

This is a listing of the Virginia Standards of Learning (SOLs) covered in the exhibitions at Amazement Square. Many of our exhibitions provide a starting place for addressing other standards not specifically addressed in our exhibits, but these supplementary SOLs are not listed here.

General

Fine Arts

Theater Arts

- M.5 The student will investigate a variety of societal roles, occupations, and relationships, using dramatic activities.

English

- K.1 The student will demonstrate growth in the use of oral language.
C) Participate in creative dramatics.
- K.2 The student will use listening and speaking vocabularies.
A) Use number words.
B) Use words to describe/name people, places, and things.
C) Use words to describe location, size, color, and shape.
D) Use words to describe actions.
E) Ask about words not understood.
F) Follow one-step and two-step directions.
G) Begin to ask how and why questions.
- K.3 The student will build oral communication skills.
C) Begin to use voice level, phrasing, and intonation appropriate for language situation.
D) Listen and speak in informal conversations with peers and adults.
F) Participate in discussions about books and specific topics.
- K.5 The student will understand how print is organized and read.
A) Hold print materials in the correct position.
B) Identify the front cover, back cover, and title page of a book.
C) Follow words from left to right and from top to bottom on a printed page.
D) Match voice with print: syllables, words, and phrases.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
A) Increase oral descriptive vocabulary.
B) Begin to ask for clarification and explanation of words and ideas.
C) Follow simple two-step oral directions.
D) Give simple two-step oral directions.
E) Use singular and plural nouns.
- 1.3 The student will adapt or change oral language to fit the situation.
A) Initiate conversation with peers and adults.
B) Follow rules for conversation.
C) Use appropriate voice level in small-group settings.
D) Ask and respond to questions in small-group settings.
- 1.5 The student will apply knowledge of how print is organized and read.
A) Read from left to right and from top to bottom.
B) Match spoken words with print.

C) Identify letters, words, and sentences.

- 2.1 The student will demonstrate an understanding of oral language structure.
- A) Create oral stories to share with others.
 - B) Create and participate in oral dramatic activities.

History

- K.8 The student will demonstrate that being a good citizen involves
- A) taking turns and sharing;
 - C) taking care of personal belongings and respecting what belongs to others;
 - D) following rules and understanding the consequence of breaking rules;
 - E) practicing honesty, self-control, and kindness to others;
 - G) participating successfully in group settings.
- 1.10 The student will apply the traits of a good citizen by
- A) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
 - B) recognizing the purpose of rules and practicing self-control;
- 2.10 The student will explain the responsibilities of a good citizen, with emphasis on
- A) respecting and protecting the rights and property of others;
 - E) practicing honesty and trustworthiness.

Science

- K.1 The student will conduct investigations in which
- A) basic properties of objects are identified by direct observation;
 - B) observations are made from multiple positions to achieve different perspectives;
 - G) a question is developed from one or more observations;
 - J) unusual or unexpected results in an activity are recognized.
- K.10 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include
- A) materials and objects can be used over and over again;
 - B) everyday materials can be recycled
- 1.1 The student will conduct investigations in which
- A) differences in physical properties are observed using the senses;
 - C) objects or events are classified and arranged according to attributes or properties;

Tower

Physical Education

- K.2 The student will demonstrate use of the movement concepts of directions, levels, pathways, and effort (force and speed) while performing locomotor skills.
- 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.
- A) Work cooperatively with peers for short periods of time.
 - B) Incorporate safety rules learned in physical education.
- 2.2 The student will apply the basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills.

- A) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
 - B) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.
- 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.
- 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
- A) Demonstrate independence and good use of time while engaging in physical activity.
 - B) Provide input into establishing rules and guidelines for behavior in physical activity settings.
 - C) Work cooperatively with peers.

Cultural Gallery

Computers/Technology

- 3-5.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
- Work collaboratively when using technology.
 - Practice and communicate respect for people, equipment, and resources.
 - Understand how technology expands opportunities for learning.
- 3-5.8 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.
 - Use technology tools for individual and collaborative writing, communication, and publishing activities.
 - Use telecommunication tools to communicate and share information with others.

Fine Arts

Visual Arts

- 2.13 The student will compare the art, artifacts, and architecture of other cultures with that of their own culture.
- 2.15 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).
- 3.18 The student will explain the role of archaeology in learning about the art of past cultures.

History

- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.
- 1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.

- 1.6 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
- 1.12 The student will recognize that communities in Virginia
C) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.
- 2.2 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.
- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.
- 2.12 The student will understand that the people of Virginia
B) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.
- VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
A) identify and interpret artifacts and primary and secondary source documents to understand events in history;
C) compare and contrast historical events;
D) draw conclusions and make generalizations;
E) make connections between past and present;
F) sequence events in Virginia history;
G) interpret ideas and events from different historical perspectives;
H) evaluate and discuss issues orally and in writing;
- VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by
C) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
E) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
F) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown;
- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
B) make connections between the past and the present;
D) interpret ideas and events from different historical perspectives;
E) evaluate and discuss issues orally and in writing;
- USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
B) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.

Science

- K.9 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include
A) natural and human-made things may change over time; and
B) changes can be noted and measured.

On the James

History

- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.
- K.4 The student will use simple maps and globes to
C) locate land and water features.
- K.5 The student will develop an awareness that maps and globes
A) show a view from above;
B) show things in smaller size;
C) show the position of objects.
- 1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.
- 1.4 The student will develop map skills by
A) recognizing basic map symbols, including references to land, water, cities, and roads;
- 1.6 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.
- 3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
A) identify and interpret artifacts and primary and secondary source documents to understand events in history;
C) compare and contrast historical events;
D) draw conclusions and make generalizations;
E) make connections between past and present;
F) sequence events in Virginia history;
G) interpret ideas and events from different historical perspectives;
H) evaluate and discuss issues orally and in writing;
I) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

- VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by
 C) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
- VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
 C) explaining the influence of geography on the migration of Virginians into western territories.
- VS.9 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
 A) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
 B) make connections between the past and the present;
 C) sequence events in United States history from pre-Columbian times to 1865;
 D) interpret ideas and events from different historical perspectives;
 E) evaluate and discuss issues orally and in writing;
 F) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
 I) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Science

- K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include
 B) the natural flow of water is downhill; and
 C) some materials float in water, while others sink.
- K.9 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include
 A) natural and human-made things may change over time
- 2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include
 B) processes involved with changes in matter from one state to another (condensation, evaporation, melting, and freezing).
- 3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include
 A) the energy from the sun drives the water cycle;
 B) processes involved in the water cycle (evaporation, condensation, precipitation);

- K-2.2 The student will demonstrate proficiency in the use of technology.
- Demonstrate the use of mouse, keyboard, printer, multimedia devices, and earphones.
 - Use multimedia resources such as interactive books and software with graphical interfaces.
- 3-5.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
- Work collaboratively when using technology.
 - Practice and communicate respect for people, equipment, and resources.
 - Understand how technology expands opportunities for learning.

Fine Arts

Visual Arts

- 1.8 The student will develop eye/hand coordination by drawing and constructing.
- 2.13 The student will compare the art, artifacts, and architecture of other cultures with that of their own culture.
- 3.15 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.

History

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.
- Builder = person who builds
- 3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

Math

- K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).
- 1.15 The student will describe the proximity of objects in space (near, far, close by, below, above, up, down, beside, and next to).
- 1.20 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.

Science

- K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include
- A) colors (red, orange, yellow, green, blue, purple), white, and black;
 - B) shapes (circle, triangle, square, and rectangle) and forms (flexible/stiff, straight/curved);
 - C) textures (rough/smooth) and feel (hard/soft);

Stained Glass

Math

- K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).
- 1.16 The student will draw, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and square corners.
- 1.20 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.

Science

- 1.1 The student will conduct investigations in which
C) objects or events are classified and arranged according to attributes or properties;

Raceways

Science

- K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include
A) attraction/nonattraction, push/pull, attract/repel, and metal/nonmetal
- K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include
D) relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short)
E) position (over/under, in/out, above/below, left/right) and speed (fast/slow).
- 1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include
D) the motion of objects may be observed in toys and in playground activities.
- 4.2 The student will investigate and understand characteristics and interaction of moving objects. Key concepts include
A) motion is described by an object's direction and speed;
B) forces cause changes in motion;
C) friction is a force that opposes motion; and
D) moving objects have kinetic energy.
- 6.2 The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include
A) potential and kinetic energy;

Voltageville

Science

- 4.3 The student will investigate and understand the characteristics of electricity. Key concepts include
B) basic circuits (open/closed, parallel/series);
D) the ability of electrical energy to be transformed into heat, light, and mechanical energy;
- 6.2 The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include

E) energy transformations (heat/light to mechanical, chemical, and electrical energy).

Centra Health Gallery

Physical Education

- K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature.
- 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates.
- 1.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.

Health

- K.1 The student will explain that the body is a living and growing organism. Key concepts/skills include
 - A) the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day);
 - C) the five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet);
 - D) the need for regular physical activity.
- 1.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include
 - A) body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);
 - C) the interconnection of all body systems (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).
- 2.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include
 - A) the cardiovascular system;
 - B) the digestive system;
 - C) the skeletal system;
 - D) the muscular system;
 - E) the nervous system.
- 2.4 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include
 - A) health care professionals, resources, and services;

History

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.
 - Doctors are people who take care of other people when they are sick.

Big Read Barn

English

- K.1 The student will demonstrate growth in the use of oral language.

C) Participate in creative dramatics.

Math

- K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).
- 1.20 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.

Science

- K.6 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include
A) living things change as they grow, and they need food, water, and air to survive;
B) plants and animals live and die (go through a life cycle); and
C) offspring of plants and animals are similar but not identical to their parents and to one another.
- K.8 The student will investigate and understand simple patterns in his/her daily life. Key concepts include
C) animal and plant growth
- K.9 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include
A) natural and human-made things may change over time

Listen to the Rhythm/On Stage

Fine Arts

Music

- K.1 The student will sing songs and play instruments.
1) Participate individually and in groups.
- K.11, 1.11, 2.10, 3.14, 4.14, 5.12 The student will exhibit respect for the contributions of self and others in a music setting.
1) Contribute to a group effort of making music.
2) Contribute to a group effort of listening to music.
3) Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 2.4 The student will read lyrics containing more than one verse and including words divided into syllables.
- 4.1 The student will sing a repertoire of songs in tune with a clear tone quality.
- 4.13 The student will use music terminology to describe various styles of music.
1) Place musical examples into broad categories of style.
- 5.1 The student will sing a repertoire of songs in tune with a clear tone quality.
- MS.8, HS.8 The student will demonstrate appropriate performance behavior as a participant and/or listener.
1) Exhibit respect for the contributions of self and others within a music setting.

2) Demonstrate appropriate audience behavior for the context and style of music performed.

HS.1 The student will participate in a variety of music experiences.

- 1) Develop skills in music individually and in groups.
- 2) Listen and respond to music.

HS.3 The student will organize and express musical ideas and sounds.

- 1) Improvise music.

Science

1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include
B) objects may vibrate and produce sound;

5.2 The student will investigate and understand how sound is transmitted and is used as a means of communication. Key concepts include
C) uses and applications (voice, sonar, animal sounds, and musical instruments).

Puppet Tree

Fine Arts

Theater

M.1 The student will communicate ideas, using individual performances, group productions, or group projects to demonstrate teamwork, cooperation, and dependability.

M.2 The student will create and build trust and develop listening skills through participation in theatre games and improvisations (e.g., solo and group characterizations, portrayals of characters in conflict, experiments in rhythm and imagery).

M.3 The student will demonstrate acting skills by
1) vocal production—projection and articulation;
2) movement and gestures

M.5 The student will investigate a variety of societal roles, occupations, and relationships, using dramatic activities.

M.14 The student will recognize and respond to the unique qualities of theatre, including
1) interaction of the audience and actors;
2) immediacy of live performance;
3) representation of life;

TI.1 The student will recognize that theatre is an ensemble art while developing communication strategies and problem-solving capabilities through group interaction and artistic collaboration to
3) participate in group collaborations.

TI.2 The student will create and strengthen trust and expand listening skills through participation in theatre games and improvisations (e.g., solo and group characterizations, portrayals of characters in conflict, experiments in rhythm and imagery, playwriting experiments).

- TI.3 The student will apply the creative process to the skills of storytelling, acting, and playwriting by
- 2) employing voice, body, and imagination in character development;
 - 3) analyzing and describing the physical, emotional, and social dimension of characters;
- TII.4 The student will create and strengthen trust through participation in theatre games and improvisations that
- 1) demonstrate characterization and justify motivations;
 - 2) develop a narrative that expresses dramatic conflict;
 - 3) develop dialogue and listening skills to express character relationships; and
 - 4) incorporate personal experiences into improvisation and play-writing exercises.

English

- K.1 The student will demonstrate growth in the use of oral language.
- C) Participate in creative dramatics.
- 2.1 The student will demonstrate an understanding of oral language structure.
- A) Create oral stories to share with others.
 - B) Create and participate in oral dramatic activities.
 - C) Use correct verb tenses in oral communication.
 - D) Use increasingly complex sentence structures in oral communication.
- 2.3 The student will use oral communication skills.
- A) Use oral language for different purposes: to inform, to persuade, and to entertain.
 - B) Share stories or information orally with an audience.
 - C) Participate as a contributor and leader in a group.

Paintbox

Fine Arts

Visual Arts

- K.2 The student will express ideas and feelings through the creation of works of art.
- K.3 The student will identify and use
- 1) colors—red, blue, yellow, green, orange, violet, brown, black, and white;
 - 3) line and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal;
 - 4) shape—circle, square, triangle, rectangle, and oval; and
- 1.3 The student will identify and use
- 1) primary colors—red, blue, and yellow;
 - 2) line and line variations—zigzag, dotted, wavy, and spiral;
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.8 The student will develop eye/hand coordination by drawing and constructing.
- 2.4 The student will identify and use
- 1) secondary colors—orange, violet, and green;

- 2.9 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.

Math

- K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).
- K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.
- K.13 The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).
- 1.16 The student will draw, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and square corners.

English

- K.6 The student will demonstrate an understanding that print makes sense.
D) Read and explain own writing and drawings.
- K.9 The student will print the uppercase and lowercase letters of the alphabet independently.
- K.10 The student will print his/her first and last names.

Science

- K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include
A) colors (red, orange, yellow, green, blue, purple), white, and black;
B) shapes (circle, triangle, square, and rectangle) and forms (flexible/stiff, straight/curved);
D) relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short);
and
E) position (over/under, in/out, above/below, left/right) and speed (fast/slow).

Book Nook

English

- K.5 The student will understand how print is organized and read.
A) Hold print materials in the correct position.
B) Identify the front cover, back cover, and title page of a book.
C) Follow words from left to right and from top to bottom on a printed page.
D) Match voice with print: syllables, words, and phrases.
- 1.5 The student will apply knowledge of how print is organized and read.
A) Read from left to right and from top to bottom.
B) Match spoken words with print.
C) Identify letters, words, and sentences.
- 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
A) Use titles and pictures.

- B) Use knowledge of the story and topic to read words.
 - C) Use knowledge of sentence structure.
 - D) Reread and self-correct.
- 2.5 The student will use meaning clues and language structure when reading.
- A) Use information in the story to read words.
 - B) Use knowledge of sentence structure.
 - C) Use knowledge of story structure and sequence.
- 2.7 The student will read fiction and nonfiction, using a variety of strategies independently.
- A) Preview the selection by using pictures, diagrams, titles, and headings.
 - B) Set purpose for reading.
 - C) Read stories, poems, and passages with fluency and expression.
 - D) Reread and self-correct when necessary.

Celebrating Differences

Science

- K.2 Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings. Key concepts include
- A) five senses and corresponding sensing organ (taste – tongue, touch – skin, smell – nose, hearing – ears, and sight – eyes); and
 - B) sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull).
- K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include
- A) colors (red, orange, yellow, green, blue, purple), white, and black;
 - B) shapes (circle, triangle, square, and rectangle) and forms (flexible/stiff, straight/curved);
 - C) textures (rough/smooth) and feel (hard/soft);
- 1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include
- A) objects may have straight, circular, and back-and-forth motions;
 - C) pushes or pulls can change the movement of an object; and
 - D) the motion of objects may be observed in the manipulation toys and in playground activities.

English

- K.6 The student will demonstrate an understanding that print makes sense.
- B) Identify common signs and logos.

Health

- K.1 The student will demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills.
- B) Demonstrate the non-locomotor movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, and balancing.
 - C) Demonstrate a minimum of two critical elements (small, isolated parts of the whole skill or movement) used in stationary manipulative skills (e.g., toss and

throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll underhand, trap, volley with hand).

- D) Demonstrate a minimum of two critical elements used in manipulative skills while moving.
- K.2 The student will demonstrate use of the movement concepts of directions, levels, pathways, and effort (force and speed) while performing locomotor skills.
- K.4 The student will use appropriate behaviors and safe practices in physical activity settings.
B) Demonstrate ability to share and be cooperative and safe with others.
- 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
B) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).
C) Demonstrate a minimum of two critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand, and volley).
D) Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking while moving.
- 1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.
A) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.
B) Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills.
C) Demonstrate force, levels, and direction when performing manipulative skills.
- 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.
A) Work cooperatively with peers for short periods of time.
B) Incorporate safety rules learned in physical education.
- 2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
A) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.
- 2.2 The student will apply the basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills.
A) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
B) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.
- 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

- 3.2 The student will apply movement principles in increasingly complex movement activities.
 - A) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills.
 - B) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).
- 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
 - B) Provide input into establishing rules and guidelines for behavior in physical activity settings.
 - C) Work cooperatively with peers.

Flights of Fancy

English

- K.1 The student will demonstrate growth in the use of oral language. Listen to a variety of literary forms, including stories and poems.
 - C) Participate in creative dramatics.
- K.2 The student will use listening and speaking vocabularies.
 - B) Use words to describe/name people, places, and things.
 - C) Use words to describe location, size, color, and shape.
 - F) Follow one-step and two-step directions.
 - G) Begin to ask how and why questions.
- K.5 The student will understand how print is organized and read.
 - A) Hold print materials in the correct position.
 - B) Identify the front cover, back cover, and title page of a book.
 - C) Follow words from left to right and from top to bottom on a printed page.
- 1.1 The student will continue to demonstrate growth in the use of oral language.
 - A) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
 - B) Tell and retell stories and events in logical order.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
 - A) Increase oral descriptive vocabulary.
 - E) Use singular and plural nouns.
- 1.5 The student will apply knowledge of how print is organized and read.
 - A) Read from left to right and from top to bottom.
 - C) Identify letters, words, and sentences.
- 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
 - A) Use titles and pictures.
 - B) Use knowledge of the story and topic to read words.
 - C) Use knowledge of sentence structure.
 - D) Reread and self-correct.
- 1.8 The student will read familiar stories, poems, and passages with fluency and expression.

- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
- A) Preview the selection.
 - B) Set a purpose for reading.
 - C) Relate previous experiences to what is read.
 - D) Make predictions about content.
 - E) Ask and answer who, what, when, where, why, and how questions about what is read.
 - F) Identify characters, setting, and important events.
 - H) Identify the topic or main idea.
- 2.1 The student will demonstrate an understanding of oral language structure.
- A) Create oral stories to share with others.
 - B) Create and participate in oral dramatic activities.
- 2.3 The student will use oral communication skills.
- A) Use oral language for different purposes: to inform, to persuade, and to entertain.
 - B) Share stories or information orally with an audience.
- 2.5 The student will use meaning clues and language structure when reading.
- A) Use information in the story to read words.
 - B) Use knowledge of sentence structure.
 - C) Use knowledge of story structure and sequence.
- 2.7 The student will read fiction and nonfiction, using a variety of strategies independently.
- A) Preview the selection by using pictures, diagrams, titles, and headings.
 - B) Set purpose for reading.
 - C) Read stories, poems, and passages with fluency and expression.
 - D) Reread and self-correct when necessary.
- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
- A) Make predictions about content.
 - B) Read to confirm predictions.
 - C) Relate previous experiences to the topic.
 - D) Ask and answer questions about what is read.
 - E) Locate information to answer questions.
 - F) Describe characters, setting, and important events in fiction and poetry.
 - G) Identify the problem, solution, and main idea.
- 2.9 The student will demonstrate comprehension of information in reference materials.
- A) Use a table of contents.
 - B) Use pictures and charts.
 - C) Use dictionaries and indices.
- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
- A) Preview and use text formats.
 - B) Set a purpose for reading.
 - C) Apply meaning clues, language structure, and phonetic strategies.
 - D) Use context to clarify meaning of unfamiliar words.
 - E) Read fiction and nonfiction fluently and accurately.

- F) Reread and self-correct when necessary.
- 3.5 The student will read and demonstrate comprehension of fiction.
 - A) Set a purpose for reading.
 - B) Make connections between previous experiences and reading selections.
 - C) Make, confirm, or revise predictions.
 - D) Compare and contrast settings, characters, and events.
 - E) Identify the author's purpose.
 - F) Ask and answer questions.
 - G) Draw conclusions about character and plot.
 - H) Organize information and events logically.
 - I) Summarize major points found in fiction materials.
- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.
 - A) Identify the author's purpose.
 - B) Make connections between previous experiences and reading selections.
 - C) Ask and answer questions about what is read.
 - D) Draw conclusions.
 - E) Organize information and events logically.
 - F) Summarize major points found in nonfiction materials.
- 4.3 The student will read fiction and nonfiction with fluency and accuracy.
 - A) Use context to clarify meanings of unfamiliar words.
- 4.4 The student will read and demonstrate comprehension of fiction.
 - A) Explain the author's purpose.
 - B) Describe how the choice of language, setting, and information contributes to the author's purpose.
 - D) Identify major events and supporting details.
 - E) Describe the relationship between text and previously read materials.
 - F) Identify sensory words.
- 4.5 The student will read and demonstrate comprehension of nonfiction.
 - A) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
 - B) Formulate questions that might be answered in the selection.
 - C) Explain the author's purpose.
 - D) Make simple inferences, using information from texts.
 - E) Draw conclusions, using information from texts.
 - F) Summarize content of selection, identifying important ideas and providing details for each important idea.
 - G) Describe relationship between content and previously learned concepts or skills.
 - H) Distinguish between cause and effect and between fact and opinion.
 - I) Identify new information gained from reading.
- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
 - A) Use context to clarify meaning of unfamiliar words.
 - B) Use knowledge of root words, prefixes, and suffixes.
 - C) Use dictionary, glossary, thesaurus, and other word-reference materials.
- 5.6 The student will read and demonstrate comprehension of nonfiction.

- A) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
- B) Identify structural patterns found in nonfiction.
- C) Locate information to support opinions, predictions, and conclusions.
- D) Identify cause-and-effect relationships.
- E) Identify compare-and-contrast relationships.
- F) Skim materials to develop a general overview of content and to locate specific information.
- G) Identify new information gained from reading.

Science

- K.1 The student will conduct investigations in which
 - A) basic properties of objects are identified by direct observation;
 - C) objects are described both pictorially and verbally;
 - D) a set of objects is sequenced according to size;
 - G) a question is developed from one or more observations;

- K.6 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include
 - A) living things change as they grow, and they need food, water, and air to survive;
 - B) plants and animals live and die (go through a life cycle); and
 - C) offspring of plants and animals are similar but not identical to their parents and to one another.

- K.8 The student will investigate and understand simple patterns in his/her daily life.
 - C) animal and plant growth

- 1.1 The student will conduct investigations in which
 - A) differences in physical properties are observed using the senses;
 - B) simple tools are used to enhance observations;
 - C) objects or events are classified and arranged according to attributes or properties;
 - D) simple experiments are conducted to answer questions; and
 - E) inferences are made and conclusions are drawn about familiar objects and events.

- 1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include
 - A) life needs (air, food, water, and a suitable place to live);
 - B) physical characteristics (body coverings, body shape, appendages, and methods of movement);
 - C) other characteristics (wild/tame, water homes/land homes).

- 1.7 The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in
 - B) animals (behaviors, hibernation, migration, body covering, and habitat)

- 2.1 The student will conduct investigations in which
 - C) two or more attributes are used to classify items;

- 2.5 The student will investigate and understand that living things are part of a system.

- A) living organisms are interdependent with their living and nonliving surroundings
- 2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include
 - C) plants provide homes and food for many animals and prevent soil from washing away.
- 3.1 The student will plan and conduct investigations in which
 - j) inferences are made and conclusions are drawn
- 3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains.
 - B) herbivore, carnivore, omnivore
 - C) predator and prey.
- 3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources.
 - A) water-related environments (pond, marshland, swamp, stream, river, and ocean environments);
 - B) dry-land environments (desert, grassland, rain forest, and forest environments)
- 3.8 The student will investigate and understand basic patterns and cycles occurring in nature.
 - B) animal and plant life cycles.
- 4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include
 - D) habitats and niches;

History

- K.4 The student will use simple maps and globes to
 - A) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
 - B) describe places referenced in stories and real-life situations;
 - C) locate land and water features.
- K.5 The student will develop an awareness that maps and globes
 - A) show a view from above;
 - B) show things in smaller size;
 - C) show the position of objects.
- 1.4 The student will develop map skills by
 - A) recognizing basic map symbols, including references to land, water, cities, and roads;
- 2.5 The student will develop map skills by
 - A) locating the equator, the seven continents, and the five oceans on maps and globes;
- 3.6 The student will read and construct maps, tables, graphs, and/or charts.