

# GRADE ONE

DANCE	ENGLISH/LANGUAGE ARTS
1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).	<b>Language #5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).	<b>Language #5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).	<b>Language #5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).	<b>Reading Lit #4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2.3 Create a short movement sequence with a beginning, a middle, and an end.	<b>Language #1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.	<b>Language #5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
3.2 Describe aspects of the style, costumes, and music of a dance.	<p><b>Speaking &amp; Listening #1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>Speaking &amp; Listening #4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Reading Lit #1</b> Ask and answer questions about key details in a text.</p> <p><b>Informational #1</b> Ask and answer questions about key details in a text.</p>
3.4 Identify where and when people dance.	<p><b>Speaking &amp; Listening #1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>Speaking &amp; Listening #4</b> Describe people, places, things, and events with</p>

# GRADE ONE

	relevant details, expressing ideas and feelings clearly.
4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).	<p><b>Speaking &amp; Listening #1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>Speaking &amp; Listening #4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Speaking &amp; Listening #5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Reading Lit #1</b> Ask and answer questions about key details in a text.</p> <p><b>Informational #1</b> Ask and answer questions about key details in a text.</p> <p><b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).	<p><b>Speaking &amp; Listening #1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>Speaking &amp; Listening #4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).	<p><b>Speaking &amp; Listening #1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>Speaking &amp; Listening #4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Reading Lit #1</b> Ask and answer questions about key details in a text.</p> <p><b>Informational #1</b> Ask and answer questions about key details in a text.</p>
5.2 Give examples of how dance	<b>Language #1</b> Demonstrate command

# GRADE ONE

relates to other subjects (e.g., mathematics shape, counting; language arts beginning, middle, and end).	of the conventions of standard English grammar and usage when writing or speaking.
--	--

<b>DANCE</b>	<b>HISTORY-SOCIAL SCIENCE</b>
2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes high, medium, and low; create slow and fast movements).	1.1#2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”
3.1 Name and perform folk/traditional dances from other countries.	1.4#3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. 1.5#1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
3.2 Describe aspects of the style, costumes, and music of a dance.	1.4#3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. 1.5#1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their

# GRADE ONE

	<p>school and community; and the benefits and challenges of a diverse population.</p> <p>1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</p>
<p>3.3 List commonalities among basic locomotor movements in dances from various countries.</p>	<p>1.4#3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p>1.5#1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</p>
<p>3.4 Identify where and when people dance.</p>	<p>1.4#3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p>1.5#1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</p>

# GRADE ONE

<p>5.2 Give examples of how dance relates to other subjects (e.g., mathematics shape, counting; language arts beginning, middle, and end).</p>	<p>1.4#3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p>1.5#1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</p>
--	--

DANCE	MATHEMATICS
<p>1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).</p>	<p><b>Operations #1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Operations #5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>Geometry #1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>
<p>1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).</p>	<p><b>Measurement &amp; Data #4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of</p>

# GRADE ONE

	<p>data points, how many in each category, and how many more or less are in one category than in another.</p>
<p>2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).</p>	<p><b>Operations #1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Operations #5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>Measurement &amp; Data #4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p><b>Geometry #1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>
<p>2.4 Create shapes and movements at low, middle, and high levels.</p>	<p><b>Geometry #1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>
<p>2.7 Perform improvised movement ideas for peers.</p>	<p><b>Measurement &amp; Data #4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p><b>Geometry #1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-</p>

# GRADE ONE

	<p>defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>
<p>5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).</p>	<p><b>Operations #1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Operations #5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>
<p>5.2 Give examples of how dance relates to other subjects (e.g., mathematics shape, counting; language arts beginning, middle, and end).</p>	<p><b>Operations #1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Operations #5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>Geometry #1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>

<b>DANCE</b>	<b>SCIENCE</b>
<p>1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).</p>	<p>1a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p>

# GRADE ONE

	<p>1b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>3b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>4a Observe common objects by using the five senses.</p> <p>4b Describe the properties of common objects.</p> <p>4c Describe the relative position of objects by using one reference (e.g., above or below).</p>
<p>1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</p>	<p>1a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>1b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>3b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>4a Observe common objects by using the five senses.</p> <p>4b Describe the properties of common objects.</p> <p>4c Describe the relative position of objects by using one reference (e.g., above or below).</p>
<p>2.1 Use improvisation to discover movements in response to a specific</p>	<p>1a Students know objects can be described in terms of the materials they</p>

# GRADE ONE

<p>movement problem (e.g., find a variety of ways to walk; create five types of circular movement).</p>	<p>are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>1b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>3b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>4a Observe common objects by using the five senses.</p> <p>4b Describe the properties of common objects.</p> <p>4c Describe the relative position of objects by using one reference (e.g., above or below).</p>
<p>2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).</p>	<p>1a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>1b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>3b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>4a Observe common objects by using the five senses.</p> <p>4b Describe the properties of common objects.</p> <p>4c Describe the relative position of</p>

# GRADE ONE

	<p>objects by using one reference (e.g., above or below).</p>
<p>2.3 Create a short movement sequence with a beginning, a middle, and an end.</p>	<p>1a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>1b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>3b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>4a Observe common objects by using the five senses.</p> <p>4b Describe the properties of common objects.</p> <p>4c Describe the relative position of objects by using one reference (e.g., above or below).</p>
<p>2.4 Create shapes and movements at low, middle, and high levels.</p>	<p>1a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>1b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>3b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>4a Observe common objects by using</p>

# GRADE ONE

	<p>the five senses.</p> <p>4b Describe the properties of common objects.</p> <p>4c Describe the relative position of objects by using one reference (e.g., above or below).</p>
<p>4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).</p>	<p>1a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>1b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>3b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>4a Observe common objects by using the five senses.</p> <p>4b Describe the properties of common objects.</p> <p>4c Describe the relative position of objects by using one reference (e.g., above or below).</p>
<p>5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).</p>	<p>1a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>1b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>3b Students know changes in weather occur from day to day and across</p>

# GRADE ONE

	<p>seasons, affecting Earth and its inhabitants.</p> <p>4a Observe common objects by using the five senses.</p> <p>4b Describe the properties of common objects.</p> <p>4c Describe the relative position of objects by using one reference (e.g., above or below).</p>
<p>5.2 Give examples of how dance relates to other subjects (e.g., mathematics shape, counting; language arts beginning, middle, and end).</p>	<p>1a Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>1b Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>3b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>4a Observe common objects by using the five senses.</p> <p>4b Describe the properties of common objects.</p> <p>4c Describe the relative position of objects by using one reference (e.g., above or below).</p>