</b>	
MA.4. Recognize that certain objects are coins and that dollars and coins represent money.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<b>Geometry</b>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles).</b>	
MA.1. Identify relative position of objects in space, and use appropriate language (e.g., <i>beside, inside, next to, close to, above, below, apart</i> ).	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
MA.2. Identify various two-dimensional shapes using appropriate language.	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
<b>Analyze, compare, create, and compose shapes.</b>	
MA.3. Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials, such as popsicle sticks, blocks, pipe cleaners, pattern blocks, and so on.	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

<b>Massachusetts Arts Curriculum Framework</b>	
<b>The Arts Disciplines: Dance</b>	
<b>STANDARD 1: Movement Elements and Dance Skills</b>	
<p>1.1 Identify and demonstrate basic <b>locomotor</b> and <b>non-locomotor</b> movements</p> <p>1.2 Develop <b>strength, flexibility, balance,</b> and <b>neuromuscular coordination</b></p> <p>1.3 Identify and demonstrate accuracy in moving to a musical beat and responding to changes in <b>tempo</b></p> <p>1.4 Demonstrate the ability to define and maintain <b>personal space</b></p> <p>1.5 Recognize and explore <b>space,</b> time, and <b>force</b> as three elements of movement and dance <i>For example, students explore changing shapes; moving at different levels, speeds, and directions; and changing dynamics such as strong/light, sudden/sustained, or direct/indirect.</i></p> <p>1.6 Demonstrate partner skills of copying, leading, following, and <b>mirror imaging</b></p> <p>1.7 Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances</p> <p>1.8 Demonstrate accuracy in memorizing and reproducing simple movement <b>phrases</b> and folk dances</p> <p>1.9 Develop and value a <b>positive body image</b></p>	<p>29. Demonstrates knowledge about self</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p>
<b>STANDARD 2: Choreography</b>	
<p>2.1 Explore and invent movement, and improvise to solve movement problems</p> <p>2.2 Create a dance phrase with a beginning, middle, and end; be able to repeat it, with or without music</p> <p>2.3 Create a dance phrase and then vary it, making changes in space, time, and energy/force</p> <p>2.4 Demonstrate the ability to work effectively alone, with a partner, and in an ensemble</p> <p>2.5 Explore movement using a variety of available objects, properties (props), fabrics, and clothing pieces, etc.</p>	<p>35. Explores dance and movement concepts</p>

<b>STANDARD 3: Dance as Expression</b>	
<p>3.1 Observe, explore, and discuss how movements can show feelings, images, thoughts, colors, sounds, and textures</p> <p>3.2 Observe and discuss how dance performance is different from other forms of human movement used in sports, everyday gestures, or social dancing</p> <p>3.3 Present dances or movement phrases; identify and describe movement choices and discuss varied responses to them</p> <p>3.4 Present dances or movement phrases and discuss how movement choices convey meaning</p>	35. Explores dance and movement concepts
<b>STANDARD 4: Performance in Dance</b>	
<p>4.1 Describe the role of traditional and nontraditional dances and the circumstances and settings in which these dances would be performed</p> <p>4.2 Create original dances or themes for movement <b>improvisations</b>, or learn traditional dances; rehearse, and demonstrate dances, making decisions about the performance space, audience location, <b>entrances and exits</b>, and costumes</p> <p>4.3 Demonstrate the ability to work effectively with a group or leader</p>	35. Explores dance and movement concepts
<b>STANDARD 5: Critical Response</b>	
<p>5.1 Observe dances from a variety of cultures and describe their movements <i>For example, students or adults demonstrate dances that are part of their cultural heritage, and students in the audience describe the movements.</i></p> <p>5.2 Explore, discover, and realize multiple solutions to a given movement problem. Reflect upon the uniqueness of each solution</p> <p>5.3 Observe two dances and discuss how they are similar and different, considering use of theme, space, timing and rhythms, gestures and body language, properties (props), costumes, etc.</p> <p>5.4 Describe and demonstrate audience skills of observing attentively and responding appropriately in classroom, rehearsal, and performance settings</p>	35. Explores dance and movement concepts

<b>The Arts Disciplines: Music</b>	
<b>STANDARD 1: Singing</b>	
<p>1.1 Sing independently, maintaining accurate intonation, steady <b>tempo</b>, rhythmic accuracy, appropriately-produced sound (<b>timbre</b>), clear diction, and correct posture</p> <p>1.2 Sing expressively with appropriate <b>dynamics, phrasing</b>, and interpretation</p> <p>1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods</p> <p>1.4 Sing <b>ostinatos</b>, partner songs, rounds and simple two-part songs, with and without <b>accompaniment</b></p> <p>1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</p>	34. Explores musical concepts and expression
<b>STANDARD 2: Reading and Notation</b>	
<p>2.1 Demonstrate and respond to: the <b>beat</b>, division of the beat, <b>meter</b> (2/4, 3/4, 4/4), and rhythmic <b>notation</b>, including half, quarter, eighth, and sixteenth notes and rests</p> <p>2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble <b>clef</b></p> <p>2.3 Identify symbols and traditional terms referring to dynamics, tempo, and <b>articulation</b> and interpret them correctly when performing</p> <p>2.4 Use standard symbols to notate meter, <b>rhythm, pitch</b>, and dynamics in simple patterns performed by the teacher</p>	34. Explores musical concepts and expression
<b>STANDARD 3: Playing Instruments</b>	
<p>3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture</p> <p>3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation</p> <p>3.3 Play from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods</p> <p>3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</p> <p>3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>3.6 Perform independent instrumental parts while other students sing or play contrasting parts</p>	34. Explores musical concepts and expression

<b>STANDARD 4: Improvisation and Composition</b>	
<p>4.1 <b>Improvise</b> “answers” in the same style to given rhythmic and melodic <b>phrases</b></p> <p>4.2 Improvise and <b>compose</b> simple rhythmic and melodic ostinato accompaniments</p> <p>4.3 Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar <b>melodies</b></p> <p>4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means</p> <p>4.5 Create and arrange short songs and instrumental pieces within teacher-specified guidelines</p>	<p>34. Explores musical concepts and expression</p>
<b>STANDARD 5: Critical Response</b>	
<p>5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form</p> <p>5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context</p> <p>5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances</p> <p>5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices</p> <p>5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music</p> <p>5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings</p>	<p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p>

<b>The Arts Disciplines: Theatre</b>	
<b>STANDARD 1: Acting</b>	
<p>1.1 Read, listen to, and tell stories from a variety of cultures, <b>genres</b>, and styles</p> <p>1.2 Imagine and clearly describe <b>characters</b>, their relationships, <b>setting</b>, <b>conflict</b>, and <b>plot</b> from a variety of appropriate literature</p> <p>1.3 Pretend to be someone else, creating a character based on stories or through <b>improvisation</b>, using <b>properties</b> (props), costumes, and <b>imagery</b></p> <p>1.4 Create characters through physical movement, <b>gesture</b>, sound and/or speech, and facial expression</p> <p>1.5 Learn lines, observe, listen, and respond in character to other actors</p> <p>1.6 Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble</p>	36. Explores drama through actions and language
<b>STANDARD 2: Reading and Writing Scripts</b>	
<p>2.1 Identify what drama is and how it happens</p> <p>2.2 Read plays and stories and identify characters, setting, and action</p> <p>2.3 Develop dramatic dialogue for characters from a folktale told in prose</p> <p>2.4 Create a scene or play with a beginning, middle, and end based on an original idea, a story, or other forms of literature (fiction, nonfiction, poetry)</p> <p>2.5 Plan, improvise, and write or record simple dramas that include the “<b>five w’s</b>”: <b>who, what, where, when, and why</b></p>	36. Explores drama through actions and language
<b>STANDARD 3: Directing</b>	
<p>3.1 In creating and rehearsing informal classroom dramatizations, experiment with and make decisions about the visual configuration of the acting space (e.g., actors’ exits, entrances, placement of set pieces, and the location of the audience)</p>	36. Explores drama through actions and language
<b>STANDARD 4: Technical Theatre</b>	
<p>4.1 Collect, make, or borrow materials that could be used for scenery, properties (props), costumes, sound effects, and lighting for informal classroom presentations</p> <p>4.2 Visualize environments and arrange the physical playing space to communicate mood, time, and locale</p>	36. Explores drama through actions and language



<b>STANDARD 5: Critical Response</b>	
5.1 Describe and demonstrate audience skills of observing attentively and responding appropriately in classroom presentations, rehearsals, and live performance settings	36. Explores drama through actions and language
5.2 Identify and describe the visual, aural, oral, and kinetic details of classroom dramatizations and dramatic performances	
5.3 Articulate reasons for particular emotional responses to and personal preferences about classroom dramatizations and dramatic performances	
5.4 Analyze and describe strengths and weakness of their own work (grades 3 and 4 only)	
5.5 Give and accept constructive and supportive feedback	
<b>The Arts Disciplines : Visual Arts</b>	
<b>STANDARD 1: Methods, Materials, and Techniques</b>	
1.1 Use a variety of materials and <b>media</b> , <i>for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns</i> , and understand how to use them to produce different visual effects	33. Explores the visual arts
1.2 Create artwork in a variety of <b>two-dimensional (2D) and three-dimensional (3D) media</b> , <i>for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for <b>assemblage</b> and construction</i>	
1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques	
1.4 Learn to take care of materials and tools and to use them safely	

**STANDARD 2: Elements and Principles of Design**

- 2.1 For **color**, explore and experiment with the use of color in dry and wet media identify **primary** and **secondary colors** and **gradations** of black, white and gray in the environment and artwork  
Explore how color can convey mood and emotion  
*For example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors*
- 2.2 For **line**, explore the use of line in 2D and 3D works  
Identify a wide variety of types of lines in the environment and in artwork  
*For example, students take a walk around the school and note jagged, straight, curved, thick, and thin lines.*
- 2.3 For **texture**, explore the use of textures in 2D and 3D works  
Identify a wide variety of types of textures, *for example, smooth, rough, and bumpy*, in the environment and in artwork  
Create representations of textures in drawings, paintings, rubbings, or **relief**
- 2.4 For **shape and form**, explore the use of shapes and forms in 2D and 3D works  
Identify simple shapes of different sizes, *for example, circles, squares, triangles*, and forms, *for example, spheres, cones, cubes*, in the environment and in artwork
- 2.5 For **pattern and symmetry**, explore the use of patterns and symmetrical shapes in 2D and 3D works  
Identify patterns and symmetrical forms and shapes in the environment and artwork.  
Explain and demonstrate ways in which patterns and symmetrical shapes may be made  
*For example, a student folds and cuts paper to achieve symmetry, or makes printed patterns*
- 2.6 For **space and composition**, explore composition by creating artwork with a center of interest, repetition, and/or balance  
Demonstrate an understanding of **foreground, middle ground, and background**  
Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis

33. Explores the visual arts

<b>STANDARD 3: Observation, Abstraction, Invention, and Expression</b>	
<p>3.1 Create 2D and 3D artwork from direct observation <i>For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap.</i></p> <p>3.2 Create 2D and 3D expressive artwork that explores abstraction <i>For example, a student simplifies an image by making decisions about essential colors, lines, or textures.</i></p> <p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy <i>For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.</i></p>	33. Explores the visual arts
<b>STANDARD 4: Drafting, Revising, and Exhibiting</b>	
<p>4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion <i>For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made.</i></p> <p>4.2 Select works for exhibition and work as a group to create a display</p> <p>4.3 As a class, develop and use criteria for informal classroom discussions about art</p>	33. Explores the visual arts
<b>STANDARD 5: Critical Response</b>	
<p>5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work</p> <p>5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film</p> <p>5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks</p> <p>5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group</p>	33. Explores the visual arts

<b>STANDARD 6: Purposes and Meanings in the Arts</b>	
<p>6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, <i>“What is the artist trying to say?” “Who made this, and why?” “How does this work make me feel?”</i></p> <p>6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities <i>For example, children learn and teach other children songs in languages other than English; interview parents and community members about dances, songs, images, and stories that are part of their family and cultural heritage.</i></p>	<p>33. Explores the visual arts</p>
<b>STANDARD 7: Roles of Artists in Communities</b>	
<p>7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects <i>For example, teachers invite an illustrator of children’s books to school to show how she creates her illustrations.</i></p>	<p>30. Shows basic understanding of people and how they live</p> <p>33. Explores the visual arts</p>
<b>STANDARD 8: Concepts of Style, Stylistic Influence, and Stylistic Change</b>	
<p>8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as</p> <ul style="list-style-type: none"> <li>• styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;</li> <li>• styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries <i>For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration</i></li> </ul> <p>8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe</p> <p>8.3 Perform or create works inspired by historical or cultural styles</p>	<p>32. Demonstrates simple geographic knowledge</p> <p>33. Explores the visual arts</p>

<b>STANDARD 9: Inventions, Technologies, and the Arts</b>	
9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as <ul style="list-style-type: none"> <li>• “What is this made of?”</li> <li>• “How does this instrument produce sound?”</li> <li>• “Would I design this differently?”</li> <li>• “Who first thought of making something like this?”</li> </ul> <i>For example, students examine a variety of percussion instruments, experiment with the different sounds they make, and learn about the cultures in which they were made.</i>	33. Explores the visual arts
<b>STANDARD 10: Interdisciplinary Connections</b>	
10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines Examples of this include: <ul style="list-style-type: none"> <li>• <i>using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;</i></li> <li>• <i>memorizing and singing American folk songs to enhance understanding of history and geography;</i></li> <li>• <i>Using short dance sequences to clarify concepts in mathematics.</i></li> </ul>	33. Explores the visual arts  34. Explores musical concepts and expression  35. Explores dance and movement concepts
<b>Massachusetts History and Social Science Curriculum Framework</b>	
<b>Pre-Kindergarten to Kindergarten Learning Standards</b>	
<b>PreK-K.1</b> Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. A. Columbus Day B. Independence Day C. Martin Luther King, Jr. Day D. Presidents’ Day E. Thanksgiving	30. Shows basic understanding of people and how they live  31. Explores change related to familiar people or places
<b>PreK-K.2</b> Put events in their own and their families’ lives in temporal order.	31. Explores change related to familiar people or places
<b>PreK-K.3</b> Identify the student’s street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student’s school and the city or town in which it is located.	29. Demonstrates knowledge about self  32. Demonstrates simple geographic knowledge
<b>PreK-K.4</b> Describe the location and features of places in the immediate neighborhood of the student’s home or school.	32. Demonstrates simple geographic knowledge

<b>PreK-K.5</b> Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.	30. Shows basic understanding of people and how they live
<b>PreK-K.6</b> Identify and describe family or community members who promote the welfare and safety of children and adults.	30. Shows basic understanding of people and how they live
<b>PreK-K.7</b> Demonstrate understanding that there are important American symbols by identifying A. the American flag and its colors and shapes B. the melody of the national anthem C. the picture and name of the current president D. the words of the Pledge of Allegiance.	32. Demonstrates simple geographic knowledge
<b>PreK-K.8</b> Give examples of different kinds of jobs that people do, including the work they do at home.	30. Shows basic understanding of people and how they live
<b>PreK-K.9</b> Explain why people work (e.g., to earn money in order to buy things they want).	30. Shows basic understanding of people and how they live
<b>PreK-K.10</b> Give examples of the things that people buy with the money they earn.	30. Shows basic understanding of people and how they live
<b>Massachusetts Science and Technology/Engineering Curriculum Framework</b>	
<b>Earth and Space Science</b>	
<b>Earth's Materials</b>	
1. Recognize that water, rocks, soil, and living organisms are found on the earth's surface.	27. Demonstrates knowledge of Earth's environment
2. Understand that air is a mixture of gases that is all around us and that wind is moving air.	27. Demonstrates knowledge of Earth's environment
<b>The Weather</b>	
3. Describe the weather changes from day to day and over the seasons.	27. Demonstrates knowledge of Earth's environment
<b>The Sun as a Source of Light and Heat</b>	
4. Recognize that the sun supplies heat and light to the earth and is necessary for life.	27. Demonstrates knowledge of Earth's environment
<b>Periodic Phenomena</b>	
5. Identify some events around us that have repeating patterns, including the seasons of the year, day and night.	31. Explores change related to familiar people or places
<b>Life Science (Biology)</b>	
<b>Characteristics of Living Things</b>	
1. Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.	25. Demonstrates knowledge of the characteristics of living things

2. Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
3. Recognize that plants and animals have life cycles, and that life cycles vary for different living things.	25. Demonstrates knowledge of the characteristics of living things
<b>Heredity</b>	
4. Describe ways in which many plants and animals closely resemble their parents in observed appearance.	25. Demonstrates knowledge of the characteristics of living things
<b>Evolution and Biodiversity</b>	
5. Recognize that fossils provide us with information about living things that inhabited the earth years ago.	27. Demonstrates knowledge of Earth's environment
<b>Living Things and Their Environment</b>	
6. Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.	27. Demonstrates knowledge of Earth's environment
7. Recognize changes in appearance that animals and plants go through as the seasons change.	31. Explores change related to familiar people or places
8. Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).	25. Demonstrates knowledge of the characteristics of living things
<b>Physical Sciences (Chemistry and Physics)</b>	
<b>Observable Properties of Objects</b>	
1. Sort objects by observable properties such as size, shape, color, weight, and texture.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
<b>States of Matter</b>	
2. Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	26. Demonstrates knowledge of the physical properties of objects and materials
<b>Position and Motion of Objects</b>	
3. Describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.	26. Demonstrates knowledge of the physical properties of objects and materials
4. Demonstrate that the way to change the motion of an object is to apply a force (give it a push or a pull). The greater the force, the greater the change in the motion of the object.	26. Demonstrates knowledge of the physical properties of objects and materials
5. Recognize that under some conditions, objects can be balanced.	26. Demonstrates knowledge of the physical properties of objects and materials

<b>Technology/Engineering</b>	
1. Materials and Tools <i>Central Concept:</i> Materials both natural and human-made have specific characteristics that determine how they will be used.	
1.1 Identify and describe characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).	26. Demonstrates knowledge of the physical properties of objects and materials
1.2 Identify and explain some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).	26. Demonstrates knowledge of the physical properties of objects and materials
1.3 Identify and describe the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.	28. Uses tools and other technology to perform tasks
2. Engineering Design <i>Central Concept:</i> Engineering design requires creative thinking and consideration of a variety of ideas to solve practical problems.	
2.1 Identify tools and simple machines used for a specific purpose, e.g., ramp, wheel, pulley, lever.	28. Uses tools and other technology to perform tasks
2.2 Describe how human beings use parts of the body as tools (e.g., teeth for cutting, hands for grasping and catching), and compare their use with the ways in which animals use those parts of their bodies.	29. Demonstrates knowledge about self
<b>Massachusetts Comprehensive Health Curriculum Framework</b>	
<b>Physical Health Strand</b>	
<b>STANDARD 1: Growth and Development</b>	
1.1 Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems)	29. Demonstrates knowledge about self
1.2 Identify behaviors and environmental factors that influence functioning of body systems	29. Demonstrates knowledge about self
1.3 Identify appropriate accommodations and aids for people with physical disabilities <i>For example, students tour the school to determine all wheelchair accessible features and create a map of the school with these features labeled that can be displayed in the school</i>	30. Shows basic understanding of people and how they live
1.4 Distinguish the characteristics of living and non-living organisms List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, and death)	25. Demonstrates knowledge of the characteristics of living things
<b>STANDARD 2: Physical Activity and Fitness</b>	
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control



<p>absorption (rigid, with bent knees) to extend versatility and improve physical performance <i>In pairs, students practice throwing and catching different objects, then hitting a target. Observe partner and use movement concepts to provide feedback</i></p>	<p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p>2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills</p>	<p>35. Explores dance and movement concepts</p>
<p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p>	<p>29. Demonstrates knowledge about self</p>
<p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p>	<p>29. Demonstrates knowledge about self</p>
<p>2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)</p>	<p>29. Demonstrates knowledge about self</p>
<p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>	<p>30. Shows basic understanding of people and how they live</p>
<p><b>STANDARD 3: Nutrition</b></p>	
<p>3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows</p>	<p>29. Demonstrates knowledge about self</p>
<p>3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks</p>	<p>29. Demonstrates knowledge about self</p>
<p>3.3 Recognize hunger and satiety cues and how to make food decisions based upon these cues <i>Sponsor a potluck lunch in the class and ask students to select and eat servings one at a time so that they eat slowly until their appetite is satisfied. Ask them to pay attention to their feelings of hunger and satiety. Students discuss their experiences</i></p>	<p>29. Demonstrates knowledge about self</p>
<p>3.4 Identify heredity, diet, and physical activity as key factors in body shape and size</p>	<p>29. Demonstrates knowledge about self</p>

3.5	Identify the connection between food served in the home with regional food production <i>Students interview a person in the home who prepares food to determine how food choices change according to season</i>	32. Demonstrates simple geographic knowledge
3.6	Describe personal hygiene and safety measures used in preparing foods	29. Demonstrates knowledge about self
3.7	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups	30. Shows basic understanding of people and how they live
<b>STANDARD 4: Reproduction/Sexuality</b>		
4.1	Identify the components, functions, and processes of the reproductive system <i>Students label the functions and/or systems of the reproductive system on a blank diagram</i>	N/A
4.2	Identify the physical changes as related to the reproductive system during puberty <i>Invite the school nurse or a health care professional who specializes in children to discuss the changes that take place in boys and girls at puberty</i>	N/A
4.3	Define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian)	N/A
4.4	Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus <i>Students write short answers to define the types of sexual orientation</i>	N/A
<b>Social and Emotional Health Strand</b>		
<b>STANDARD 5: Mental Health</b>		
5.1	Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings <i>Students draw a picture of their family members after the birth of an additional family member and give an oral interpretation in small groups</i>	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
5.2	Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
5.3	Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships	30. Shows basic understanding of people and how they live
5.4	Describe the effects of leadership skills on the promotion of teamwork	30. Shows basic understanding of people and how they live

5.5	Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions <i>Students design a poster showing the steps used to solve a problem and post it in the classroom</i>	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
5.6	Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept	29. Demonstrates knowledge about self
<b>STANDARD 6: Family Life</b>		
6.1	Describe different types of families, addressing membership and social influences, and the functions of family members	30. Shows basic understanding of people and how they live
6.2	Describe factors, such as character traits of individuals and life events, that can strengthen families <i>As a class, design a bulletin board collage on the many different things adults know and are able to do. Discuss why a person with these skills, experiences, talents, and information would be a good person to talk to when you have a problem or have experienced a success</i>	30. Shows basic understanding of people and how they live
6.3	Identify whom to talk with about family problems and successes	30. Shows basic understanding of people and how they live
6.4	Identify what parents do to provide a safe, healthy environment for their children	30. Shows basic understanding of people and how they live
<b>STANDARD 7: Interpersonal Relationships</b>		
7.1	Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
7.2	Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school <i>Students design posters, bulletin boards or web page components on the theme of the 3R's—Responsibilities, Rights, and Respect. Include examples of conduct and policies that reflect the 3R's in the school</i>	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
7.3	Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
7.4	Describe the concepts of prejudice and discrimination	30. Shows basic understanding of people and how they live

<b>Safety and Prevention Strand</b>	
<b>STANDARD 8: Disease Prevention and Control</b>	
8.1 Describe how the body fights germs and disease naturally and with medicines and immunization	29. Demonstrates knowledge about self
8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness	29. Demonstrates knowledge about self
8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and washing clothes) <i>Invite the school nurse or school physician to present a program to students about the relationship between hand washing and catching a cold and medicines that may help, including that medicines should only be taken with adult supervision</i>	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing) <i>Using a large cardboard model of the mouth with the teeth labeled, students close their eyes and floss with yarn covered with colored chalk. Students open their eyes and see which teeth were and were not missed. Practice until flossing is complete</i>	29. Demonstrates knowledge about self
<b>STANDARD 9: Safety and Injury Prevention</b>	
9.1 List rules for fire safety, weapons safety, bus safety, and seatbelt use where applicable, such as at home, school, community, and play, and explain why the rules are important	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
9.2 Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency <i>Students role-play calling the operator, 911, or police, and giving name, address, and other information regarding an emergency. Discuss the circumstances under which not to call (such as a prank)</i>	30. Shows basic understanding of people and how they live
9.3 Describe personal responsibility for reducing hazards and avoiding accidents <i>Students develop a checklist of safety labels and features for helmets, sports equipment, and toys, and evaluate their possessions for safety</i>	29. Demonstrates knowledge about self
9.4 Distinguish among safe, unsafe, and inappropriate touch	29. Demonstrates knowledge about self

9.5	Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety <i>Students role-play ways to deal with bullying, teasing, and name-calling, and how to get away from threatening strangers</i>	29. Demonstrates knowledge about self
9.6	Follow universal precautions for all first aid involving any blood and other body fluids	30. Shows basic understanding of people and how they live
9.7	Apply appropriate first aid for cuts and bruises, including observing universal precautions	30. Shows basic understanding of people and how they live
<b>STANDARD 10: Tobacco, Alcohol, &amp; Substance Use/Abuse Prevention</b>		
10.1	Identify and distinguish between substances that are safe and unsafe to be taken by mouth <i>Students sort pictures of food products, beverages, medicines, and vitamins into three categories—Safe to Eat, Not Safe to Eat, Things I Need to Ask About</i>	30. Shows basic understanding of people and how they live
10.2	Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems	30. Shows basic understanding of people and how they live
10.3	Describe how tobacco and prolonged exposure to cigarette smoke affects the body	30. Shows basic understanding of people and how they live
10.4	Identify whom to seek help from for a possible poisoning or overdose	30. Shows basic understanding of people and how they live
<b>STANDARD 11: Violence Prevention</b>		
11.1	Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another	30. Shows basic understanding of people and how they live
11.2	Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes	30. Shows basic understanding of people and how they live
11.3	Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships  <i>Using scenarios involving conflict and violence, students discuss the best strategy for resolving a particular situation (such as avoiding strangers, walking or running away, telling someone to stop, asking for help from trusted adults, encouraging others to walk away)</i>	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
11.4	Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups	30. Shows basic understanding of people and how they live

<b>Personal and Community Health Strand</b>	
<b>STANDARD 12: Consumer Health and Resource Management</b>	
12.1 Identify and describe health careers	30. Shows basic understanding of people and how they live
12.2 Interpret the symbols and information provided on labels for health care products and food products	30. Shows basic understanding of people and how they live
12.3 Identify advertising techniques	30. Shows basic understanding of people and how they live
12.4 Identify resources used by individuals to manage their daily lives (such as time and money) <i>Students use scenarios of good or poor choices made by children using time or money resources. Discuss reasons why those choices were appropriate or inappropriate and if inappropriate, what choices could be made instead</i>	30. Shows basic understanding of people and how they live
12.5 Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects	30. Shows basic understanding of people and how they live
<b>STANDARD 13: Ecological Health</b>	
13.1 Describe types of natural resources and their connection with health	29. Demonstrates knowledge about self
13.2 Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution <i>Working with family volunteers, students clean up school grounds and plant flowers and other plants that help clean the air (such as spider plant or peace lily). Take before and after pictures and display</i>	30. Shows basic understanding of people and how they live
<b>STANDARD 14: Community and Public Health</b>	
14.1 List the jobs carried out by people at school and in the community that support health and success in school <i>Invite community helpers to speak about the contribution of their occupation to community and/or public health and answer questions from students</i>	30. Shows basic understanding of people and how they live
14.2 Identify ways the physical environment is related to individual and community health	30. Shows basic understanding of people and how they live
14.3 List practices and products that make living safer	30. Shows basic understanding of people and how they live