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DANCE	ENGLISH/LANGUAGE ARTS
1.1 Build the range and capacity to move in a variety of ways.	**Language #1a** Print many upper- and lowercase letters. **Language #1e** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). **Language #5d** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).	**Language #5a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **Language #5d** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).	**Language #5b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).	**Language #1a** Print many upper- and lowercase letters. **Language #1e** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). **Language #5a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **Language #5b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/ energy use, costume, setting, music).	**Speaking & Listening #1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **Speaking & Listening #1b** Continue a conversation through multiple exchanges. **Speaking & Listening #2** Confirm

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	understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **Speaking & Listening #3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **Speaking & Listening #4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **Speaking & Listening #5** Add drawings or other visual displays to descriptions as desired to provide additional detail. **Speaking & Listening #6** Speak audibly and express thoughts, feelings, and ideas clearly. **Reading Lit #1** With prompting and support, ask and answer questions about key details in a text. **Informational #1** With prompting and support, ask and answer questions about key details in a text.

DANCE	HISTORY-SOCIAL SCIENCE
1.1 Build the range and capacity to move in a variety of ways.	K4#1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).	K1#1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them. K4#1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.

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3.1 Name and perform folk/traditional dances from the United States and other countries.	K6#3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

DANCE	MATHEMATICS
1.1 Build the range and capacity to move in a variety of ways.	**Counting #4a,c** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that each successive number name refers to a quantity that is one larger. **Counting #5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Counting #6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **Counting #7** Compare two numbers between 1 and 10 presented as written numerals. **Operations #1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **Operations #2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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	Operations #3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **Measurement & Data #2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **Geometry #1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **Geometry #3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Geometry #5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).	**Counting #4a,c** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that each successive number name refers to a quantity that is one larger. **Counting #5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Counting #6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group,

	e.g., by using matching and counting strategies. **Counting #7** Compare two numbers between 1 and 10 presented as written numerals.
1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).	**Measurement & Data #2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).	**Counting #4a,c** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that each successive number name refers to a quantity that is one larger. **Counting #5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Counting #6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **Counting #7** Compare two numbers between 1 and 10 presented as written numerals. **Geometry #1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **Geometry #3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

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	Geometry #5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.	**Operations #1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **Operations #2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **Operations #3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). **Geometry #1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **Geometry #3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Geometry #5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

DANCE	SCIENCE
1.1 Build the range and capacity to move in a variety of ways.	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. 4a Observe common objects by using the five senses. 4c Describe the relative position of

	objects by using one reference (e.g., above or below).
1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).	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. 4a Observe common objects by using the five senses. 4c Describe the relative position of objects by using one reference (e.g., above or below).
2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.	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. 4a Observe common objects by using the five senses. 4c Describe the relative position of objects by using one reference (e.g., above or below).