

ARIZONA ACADEMIC STANDARDS

KINDERGARTEN



State of Arizona
Arizona Department of Education

ARIZONA ACADEMIC STANDARDS KINDERGARTEN

CONTENTS

The Arts Standard 2006 – Kindergarten

Comprehensive Health Education/Physical Activity Standards 1997 –
Readiness (Kindergarten)

Foreign and Native Language Standards 1997 – Readiness (Kindergarten)

Reading Standard Articulated by Grade Level 2003 – Kindergarten

Writing Standard Articulated by Grade Level 2004 – Kindergarten

Language Arts Standards 1996 – Readiness (Kindergarten)

Standard 3: Listening and Speaking

Standard 4: Viewing and Presenting

Mathematics Standard Articulated by Grade Level 2003 – Kindergarten

Science Standard Articulated by Grade Level 2004 – Kindergarten

Social Studies Standard Articulated by Grade Level 2006 – Kindergarten

Technology Standards 2000 – Readiness (Kindergarten)

Workplace Skills Standards 1997 – Readiness (Kindergarten)

Additional information about the Arizona Academic Standards including glossaries of terms may be found at <http://www.ade.az.gov/standards/contentstandards.asp>.

The Arts Standard 2006

Kindergarten

Arizona Academic Standards in the Arts: Articulated for Kindergarten



Philosophy and Rationale for the Arts

The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other academic disciplines. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, the Arts Education Partnership, and *BusinessWeek*.

Arts Education in Arizona

Arizona has recognized the importance of arts education for its students in a variety of ways, including:

- Requiring music and visual arts be taught in grades K-8
- Creating high quality certifications (endorsements) for teachers in the areas of dance, music, theatre and visual arts
- Requiring a fine arts high school credit for admission to our state's universities
- Adopting Academic Standards in the Arts, with rigorous, sequential guidelines for creating quality arts education for Arizona's students.

Arts Standards Articulation for Kindergarten

- The Arts Standards are divided into four discipline areas: dance, music, theatre and visual arts.
- The Music Standard is articulated for general music by grade level for Kindergarten – 8th grade.
- The remaining Standards (Dance, Theatre, Visual Arts) are articulated by **skill level**, reflecting the variety of ways in which the arts are taught in Arizona schools. Included in this **Kindergarten** packet are the **Beginning Skill Level Performance Objectives** for Dance, Theatre and Visual Arts. If your students are more advanced, or if you would like to see how these skill articulated standards build on one other, the Department encourages you to view the standards in their entirety at <http://www.ade.az.gov/standards/contentstandards.asp>.
- All Four Arts Standards are organized under three strands: **Create**, **Relate** and **Evaluate**. **Create** performance objectives refer to the creation and performance within the discipline. **Relate** performance objectives refer to the social/historical/interdisciplinary nature of the discipline. **Evaluate** performance objectives refer to the critique and criticism aspects of the discipline.

Additional Resources for Arts Education

Additional resources on arts education can be accessed at <http://www.ade.az.gov/asd/arts/> or by calling the Department's Arts Education Specialist at 602-364-1534.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

BEGINNING DANCE

Strand 1 - Create

Concept 1: Body Beginning Objectives	
Healthy Practices	PO 101 Identify and apply healthy and safe dance practices (e.g. alignment, strength, endurance, proper nutrition, warming up the body, somatic practices).
Anatomy	PO 102 Perform isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.
Dynamic Alignment	PO 103 Identify and demonstrate the elements of dynamic alignment through basic movement patterns.
Fundamental Movement Patterns	PO 104 Identify and demonstrate basic fundamental movement patterns including breath, head/tail, core/distal, body half, upper/lower, front/back and cross/lateral
Body Skills	PO 105 Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.

Concept 2: Movement Skills Beginning Objectives	
Axial/Non-locomotor	PO 101 Identify and perform basic axial /non-locomotor movements (e.g. bending, twisting, reaching turning).
Locomotor	PO 102 Identify and perform basic locomotor movements (e.g. walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).
Axial and locomotor combinations	PO 103 Perform basic movement combinations that utilize both axial and locomotor movements.
Articulation of movement skills	PO 104 Identify and use breath support, initiation of movement, connectivity, and transition from one movement to another.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 1 – Create (continued)

Concept 3: Elements of Dance Beginning Objectives	
Time: Tempo <i>See also “Relating Dance and Music”</i>	PO 101 Demonstrate moving to a steady beat in different tempos.
Time: Meter	PO 102 Demonstrate the ability to organize beats into groups and move in time with the beats. (e.g. duple and triple time).
Time: Rhythm	PO 103 Demonstrate moving in relation to and coordination with changes in rhythms and meters.
Space: Direction, Facing, Pathway	PO 104 Identify and demonstrate movement in different directions (forward, back side).
Space: Level	PO 105 Identify and demonstrate shapes at low, middle and high level.
Space: Shapes	PO 106 Demonstrate and create a variety of solo shapes exploring the possibility of symmetrical, asymmetrical, twisted, curved, angular, flat etc.
Space: Size and Range	PO 107 Explore the possibilities of size and range in relation to shape and movement.
Space: Focus and Intent	PO 108 Discuss and identify various points of focus (e.g. inner/outer, near/far, single/multi)
Energy: Movement Qualities	PO 109 Use appropriate terminology to identify and demonstrate the 6 qualities of movement (e.g. swing, suspend, sustained, percussive, collapse, vibratory)
Energy: Effort	PO 110 Use appropriate terminology to identify and demonstrate the Laban effort principles (e.g. bound/free, sudden/sustained, direct/indirect, strong/light)

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 1 – Create (continued)

Concept 4: Improvisation/Choreography Beginning Objectives	
Improvisational Strategies	PO 101 Identify and apply improvisational strategies (e.g. leading/following, shadowing/mirroring, verbal cues, emotional response).
Using the Elements of Dance to Communicate	PO 102 Discuss and explore how the elements of dance can be used to communicate meaning.
Ideas and Themes	PO 103 Discuss and explore ideas and themes used to create dances (e.g. literal/abstract, emotions, stories, social themes, nature, text).
Choreographic Processes	PO 104 Identify the choreographic process used to create dances.
Choreographic Forms	PO 105 Identify various choreographic forms (e.g. Narrative, ABA, Suite, Recurring Theme, Abstract, Broken Form, Chance).
Choreographic Principles	PO 106 Identify the choreographic principles used in dance (e.g. contrast, unity, balance).
Technology	PO 107 Discuss and identify the ways to document dance (e.g. photography, video, writing, drawing, and computer programs).
	PO 108 Use technology as a motivator for improvisation or choreography.

Concept 5: Performance Values Beginning Objectives	
Focus and Concentration	PO 101 Identify and demonstrate concentration and focus in dance.
Kinesthetic and Spatial Awareness	PO 102 Discuss and explore the concept of personal and general space.
Performance Qualities	PO 103 Identify and perform dance with performance qualities of focus, performance energy and facial expression.

Concept 6: Production Design Beginning Objectives	
Production terms, crew, elements	PO 101 Define production terminology and appropriate performance etiquette.
Marketing and budget	PO 102 Identify marketing tools and sequence for a dance production.
Technology	PO 103 Identify the ways that technology can be used in production.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 2 - Relate

Concept 1: Dance Forms/History Beginning Objectives	
History and Development of Dance Forms	PO 101 Identify the origins of various dance forms and the individuals who helped develop them (e.g. ballet, modern, jazz, tap, hip-hop).
Technique and Theory of Various Dance Forms	PO 102 Identify and discuss the theoretical and technical differences of the various dance forms.
Technology	PO 103 Identify and discuss the ways in which technology is used in dance.
Concept 2: Social and Cultural Influences Beginning Objectives	
Cultural Dances	PO 101 Identify, practice, perform, and respond to dances from a variety of cultures, heritages and environments.
Meaning of Cultural Dances	PO 102 Identify the meaning, purpose and the roles people play in various social/cultural and folk dances.
Contemporary Cultural Dances	PO 103 Identify current dance styles in society and/or various cultures (<u>see social/cultural dances</u>).
Concept 3: Dance and Literacy Beginning Objectives	
Using text to create movement	PO 101 Use movement to express images, ideas, situations, and feelings from text (e.g. books, poetry, original writing, articles).
Using text to describe and understand movement	PO 102 Use words to express images, ideas and feelings that are danced.
Concept 4: Dance and other disciplines Beginning Objectives	
Using movement with other disciplines	PO 101 Use movement to express ideas, concepts, feelings and images (e.g. numbers, patterns, symbols, sounds, textures, animals) found in other disciplines.
Integrating dance and other art forms	PO 102 Respond to movement through a different art medium (e.g. draw a picture, write a poem, sing a song).
Careers	PO 103 Identify possible career opportunities in dance.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 2 – Relate (continued)

Concept 5: Dance and Music Beginning Objectives	
Elements of music	PO 101 Identify and explore (e.g. discussion, body percussion, locomotors, other body movements) the tempo and meter of various music examples.
Rhythmic Patterns/Variations	PO 102 Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms, and tempos.
Technology	PO 103 Explore the technology available for creating sound for dance.

Strand 3 – Evaluate

Concept 1: Understanding Dance Beginning Objectives	
Dance Terminology	PO 101 After observing a brief movement study, use dance terminology to identify the movements and/or the elements of dance being used.
Production Elements	PO 102 After observing a dance, identify the production elements being used (e.g. lighting, sound, costumes, props, scenery).
Communicating Meaning	PO 103 Discuss how movement can be used to communicate main ideas, themes or feelings.
Evaluation Criteria	PO 104 Identify the criteria used to evaluate dance performance and technique (e.g. performance values, choreographic principles, elements of movement).
Personal Interpretation	PO 105 Identify your personal reaction to a dance through discussion, writing, movement or art making.
Technology	PO 106 Use technology to identify and discuss technical training and performance aspects in dance.

Concept 2: Professionalism Beginning Objectives	
Classroom, rehearsal and performance behaviors	PO 101 Identify and demonstrate appropriate classroom, rehearsal and performance behaviors (e.g. be attentive and respond appropriately to vocal, musical or observed cues, be on time, dress appropriately, work cooperatively, be respectful to self and others).
Audience Etiquette	PO 102 Identify and demonstrate appropriate audience behavior (e.g. watch attentively, remain quiet, appropriate applause).
Portfolio collection and maintenance	PO 103 At regular intervals, record and discuss movement skills acquired, choreography and performances. Maintain records for future use.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

KINDERGARTEN MUSIC

Strand 1: Create

Concept 1: Singing, alone and with others, music from various genres and diverse cultures.
PO 1. Exhibiting singing and speaking voices.
PO 2. Echoing spoken rhythmic patterns.
PO 3. Singing music from memory.

Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures.
PO 1. Maintaining a steady beat .
PO 3. Echoing rhythm patterns.

Concept 3: Improvising rhythms, melodies, variations, and accompaniments
(Teachers and students may choose from a variety of sound sources e.g., body percussion, found objects, non-pitched instruments, pitched instruments, computer generated sound sources.)
PO 1. Improvising an answer to a teacher-performed statement (to a steady beat)

Concept 4: Composing and arranging music.
No objectives for Kindergarten.

Concept 5: Reading and notating music.
PO 2. Distinguishing melodic shape.
PO 4. Recognizing non-standard musical notation

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 2: Relate

Concept 1: Understanding the relationships among music, the arts, and other disciplines outside the arts.
PO 1. Exploring the relationship between music and dance by responding to sounds through movement.
PO 4. Exploring and analyzing the relationship of music to language arts, visual arts, literature

Concept 2: Understanding music in relation to history and culture.
PO 1. Discovering various uses of music in daily experiences (e.g., songs of celebration, seasons).

Concept 3: Understanding music in relation to self and universal themes.
PO 1. Describing what a piece of music makes them think of or about.
PO 2. Describing why they like their favorite piece of music.

Strand 3: Evaluate

Concept 1: Listening to, analyzing, and describing music.
PO 1. Identifying singing/speaking voice.
PO 2. Naming classroom instruments.
PO 4. Identifying music as fast or slow (tempo) and as loud or soft (dynamics), high or low (pitch).
PO 3. Identifying sounds as high and low.

Concept 2: Evaluating music and music performances.
PO 1. Expressing personal reactions to a music performance through drawings (I like it because...).
PO 2. Listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

BEGINNING THEATRE

Strand 1 - Create

Concept 1: Collaboration Beginning Objectives
PO 101. Demonstrate respect for others' opinions by respectfully listening while ideas are articulated.
PO 102. Cooperate in the dramatic process.
PO 103. Demonstrate the ability to collaborate while coming to consensus in the dramatic process.
PO 104. Follow established theatre safety rules.

Concept 2: Acting Beginning Objectives
PO 101. Imagine and describe characters , their relationships, what they want and why (e.g., through variations of movement and gesture , vocal pitch , volume , and tempo).
PO 102. Sustain a scene using appropriate language or movement with the teacher role -playing or giving clues (e.g., from literature or students' personal experiences).
PO 104. Describe or illustrate recalled sensory experiences.
PO 105. Work cooperatively and follow established safety rules.

Concept 3: Theatre Technology and Design Beginning Objectives
PO 101. Describe and/or document the setting/environment of a story to be dramatized (e.g., through words, drawings, technical elements).
PO 102. Establish a playing space and an audience space .
PO 103. Illustrate the use of line, shape, texture, color, space , and balance to represent the environment of a story.
PO 104. Select/document/arrange materials (e.g., props , furniture, costumes , sound) to create the setting/environment of the story to be dramatized.
PO 108. Use available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up designs for a scene or production.

Concept 4: Playwriting Beginning Objectives
PO 101. Identify various sources (e.g., books, family stories, nature, imagination, paintings, poetry) for theatrical work.
PO 102. Retell a story including its theme , setting , storyline, plot , physical descriptions of the characters , and theme .
PO 103. Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations, and create imaginary scenes that include characters , setting , and storyline.
PO 104. Create original, brief stories through improvisation that include a storyline and characters .
PO 105. Describe or illustrate recalled sensory experiences to create characters and plot .

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 1 – Create (continued)

Concept 5: Directing Beginning Objectives
PO 101. Lead peers in warm-ups and theatre games.
PO 102. Demonstrate leadership skills in small group work.
PO 103. Lead small groups in planning a scene and rehearsing the scene for in-class performance .
PO 106. Conduct exercises for actors in sensory recall.
PO 107. Develop an understanding and discuss the role of the director in the production process.

Strand 2 – Relate

Concept 1: Collaboration Beginning Objectives
PO 101. Describe, illustrate and/or implement how the use of collaboration affects daily life and different environments .

Concept 2: Acting Beginning Objectives
PO 101. Describe how the characters in a situation might be similar to or different from a real life experience.
PO 102. Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.
PO 103. Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions .
PO 104. Demonstrate how interrelated conditions (time, place, other characters, and the situation) influence the characters and stories in informal productions of theatre, film/video, and electronic media .
PO 105. Infer a character's motivations and emotions and predict future action.

Concept 3: Theatre Technology and Design Beginning Objectives
PO 101. Compare and contrast the historic setting, culture, and geography of a story, and how they influence and affect the visual/aural representation of it in a classroom, on stage, or in media.
PO 102. Identify and explain the historical and cultural influences on the visual/aural elements from a variety of works (e.g., fairy tales, books, plays) for dramatizations.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 2 – Relate (continued)

Concept 4: Playwriting Beginning Objectives
PO 101. Read and analyze stories and short plays from a variety of cultures and historical periods to identify their essential playwriting elements (e.g., storyline, conflict , characters , theme).
PO 102. Determine how place, time, and social and cultural conditions affect characters and the storyline in class improvisations , scripts , and productions of theatre and/or other media.
PO 103. Describe how a character's motivation and emotions can predict future action or the resolution to a conflict in the story.
PO 104. Discuss story themes , plot , characters , dialogue , and actions and how they compare/contrast to real life situations.
PO 105. Identify current and historical periods and cultures (e.g. western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.
PO 106. Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.

Concept 5: Directing Beginning Objectives
PO 101. Identify and explain the influence of time and place (history and environment) on the characters and the story to be dramatized.
PO 102. Use a variety of sources (e.g., pictures, music, poetry, texts , library, artifacts) to research the characters , story, and environment for a dramatization.
PO 103. Evaluate research materials for appropriateness and usefulness to support character , story development, and design .
PO 104. Identify and explain the roles of the different artists in theatre (actor, designer/technician , playwright, director).
PO 105. Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 3: Evaluate

Concept 1: Collaboration Beginning Objectives
PO 101. Describe the ways in which the group participated in the collaborative process.
Concept 2: Acting Beginning Objectives
PO 101. Demonstrate respectful audience behavior.
PO 102. Describe the believable actions and dialogue of improvised characters in classroom scenes .
PO 103. Identify and describe the characters, environment, and story elements in a variety of written and performed events .
PO 104. Justify the perception of a performance and critique its production elements.
PO 105. Evaluate and justify, with examples, the meanings constructed from a dramatic text or performance relating to daily life.
Concept 3: Theatre Technology and Design Beginning Objectives
PO 101. Evaluate the playing space and setting used for a variety of dramatic works, classroom scenes, and informal or formal productions.
PO 103. Evaluate how line, shape, texture, color, space, balance, and/or pattern help illustrate the environment of a story.
PO 104. Evaluate the environment, setting, lights, sound, costumes and props in a variety of performed dramatic works to determine the mood and meaning of the story.
PO 105. Evaluate the environment for safety issues that may effect the production.
Concept 4: Playwriting Beginning Objectives
PO 101. Recall and evaluate the storyline of a class improvisation or performance.
PO 102. Recall and evaluate the character's actions in a class improvisation or performance.
PO 103. Describe how plot, character, and environment in plays, film/video, and electronic media are related to personal life.
PO 104. Identify by genre a dramatic concept, script, classroom, or formal production.
PO 105. Identify and describe the characters, environment, and story elements in a variety of written and performed events.
Concept 5: Directing Beginning Objectives
PO 101. Explain and justify the basic elements of a dramatic text (e.g., problem/solution, beginning, middle and end, characters, and environment) and performance essentials (e.g., visibility and audibility of actors, appropriateness of setting).
PO 102. Explain and justify personal preferences for specific elements and/or moments in dramatizations.
PO 103. Identify and describe the characters, environment, and story elements in a variety of written and performed events.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

BEGINNING VISUAL ARTS: Early Elementary Grades

Strand 1: Create

Concept 1:

Creative Process - The student will develop, revise, and reflect on ideas for expression in his or her own artwork

Beginning Objectives for Early Elementary Grades

PO 001. Contribute to a discussion about ideas for his or her own artwork .

Concept 2:

Materials, Tools, and Techniques • The student will use materials, tools, and techniques in his or her own artwork .

Beginning Objectives for Early Elementary Grades

PO 001. Identify and experiment with materials, tools, and techniques in his or her own artwork .

PO 002. Use materials, tools, and techniques appropriately in his or her own artwork .

Concept 3:

Elements and Principles • The student will use elements of art and principles of design in his or her own artwork

Beginning Objectives for Early Elementary Grades

PO 001. Identify and use **elements** in his or her own artwork.

Concept 4:

Meanings or Purposes • The student will express ideas to communicate meanings or purposes in artwork.

Beginning Objectives for Early Elementary Grades

PO 001. Describe and explain his or her own artwork .

Concept 5:

Quality - The student will apply criteria to assess the quality of in-progress and finished artwork.

Beginning Objectives for Early Elementary Grades

PO 001. Identify successful aspects of his or her own artwork and possible revisions.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 2 – Relate

Concept 1:

Artworlds - The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.

Beginning Objectives for Early Elementary Grades

PO 001. Contribute to a discussion about who artists are, what they do, and why they create art.

PO 002. Discuss how an artwork is used to communicate stories, ideas, and emotions.

Concept 2:

Materials, Tools, and Techniques - The student will identify/analyze the use of materials, tools, and techniques in artwork.

Beginning Objectives for Early Elementary Grades

PO 001. Identify the relationship between tools, materials, and/or techniques.

Concept 3:

Elements and Principles - The student will explore the artistic traditions and visual conventions from diverse cultures, which often differ from the elements and principles traditionally used in many Western cultures.

Beginning Objectives for Early Elementary Grades

PO 001. Identify visual/tactile characteristics of artworks from a diverse culture, different place, or time.

Concept 4:

Meanings or Purposes – The student will interpret meanings or purposes of artwork based on contextual information.

Beginning Objectives for Early Elementary Grades

PO 001. Interpret meanings and/or purposes of an artwork using subject matter and **symbols**.

Concept 5:

Quality - The student will investigate and /or speculate about what characteristics in artworks are valued by various cultures.

Beginning Objectives for Early Elementary Grades

PO 001. Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made.

PO 002. Demonstrate respect while responding to others' artwork.

**Arizona Academic Standards in the Arts:
Articulated for Kindergarten**

Strand 3 – Evaluate

Concept 1:

Art Issues and Values - The student will justify general conclusions about the nature and value of art.

Beginning Objectives for Early Elementary Grades

PO 001. Form and support opinions about art (e.g., what art is and why it is important).

PO 002. Distinguish art from other objects.

PO 003. Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).

Concept 2:

Materials, Tools, and Techniques - The student will reflect on, and determine how materials, tools, and techniques affect meanings, purposes, and value in artworks.

Beginning Objectives for Early Elementary Grades

PO 001. Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork.

Concept 3:

Elements and Principles - The student will judge the effectiveness of the artist's use of elements of art and principles of design in communicating meanings and/or purposes, in artworks.

Beginning Objectives for Early Elementary Grades

PO 001. Identify an element in an artwork that supports its meaning and/or purpose.

Concept 4:

Meanings or Purposes - The student will judge an artist's success in communicating meaning or purpose in their artwork.

Beginning Objectives for Early Elementary Grades

PO 001. Discuss how an artist communicates meaning and/or purpose in an artwork.

Concept 5:

Quality - The student will apply criteria for judging the quality of specific artwork.

Beginning Objectives for Early Elementary Grades

PO 001. Compare an original artwork with a reproduction (e.g., make a museum/artist's studio visit to compare details, size, luminosity, three dimensionality, surface texture).

Comprehensive Health Education/ Physical Activity Standards 1997

Readiness (Kindergarten)

Comprehensive Health Rationale

Parents and Guardians

It is understood that parents and guardians are the primary educators in their children's health; therefore, it is important to include the applicable statutes and state Board of Education rule in the comprehensive health education standards. Parents and guardians must be provided opportunities to preview school district policies, curriculum and take-home materials.

The ultimate goal of comprehensive health education is to help young people in Arizona achieve their fullest potential by attaining their highest level of health and wellness as students and adults. Basic to health education is the knowledge about the importance of the interrelationships of physical, behavioral, and social well-being and the prevention of diseases and other health problems. Students should learn to accept responsibility for personal health decisions and practices, work with others to maintain a healthy environment, as well as become informed consumers.

Rationale for Standard 1: Students comprehend concepts related to health promotion and disease prevention.

Comprehension of health promotion strategies and disease prevention concepts enables students to become health literate, self-directed learners, which establishes a foundation for leading healthy and productive lives.

Rationale for Standard 2: Students demonstrate the ability to access accurate health information.

Accessing valid health information and health promoting products and services is important in the prevention, early detection and treatment of most health problems. Applying skills of information analysis, organization, comparison, synthesis and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

Rationale for Standard 3: Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. Accepting responsibility and practicing health-enhancing behaviors can contribute to a positive quality of life.

Rationale for Standard 4: Students analyze the influence of culture, media, technology and other factors on health.

Health is influenced by a variety of factors that coexist within society. The ability to analyze, evaluate and interpret the influence of culture, media and technology on health is important in a

rapidly changing world. The health literate, responsible and productive citizen draws upon the contributions of these factors to strengthen individual, family and community health.

Rationale for Standard 5: Students demonstrate the ability to use interpersonal skills to enhance health.

Personal, family and community health are enhanced through effective communication. The ability to organize and to convey information, beliefs, opinions, and feelings (both verbal and nonverbal) are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect for self and others.

Rationale for Standard 6: Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

Decision-making and goal setting are essential lifelong skills needed to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles, thus improving the quality of life.

Rationale for Standard 7: Students demonstrate the ability to advocate for personal, family and community health.

Quality of life is dependent on an environment that protects and promotes the health of individuals, families and communities. Responsible citizens who are health literate communicate and advocate for positive health in their communities.

§ 15-102. Parental involvement in the school; definition

- A. The governing board, in consultation with parents, teachers and administrators, shall develop and adopt a policy to promote the involvement of parents and guardians of children enrolled in the schools within the school district, including:
1. A plan for parent participation in the schools which is designed to improve parent and teacher cooperation in such areas as homework, attendance and discipline.
 2. Procedures by which parents may learn about the course of study for their children and review learning materials.
 3. Procedures by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion.
- B. The policy adopted by the governing board pursuant to this section may also include the following components:
1. A plan by which parents will be made aware of the district's parental involvement policy and the provisions of this section, including:
 - (a) Rights under the family educational rights and privacy act of 1974 relating to access to children's official records.
 - (b) The parent's right to inspect the school district policies and curriculum.

2. Efforts to encourage the development of parenting skills.
 3. The communication to parents of techniques designed to assist the child's learning experience in the home.
 4. Efforts to encourage access to community and support services for children and families.
 5. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.
 6. Identifying opportunities for parents to participate in and support classroom instruction at the school.
 7. Efforts to, with appropriate training, support parents as shared decision makers and to encourage membership on school councils.
 8. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.
 9. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.
 10. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education.
- C. For the purposes of this section, "parent" means the parent or person who has custody of the child.

R7-2-303. Sex Education

- A. Instruction in sex education in the public schools of Arizona shall be offered only in conformity with the following requirements.
1. Common schools: Nature of instruction; approval; format.
 - a. Supplemental/elective nature of instruction. The common schools of Arizona may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course study.
 - i. This supplement may only be taken by the student at the written request of the student's parent or guardian.
 - ii. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.
 - iii. Elective sex education lessons shall not exceed the equivalent of one class period per day for one-eighth of the school year for grades K-4.
 - iv. Elective sex education lessons shall not exceed the equivalent of one class period per day for one-quarter of the school year for grades 5-8.
 - b. Local governing board approval. All elective sex education lessons to be offered shall first be approved by the local governing board.
 - i. Each local governing board contemplating the offering of elective sex education shall establish an advisory committee with membership representative of district size and the racial and ethnic composition of the community to assist in the development of lessons and advise the local governing board on an ongoing basis.
 - ii. The local governing board shall review the total instruction materials for lessons presented for approval.
 - iii. The local governing board shall publicize and hold at least two public hearings for the purpose of receiving public input at least one week prior to the local

- governing board meeting at which the elective sex education lessons will be considered for approval.
- iv. The local governing board shall maintain for viewing by the public the total instructional materials to be used in approved elective sex education lessons within the district.
- c. Format of instruction.
 - i. Lessons shall be taught to boys and girls separately.
 - ii. Lessons shall be ungraded, require no homework, and any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.
 - iii. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.
2. High Schools: Course offering; approval; format.
 - a. A course in sex education may be provided in the high schools of Arizona.
 - b. The local governing board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.
 - c. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.
 - d. Local governing boards shall maintain for viewing by the public the total instructional materials to be used in all sex education courses to be offered in high schools within the district.
3. Content of instruction: Common schools and high schools.
 - a. All sex education materials and instruction shall be age appropriate, recognize the needs of exceptional students, meet the needs of the district, recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:
 - i. Emphasis upon the power of individuals to control their own personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations such as respect for self and others; and
 - ii. Instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure. Pupils shall be taught that it is wrong to take advantage of, or to exploit, another person.
 - b. All sex education materials and instruction which discuss sexual intercourse shall:
 - i. Stress that pupils should abstain from sexual intercourse until they are mature adults;
 - ii. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is 100 percent effective;
 - iii. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem;
 - iv. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy;
 - v. Promote honor and respect for monogamous heterosexual marriage; and

- vi. Advise pupils of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.
- B. Certification of compliance. All districts offering a local governing board-approved sex education course of lesson shall certify, under the notarized signature of both the president of the local governing board and the chief administrator of the school district, compliance with this rule except as specified in paragraph (C). Acknowledgment of receipt of the compliance certification from the state Board of Education is required as a prerequisite to the initiation of instruction. Certification of compliance shall be in a format and with such particulars as shall be specified by the Department of Education.
- C. All districts offering state Board approved sex education lessons or courses prior to the effective date of this rule shall comply with this rule on or before June 30, 1990.

§ 15-716. Instruction on acquired immune deficiency syndrome; department assistance

- A. Each common, high and unified school district may provide instruction to kindergarten programs through the twelfth grade on acquired immune deficiency syndrome and the human immunodeficiency virus.
- B. Each district is free to develop its own course of study for each grade. At a minimum, instruction shall:
 - 1. Be appropriate to the grade level in which it is offered.
 - 2. Be medically accurate.
 - 3. Promote abstinence.
 - 4. Discourage drug abuse.
 - 5. Dispel myths regarding transmission of the human immunodeficiency virus.
- C. No district shall include in its course of study instruction which:
 - 1. Promotes a homosexual life-style.
 - 2. Portrays homosexuality as a positive alternative life-style.
 - 3. Suggests that some methods of sex are safe methods of homosexual sex.
- D. At the request of a school district, the department of health services or the department of education shall review instruction materials to determine their medical accuracy.
- E. At the request of a school district, the department of education shall provide the following assistance:
 - 1. A suggested course of study.
 - 2. Teacher training
 - 3. A list of available films and other teaching aids.
- F. At the request of a parent, a pupil shall be excused from instruction on the acquired immune deficiency syndrome and the human immunodeficiency virus as provided in subsection A of this section. The school district shall notify all parents of their ability to withdraw their child from the instruction.

ADDENDUM

A Brief Description of Ten Major Content Areas in Comprehensive School Health Education

1. **Community Health** includes topics such as individual responsibility; healthful school, home and community environments; community health resources and facilities; official and nonofficial health agencies; health service careers; pollution control; community involvement; current issues; and trends in medical care.
2. **Consumer Health** addresses health care resources i.e., knowing what is available and how to be an educated consumer.
3. **Environmental Health** addresses individual and community responsibility, pollution, effects of environment on health, environmental protection agencies, population density, world health, waste disposal, sanitation, laws and career choices.
4. **Family Life Education** covers information about family dynamics, building relationships, child abuse, choices about relationships, family planning, parenting skills, sex education, and sexually transmitted diseases such as HIV infection and AIDS.
5. **Injury Prevention and Safety** includes learning about first aid and emergency health care and addresses the prevention of unintentional injuries. (Many schools include violence prevention and homicide as health issues within this content area.)
6. **Mental and Emotional Health** includes building self-esteem, effectively coping with stress, and communication skills, among others.
7. **Nutrition** addresses a balanced diet, food preparation, reading and understanding food labels, differences in nutritional needs for pregnant women, and more.
8. **Personal Health** includes physical fitness and lifetime activities, cardiovascular health, sleep, rest, relaxation, recreation, growth and development, oral health, vision and hearing, body systems and their functions, aging, personal wellness plans, and positive health habits and choices.
9. **Prevention and Control of Disease** addresses heart disease, stroke, diabetes, cancer, HIV/AIDS and others.
10. **Substance Use and Abuse** refers to the use and misuse of tobacco, alcohol, and other drugs and often includes topics such as positive decision-making, individual responsibility, substances beneficial to humankind, the classification of substances and their effects on the body, and the formation of habits and their influence.

The ten major content areas in this addendum are provided to assist local school districts in developing sequential curricula. It will be left to the discretion of the local district to determine the emphasis of each of the content areas. The Comprehensive Health Education and Physical Activity Standards are the required competency indicators, while the addendum is a tool to be used by school districts as a cross-reference.

Comprehensive Health Standards Readiness (Kindergarten)

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

- **1CH-R1. Identify personal well-being health behaviors**

PO 1. Name healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

PO 2. Demonstrate healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

- **1CH-R2. Identify basic emotions (e.g., love, fear, anger) that affect physical health**

PO 1. Recognize different feelings (emotions) (e.g., mad, sad, happy, frustration, fear, pride)

PO 2. Describe, through pictures, a variety of emotions experienced daily

- **1CH-R3. Identify basic anatomy (e.g., legs, arms, hands, feet)**

PO 1. Name body parts by teacher illustration

PO 2. Locate at least five out of seven body parts illustrated

- **1CH-R4. Describe how the family influences personal health**

PO 1. Describe healthy family activities (e.g., preparing meals, doctor visits)

PO 2. Describe how families share time together

- **1CH-R5. Identify elements of the environment (air, water, ground and pollutants) that affect personal health**

PO 1. Identify different types of pollution

PO 2. Describe something in the air, water, and ground that affect personal health

- **1CH-R6. Identify basic symptoms of, and prevention strategies for, common illnesses and diseases**

PO 1. List signs and symptoms of common illnesses

PO 2. Name common communicable diseases

- **1CH-R7. Describe why the body needs nutrients for energy, growth and body maintenance**

PO 1. Describe why the body needs food

PO 2. Identify healthy snack choices

- **1CH-R8. Identify safe and healthy eating habits**

PO 1. Select foods that contribute to good health

PO 2. State the importance of breakfast

PO 3. List safe eating habits

STANDARD 2

Students demonstrate the ability to access accurate health information.

- **2CH-R1. Identify resources and health helpers from home and school that provide health and emergency information**

PO 1. Name who are health helpers

PO 2. Identify emergency medical service (e.g., dial 911)

PO 3. Illustrate access to emergency medical service

- **2CH-R2. Demonstrate the ability to locate home and school health helpers**

PO 1. State your name, physical address and phone number

PO 2. Describe resources (health helpers) available at home and at school

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- **3CH-R1. Identify basic personal health needs and the roles exercise, nutrition, hygiene and relationships play in maintaining them**

PO 1. Discuss the value of good health habits (e.g., adequate sleep, exercise, nutrition)

PO 2. Demonstrate universal precautions through examples (e.g., not touching blood/bodily fluids, hand washing)

- **3CH-R2. Identify behaviors that are safe and those that are harmful**

PO 1. List safe behaviors and harmful behaviors

PO 2. Name safety rules for walking, riding in a car and on a bike

- **3CH-R3. Identify types of injuries and their causes**

PO 1. List injuries and causes

PO 2. Draw a picture of someone injured and show the cause of the injury

- **3CH-R4. Identify stressful situations, feelings and physical responses**

PO 1. Recognize stressful situations

PO 2. Recognize feelings and physical responses to stress

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

- **4CH-R1. Identify the different foods of various cultures**

PO 1. List different foods from various cultures

PO 2. Use foods from various cultures to make a meal (using the food guide pyramid)

- **4CH-R2. Identify media influences on health behaviors**

PO 1. List at least two health behaviors that are influenced by the media

PO 2. List how media influences health behaviors

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

- **5CH-R1. Identify verbal and nonverbal communication**

PO 1. Differentiate between nonverbal and verbal communication

- **5CH-R2. Describe characteristics of responsible individuals, friends and family**

PO 1. List what makes a person responsible

PO 2. Practice responsible health behavior

- **5CH-R3. Identify a need, want and feeling**

PO 1. Same as concept

- **5CH-R4. Identify how to communicate care, consideration, and respect of self and others**

PO 1. Demonstrate (show) how to communicate care, consideration, and respect of self and others

- **5CH-R5. Identify characteristics of attentive listening skills that build and maintain healthy relationships**

PO 1. List characteristics of attentive listening skills

PO 2. Illustrate behavior that demonstrates active listening

- **5CH-R6. Identify refusal skills that enhance health**

PO 1. List refusal skills

PO 2. Identify when to use refusal skills (when to say "no")

- **5CH-R7. Identify behaviors in conflict situations**

PO 1. Name behaviors seen in conflicts

- **5CH-R8. Differentiate between negative and positive behaviors used in conflict situations**

PO 1. Identify negative and positive behaviors in conflict situations

- **5CH-R9. Demonstrate nonviolent strategies to resolve conflict**

PO 1. Same as concept

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

- **6CH-R1. Identify the decision-making process**

PO 1. List steps in the decision-making process

- **6CH-R2. Set a personal health goal and record progress toward achievement**

PO 1. List your personal health goals

PO 2. Record progress toward achievement

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health.

- **7CH-R1. Identify accurate health information**

PO 1. Describe accurate health information (hygiene, safety, environmental, disease prevention, nutrition, self-care, conflict resolution)

- **7CH-R2. Identify positive health choices**

PO 1. List positive health choices

Physical Activity Standards Rationale

A wealth of information has been accumulated to point to the importance of physical activity in promoting health and wellness. Evidence also indicates that habits (lifestyles) established in youth are likely to influence adult lifestyles and associated health and wellness. Physical activity, a primary risk factor for many chronic health conditions, is an integral part of comprehensive school health education but also must be promoted as an important educational goal. Meeting physical activity standards includes both promotion of physical activity among youth and promotion of lifelong physical activity that will enhance workplace skills, fitness and wellness associated with quality of life. Achieving lifetime physical activity standards results in learning real life skills. Higher order skills include decision-making and problem solving required to become informed, lifetime physical activity consumers.

Rationale for Standard 1: Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Movement competence implies the development of sufficient ability to enjoy participation in physical activities and re-establish a foundation to facilitate continued motor skill acquisition and increased ability to engage in developmentally appropriate daily physical activities. In addition to achieving competence in a few movement forms, which increases the likelihood of lifetime activity participation, the students apply concepts from exercise science disciplines that will help them achieve independence in developing movement competence in new movement forms. The focus is on movement forms appropriate for lifetime activity involvement and the establishment of personal competence.

Rationale for Standard 2: Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and become self-directed lifelong learners who are informed physical activity consumers.

Accessing accurate physical activity information, products and services is important to become informed, responsible physical activity consumers.

Rationale for Standard 3: Students exhibit a physically active lifestyle.

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard connects what is taught in school with students' choices for physical activity outside of school. Students are more likely to participate in physical activities if they have had opportunities to develop interests that are personally meaningful to them.

Rationale for Standard 4: Students achieve and maintain a health-enhancing level of physical fitness.

The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop personal fitness levels above those necessary for health-enhancement, based on unique personal needs and interests and necessary for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level.

Rationale for Standard 5: Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. Behaviors such as safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sports, and positive social interaction are necessary for all students to develop effective communication skills.

Rationale for Standard 6: Students demonstrate understanding and respect for differences among people in physical activity settings.

The intent of this standard is to develop respect for similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race and socioeconomic status.

Rationale for Standard 7: Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

The intent of this standard is for students to develop an awareness of the intrinsic benefits of participation in lifelong physical activity. Physical activity can provide opportunities for enjoyment, physical fitness and personal challenge.

Physical Activity Standards Readiness (Kindergarten)

STANDARD 1

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

- **1PA-R1. Demonstrate progress toward the mature form of selected manipulative, locomotor and nonlocomotor skills**

PO 1. Demonstrate a variety of manipulative skills (e.g., strike, throw, dribble, kick, roll, catch, trap, punt and volley)

PO 2. Demonstrate locomotor skills (e.g., walk, run, hop, jump, skip, slide, gallop and leap)

PO 3. Demonstrate a variety of nonlocomotor skills (e.g., bend, turn, twist, balance, stretch, push, pull, rock and sway)

- **1PA-R2. Demonstrate mature form in walking and running**

PO 1. Same as concept

- **1PA-R3. Identify fundamental movement patterns (e.g., skip, strike)**

PO 1. Recognize movement patterns of manipulative, locomotor, and nonlocomotor skills

- **1PA-R4. Identify a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist)**

PO 1. Demonstrate an understanding of movement concepts in physical activity (space awareness, body awareness, qualities of movement, and relationships)

- **1PA-R5. Describe appropriate concepts to performance (e.g., change direction while running)**

PO 1. Perform movement concepts in physical activity

a) *space awareness*: personal space, direction, level, pathways, planes

b) *body awareness*: shapes, balance, body weight transfer, flight

c) *qualities of movement*: time, speed, force, flow

d) *relationships*: among body parts, objects and people with people

STANDARD 2

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

- **2PA-R1. Identify that physical activity is necessary to build good physical fitness**

PO 1. Explain that physical fitness is the ability to work and play with energy to spare

PO 2. Identify feelings that result from participation in fitness activities

- **2PA-R2. Identify that there are different parts of physical fitness**

PO 1. Explain that warm-up activity and cool-down are essential parts of a fitness activity

- **2PA-R3. Identify the different parts of physical fitness**

PO 1. Demonstrate aerobic, muscular strength, muscular endurance and flexibility activities

STANDARD 3

Students exhibit a physically active lifestyle.

- **3PA-R1. Engage in moderate to vigorous physical activity**

PO 1. Participate regularly in moderate to vigorous physical activity

PO 2. Participate in gross motor activity of a moderate to vigorous nature

- **3PA-R2. Select and participate in activities that require some physical exertion during personal choice times**

PO 1. Explain how some physical exertion is good for personal well-being

PO 2. Participate in a wide variety of activities outside of physical education class

- **3PA-R3. Identify likes and dislikes connected with participation in physical activity**

PO 1. Explain how exercise is good for one's health

STANDARD 4

Students achieve and maintain a health-enhancing level of physical fitness.

- **4PA-R1. Sustain moderate to vigorous physical activity for short periods of time**

PO 1. Same as concept

- **4PA-R2. Identify the physiological signs (e.g., fast heart rate, increased breathing) of moderate physical activity**

PO 1. Recognize that moderate physical activity increases heart rate and breathing rate

STANDARD 5

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Students know and are able to do the following:

- **5PA-R1. Apply, with teacher reinforcement, classroom rules and procedures and safe practices**

PO 1. Follow identified rules and procedures

PO 2. Work in a group setting without interfering with others

PO 3. Handle and care for equipment safely and responsibly

- **5PA-R2. Share space and equipment with others**

PO 1. Take turns using a piece of equipment

PO 2. Participate in physical activity, respecting others' personal space

STANDARD 6

Students demonstrate understanding and respect for differences among people in physical activity settings.

- **6PA-R1. Interact positively with students in class regardless of personal differences (e.g., race, gender, disability)**

PO 1. Participate with peers without regard to personal differences (e.g., race, gender, ability)

- **6PA-R2. Demonstrate cooperation with others in group tasks**

PO 1. Demonstrate willingness to participate in all group activities

PO 2. Explain how sharing with others can lead to positive feelings (e.g., acceptance, belonging to the group)

STANDARD 7

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

- **7PA-R1. Engage in physical activities**

PO 1. Explain that activity is good for one's health

PO 2. Identify feelings that result from participation in physical activities

PO 3. Participate in a variety of activities that require varying degrees of physical exertion
(e.g., large group games, aerobic activities, fine motor)

- **7PA-R2. Try new movement activities and skills**

PO 1. Participate in a wide variety of physical activities

Foreign and Native
Language Standards 1997

Readiness (Kindergarten)

Foreign and Native Language* Standards Rationale

Today's students prepare for the tomorrow in which they will need to function in varied contexts. The constant shrinking of the globe will expand their experience beyond that of previous generations to include contacts with other languages and cultures, both in their private lives and in their work. Languages are increasingly demanded in a wide range of professions. To succeed, students will need new tools, many of which are available primarily, if not solely, through the study of other languages. They include:

- ***the ability to communicate well for varied purposes.*** In other languages, as well as in English, effective communication requires an understanding of both the target language and culture under study and one's own, which implies the ability to interact confidently within many arenas, including the workplace and communities where the language is spoken.
- ***a solid foundation in basic subject matter and skills.*** All core subjects must contribute to this end, in an integrated fashion, to aid students in realizing the connections among the parts of their education. Basic subject matter includes the development of verbal reasoning, and listening skills and knowledge of the great achievements of human cultures, e.g., artistic, literary, scientific. The study of another language has been shown to enhance student performance in other academic fields. Learnings from other fields can also be reinforced in the foreign language classroom.
- ***an understanding and appreciation of the diversity of languages and cultures, including one's own.*** These tools aid students to function as responsible, informed, and confident citizens and enhance their personal development. They allow the finding of one's own place in the wider world.

Introduction to the Foreign Language Standards

The foreign language standards state what students need to know about languages and cultures, including their own; what students need to be able to do; and how this knowledge and these abilities relate to the subject matter of other core areas. The standards are stated clearly and in measurable terms:

- what students need to **know** in order to function successfully as they enter a new millennium that promises major changes in communications and contacts with other languages and cultures;
- what students need to be able to **do**. Knowing about a language and its culture(s), while essential, is not sufficient; students will develop skills for functioning effectively in varied contexts; and
- the integration of foreign languages into the rest of the curriculum so that the connections are clear and so that learning in all areas is facilitated, including the development of a deeper understanding of one's own language and culture. The five strands under which the

standards are organized—Communication, Culture, Connections, Comparisons and Communities—are meant to be interwoven among themselves as well, rather than taught as separate entities. Meeting the standards for each one will contribute to reaching the standards of the others.

These standards for foreign language study are highly challenging for all students. They assume an extended sequence of learning throughout the students' school career, thus reflecting the likely nature of schools in the future. Meeting these standards will require the study of grammar—the forms and structures of the language—as well as effective learning strategies. Students will also need to use technologies that will bring the language and the culture to them in new ways and enhance their opportunities to learn.

In these standards we refer to “the target language,” which may stand for “world language,” “foreign language,” “second language,” or “heritage language” (i.e., the language that is the predominant language in the home).

Descriptions of Language Abilities for Each Level

Readiness

Students use basic vocabulary related to people, places, things and actions close to their own lives. They express themselves in phrases, short sentences and memorized material. Their language is characterized by an emerging control of the most common basic grammatical forms and structures. Because comprehension of oral and written language normally exceeds production, students are able to comprehend simple descriptions, narratives, and authentic materials such as advertisements, on topics studied in class. Pronunciation and fluency are such that students often might not be understood by native speakers. They are able to write accurately what they can say.

Foundations

Students speak and write extemporaneously using short sentences and sentence strings in present tense on topics within their experience with the language. They can describe, ask and answer questions; engage in simple conversations; and carry out simple realistic functions such as ordering a meal, buying something, or introducing themselves or others to a group. Since their knowledge of the forms and structures of the language has grown rapidly but their practice has been limited, their speech is likely to contain numerous linguistic errors. Students are comprehensible to sympathetic listeners who have experience with non-native speakers of their language. Their written language still mirrors their oral language, although they may be able to express more ideas more accurately in writing, given time to reflect, review and revise.

Essentials

Students speak with somewhat longer utterances and begin to display an ability to connect phrases and sentences to show relations between ideas expressed. Although patterns of errors are still common, students now speak and write extemporaneously in past, present and future time, using vocabulary related to their own lives and interests. Accent and intonation are generally accurate, although pauses and false starts may be common, as students give simple instructions and directions, make comparisons, solve problems together, and engage in conversations on a range of topics including leisure activities, professions and current events. In written work, students' spelling and punctuation are mostly accurate; and they organize their ideas well.

Proficiency

Students use paragraph-length connected discourse to narrate, describe, and discuss ideas and opinions. On topics of interest to them and within their experience, they show few patterns of linguistic errors, they are generally comprehensible to native speakers of the language, and their vocabulary is sufficient to avoid awkward pauses. They are able to circumvent linguistic gaps or lapses by "finding another way to say it." Given time to reflect and revise, they are able to express their ideas completely and interestingly in writing, with generally accurate grammar, vocabulary, spelling, accents and punctuation. They comprehend most authentic expository and fictional material produced for contemporary native speakers.

Distinction

Students show almost no patterns of linguistic errors and are able to carry out almost any task that they can execute in English, albeit with less fluency and control or breadth of vocabulary and grammar. They can argue a point effectively and extemporaneously, explaining their point of view in detail. In writing, their ideas are well organized and clearly, completely, and interestingly presented, with accurate use of the language's writing system. They can comprehend any non-technical material produced for the general public of native speakers in the standard language

Foreign and Native Language Standards Readiness (Kindergarten)

STANDARD 1: COMMUNICATION

Students understand and interpret written and spoken communication on a variety of topics in the target language.

- **1FL-R1. Respond to simple commands**
- **1FL-R2. Read and understand simple words and expressions**
- **1FL-R3. Comprehend short conversations/stories on familiar topics**
- **1FL-R4. Identify people and objects based on oral and written descriptions**
- **1FL-R5. Interpret gestures, intonation and other visual or auditory cues**
- **1FL-R6. Comprehend the main ideas and identify the principal characters of short stories or children's literature**

STANDARD 2: COMMUNICATION

Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

- **2FL-R1. Greet people, make small talk and close conversations**
- **2FL-R2. Give and follow simple instructions and ask and answer questions**
- **2FL-R3. Express likes and dislikes**
- **2FL-R4. Describe people, places and things in their daily lives**
- **2FL-R5. Identify occupations in the target language**

STANDARD 3: COMMUNICATION

Students present information and ideas in the target language on a variety of topics to listeners and readers.

- **3FL-R1. Recite short and simple materials (i.e., stories, songs, poems, advertisements and popular sayings) with appropriate expression**
- **3FL-R2. Write or orally present short messages**
- **3FL-R3. Present descriptions of familiar people, places and things to a group**
- **3FL-R4. Read and recite short poems or stories with appropriate expression**

STANDARD 4: CULTURE

Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationships between cultural perspectives, products and practices within cultures.

- **4FL-R1. Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases**
- **4FL-R2. Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues**
- **4FL-R3. Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods**
- **4FL-R4. Identify parts of the world where the target language is spoken**

STANDARD 5: CONNECTIONS

Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

- **5FL-R1. Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts**
- **5FL-R2. Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers**

STANDARD 6: COMPARISONS

Students develop insights into their own language and their own culture through the study of the target language.

- **6FL-R1. Recognize that words are borrowed from one language by another**
- **6FL-R2. Make basic comparisons between the celebrations of the target culture and their own culture (e.g., Halloween and Dia de los Muertos; Bastille Day and Independence Day)**
- **6FL-R3. Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes**

STANDARD 7: COMMUNITIES

Students use the target language within and beyond the school setting.

- **7FL-R1. Participate in a school or community celebration**
- **7FL-R2. Perform a song or skit in the target language for an audience**
- **7FL-R3. Understand and listen to presentations about occupations and careers**

Reading Standard Articulated
by Grade Level 2003

Kindergarten

Reading Standard Articulated by Grade Level

INTRODUCTION

Reading is a complex skill that involves learning language and using it effectively in the active process of constructing meaning embedded in text. It requires students to fluently decode the words on a page, understand the vocabulary of the writer, and use strategies to build comprehension of the text. It is a vital form of communication in the 21st century and a critical skill for students of this “information age” as they learn to synthesize a vast array of texts.

The Reading Standard Articulated by Grade Level will provide a clear delineation of what students need to know and be able to do at each grade level. This allows teachers to better plan instructional goals for students at any grade.

BACKGROUND

The state Board of Education adopted the Arizona Academic Standards in 1996 to define what Arizona’s students need to know and be able to do by the end of twelfth grade. Developed by committees comprised of educators, parents, students, and business and community leaders, these standards were written in grade-level clusters with benchmarks at grades 3, 5, 8, and high school.

RATIONALE

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the standard practice of conducting periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics and reading by grade level. This refinement and articulation project was started in July 2002, and was completed in March 2003.

METHODOLOGY

Work teams for reading consisted of a representative sample of educators from around the state designed to include large and small schools, rural and urban schools, and ethnic diversity. National reading consultants, university professors, and test company consultants advised the teams. The goal was to articulate, or align, the current academic standards by grade level (K-12).

The Reading Articulation Teams utilized information from the National Council of Teachers of English and the findings of the National Reading Panel, which promote quality instruction, based on current, pedagogical, and researched practices.

The articulation process included a restructuring of the Arizona Academic Content Standards to better facilitate the alignment of performance objectives by grade level, while maintaining the content integrity of the existing standards. Over a period of months, the articulation team and smaller sub-committees of the teams refined the documents. Reasonableness, usefulness, and appropriateness were the guidelines for the articulation process.

External reviews by nationally recognized consultants brought a broad perspective to the articulation process. Internal reviews by university and local experts provided additional validation.

Another important step in the project was the request for public comment. In December 2002, drafts of the Standards Articulated by Grade Level, along with a survey to gather feedback, were posted on the Arizona Department of Education website. This provided the public with easy access to the documents, and the survey allowed reviewers a means for submitting comments. The public and all educators had the opportunity to submit comments and suggestions, either electronically or in writing, until the survey closing date of January 31, 2003. In January, six public hearings were held throughout the state, offering further opportunities for public input.

After all the public comments were collected and organized by topic, the articulated teams met one last time to determine what modifications to the standards documents would be appropriate, based on this information. All public comments were given equal consideration.

The completion of the standards articulation process was followed by the development of rationales, glossaries, and crosswalks. These additional documents were designed to assist educators with the transition from the 1996 standards to the Reading Standard Articulated by Grade Level.

READING STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

PO 2. Hold a book right side up and turn pages in the correct direction.

PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.

PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.

PO 5. Distinguish between printed letters and words.

PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.

PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.

PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).

PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)

PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).

PO 4. Blend two or three spoken syllables to say words.

PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).

PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).

PO 7. Identify the initial and final sounds (not the letter) of a spoken word.

PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

READING STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

PO 1. Identify letters of the alphabet (upper and lower case).

PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.

PO 3. Say letter sounds represented by the single-lettered consonants and vowels.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

PO 1. Determine what words mean from how they are used in a sentence, heard or read.

PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).

PO 3. Describe familiar objects and events in both general and specific language.

Concept 5: Fluency

Read fluently.

(Grades 1-12)

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. Make predictions based on title, cover, illustrations, and text.

PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.

READING STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.

PO 2. Identify elements of a story, including characters, setting, and key events.

PO 3. Retell or re-enact a story, placing the events in the correct sequence.

PO 4. Determine whether a literary selection, that is heard, is realistic or fantasy.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

(Grades 1-12)

READING STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Identify the purpose for reading expository text.

PO 2. Restate facts from listening to expository text.

PO 3. Respond appropriately to questions based on facts in expository text, heard or read.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.

PO 2. Identify signs, symbols, labels, and captions in the environment.

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

(Grades 3-12)

Writing Standard Articulated
by Grade Level 2004

Kindergarten

Writing Standard Articulated by Grade Level

INTRODUCTION

The purpose of the Writing Standard Articulated by Grade Level is to equip students with the skills and knowledge needed to participate in society as literate citizens. The ability to communicate effectively in writing will be essential to their success in their communities and careers. Students may realize personal fulfillment and enjoyment as they learn to become proficient writers and continue as writers throughout their lives.

Writing is a complex skill that involves learning language and using it effectively to convey meaning through text. This standard recognizes that students' abilities in writing develop from their earliest stages with phonetic spelling; to limited understanding of a certain genre; to the ability to produce conventional, coherent, unified documents. Their ideas are expressed in various forms, such as notes, lists, letters, journal writing, stories, web postings, instant messaging, essays, and reports. Effective writing may be evaluated by examining the use of ideas, organization, voice, word choice, sentence fluency, and conventions.

The Writing Standard Articulated by Grade Level will provide a clear delineation of what students need to know and be able to do at each grade level. This allows teachers to better plan instructional goals for students at any grade.

BACKGROUND

The state Board of Education adopted the Arizona Academic Standards in 1996 to define what Arizona's students need to know and be able to do by the end of twelfth grade. Developed by committees comprised of educators, parents, students, and business and community leaders, these standards were written in grade-level clusters with benchmarks at grades 3, 5, 8, and high school.

RATIONALE

Requirements in the No Child Left Behind Act of 2001 (NCLB) and the standard practice of conducting periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. This refinement and articulation project was started in December 2003, and was completed in June 2004.

METHODOLOGY

Writing Standard refinement began in January 2004, expanding the standard to include performance objectives for all grade levels, kindergarten through twelfth grade. The writing articulation teams consisted of educators from around the state, representing large and small schools, rural and urban schools, and ethnic diversity. National consultants, university professors, and Arizona Department of Education staff advised the teams. The goal was to articulate and align the current academic standards by grade level (K-12).

The Writing Articulation Committee utilized resources and information from current, effective classroom practices, from other states' standards, and from the National Council of Teachers of English, which promotes quality literacy instruction.

The articulation process included a restructuring of the Arizona Academic Content Writing Standards to better facilitate the alignment of performance objectives by grade level, while maintaining the content integrity.

Over a period of months, the articulation team and smaller subcommittees of the teams refined the documents. Reasonableness, usefulness, and appropriateness were the guidelines for the articulation process.

External reviews by nationally recognized consultants brought a broad perspective to the articulation process. Internal reviews by university and local experts provided additional validation.

Another important step in the project was the request for public comment. In May 2004, a draft of the Writing Standard Articulated by Grade Level, along with a survey to gather feedback, was posted on the Arizona Department of Education website. This provided the public with easy access to the documents, and the survey allowed reviewers a means for submitting comments. The public and all educators had the opportunity to submit comments and suggestions, either electronically or in writing, until the public review closing date of May 27, 2004. In May, three public hearings were held throughout the state, offering further opportunities for public input.

Based on public comment and online survey results, the articulation team met to determine necessary modifications to the standard. All public comments were given equal consideration.

Included in the standard articulation process the development of a rationale, glossary, and a crosswalk (correlation between the 1996 Writing Standard and revised, articulated standard). These additional documents were designed to assist educators with the transition from the 1996 Writing Standards to the 2004 Writing Standard Articulated by Grade Level.

WRITING STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1. Generate ideas through class discussion.

PO 2. Draw a picture about ideas generated through class discussion.

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

PO 1. Communicate by drawing, telling, or writing for a purpose.

PO 2. Create a group draft, scripted by the teacher.

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

PO 1. Reread original draft scripted by teacher or individual.

PO 2. Add additional details with prompting.

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

PO 1. Share a finished piece of writing.

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing.

The bulleted (lettered) items within a performance objective indicate specific content to be taught.

Words shown in bold print are referenced in the glossary.

WRITING STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Strand 2: Writing Elements

Strand 2 focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

PO 1. Use pictures that convey meaning.

PO 2. Use pictures with **imitative text**, letters, or recognizable words to convey meaning.

PO 3. Use labels, captions, or picture descriptors to expand meaning.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

PO 1. Show a clear sense of coordination between text and pictures (e.g., A reader can readily see that they go together.)

PO 2. Consistently write left to right and top to bottom.

PO 3. Space appropriately between words with some degree of accuracy.

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1. Create pictures or text with distinctive personal style and originality.

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Select labels, captions, or descriptors to enhance pictures.

PO 2. Use words, labels, or short phrases that clearly go with picture text.

Concept 5: Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1. Attempt **simple sentences**. (Some may be fragments.)

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing.

The bulleted (lettered) items within a performance objective indicate specific content to be taught.

Words shown in bold print are referenced in the glossary.

WRITING STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Distinguish between upper and lower case letters.

PO 2. Write the 26 letters of the alphabet in:

- a. lower case
- b. upper case (capital letters)

PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.

PO 4. Use spaces between words.

PO 5. Write left to right and top to bottom.

PO 6. Use punctuation in writing, although may be inconsistent or experimental.

PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., *I lik t d nts.* – I like to draw knights.)

PO 8. Use resources (e.g., **environmental print, word walls**) to spell correctly.

PO 9. Write own name on personal work.

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing.

The bulleted (lettered) items within a performance objective indicate specific content to be taught.

Words shown in bold print are referenced in the glossary.

WRITING STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Create **narratives** by drawing, dictating, and/or **emergent writing**.

PO 2. Participate in writing simple poetry, rhymes, songs, or chants.

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
(See R00-S3C2; M00-S2C1)

PO 2. Participate in writing communications, with teacher as scribe, including:
a. **friendly letters**
b. thank-you notes

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

(Grades 3-HS)

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing.

The bulleted (lettered) items within a performance objective indicate specific content to be taught.

Words shown in bold print are referenced in the glossary.

WRITING STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Participate in a group discussion, based on a literature selection, that identifies the:

- a. character(s)
- b. **setting**
- c. sequence of events

(See R00-S2C1)

PO 2. Participate in a group discussion in response to a given piece of literature that connects:

- a. text to self (personal connection)
- b. text to world (social connection)
- c. text to text (compare within multiple texts)

(See R00-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Participate in a creating a simple class report where the teacher is the scribe.

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing.

The bulleted (lettered) items within a performance objective indicate specific content to be taught.

Words shown in bold print are referenced in the glossary.

Language Arts Standards 1996

Standard 3: Listening and Speaking
Standard 4: Viewing and Presenting

Readiness (Kindergarten)

Language Arts Standards Rationale

A Vision for Arizona's Students

Arizona's students must be able to communicate effectively in their schools and communities. The communication skills of reading, writing, listening, speaking, viewing and presenting form the core of language and literacy. The ultimate purpose of the following language arts standards is to ensure that all students be offered the opportunities, the encouragement and the vision to develop the language skills they need to pursue lifelong goals, including finding personal enrichment and participating as informed members of society. The language art standards presented in this document are organized into four areas:

- Reading
- Writing
- Listening and Speaking
- Viewing and Presenting

Reading, writing, listening and speaking are commonly recognized as language skills. Visual communication skills have long been applied in language arts classrooms through the use of media and visual resources. However, with the increase in the availability and variety of media, students are faced with numerous demands for interpreting and creating visual messages. In this document, viewing (interpreting visual messages) and presenting (creating visual messages) are the two aspects of visual communication. Resources available for teaching visual communication range from charts, graphs and photographs to the most sophisticated electronic media.

The interdependency of reading, writing, listening, speaking, viewing and presenting requires that language arts skills be integrated in two ways:

- Within language art
- Across other content areas

Students use language skills to understand academic subject matter and to enrich their lives. They develop literacy at different rates and in a variety of ways. Consequently, interdependent language arts skills and processes should be taught in a variety of learning situations.

Assessment of language arts skills and processes should be comprehensive, authentic and performance based. Multiple assessment methods should be used to evaluate a student's knowledge base and the application of reading, writing, listening, speaking, viewing and presenting. Assessment tasks should reflect those experiences encountered in the home, community and workplace. Issues concerning assessment of specific populations pose complex questions with no simple solutions. As programs and assessments are developed, these issues must be resolved to enable all students to meet the standards.

In conclusion, the standards in the language arts framework form the core of every student's ability to function effectively in society. Students will need a wide repertoire of communication strategies and skills to succeed as learners, citizens, workers and fulfilled individuals in the 21st century.

STANDARD 3: LISTENING AND SPEAKING

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

- **LS-R1. Tell or retell a personal experience or creative story in a logical sequence**
- **LS-R2. Follow simple directions**
- **LS-R3. Share ideas, information, opinions and questions**
- **LS-R4. Listen and respond to stories, poems and nonfiction**
- **LS-R5. Participate in group discussions**

STANDARD 4: VIEWING AND PRESENTING

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

- **VP-R1. Recognize and respond to visual messages such as logos, symbols and trademarks**
- **VP-R2. Identify story events or information from visual media**
- **VP-R3. Create visual representations of personal experiences through media such as drawing, painting, acting and puppeteering**

Mathematics Standard Articulated
by Grade Level 2003

Kindergarten

Mathematics Standard Articulated By Grade Level

INTRODUCTION

Mathematics is a highly interconnected discipline. The need to understand and use a variety of mathematical strategies in multiple contextual situations has never been greater. Utilization of mathematics continues to increase in all aspects of everyday life, as a part of cultural heritage, the workplace, and in the scientific and technical communities. Today's changing world will offer enhanced opportunities and options for those who thoroughly understand mathematics.

The Mathematics Standard Articulated By Grade Level describes a connected body of mathematical understandings and competencies that provide a foundation for all students. They define the understanding, conceptual knowledge, and skills that students are to acquire.

Communication, problem solving, reasoning and proof, connections and representation are the process standards as described in the Principles and Standards for School Mathematics from the National Council of Teachers of Mathematics (NCTM). These process standards are interwoven within all the content strands of the Arizona Mathematics Standard. The process standards emphasize ways to acquire and use the content knowledge.

Mathematics education should enable students to fulfill personal ambitions and career goals in an informational age. In the NCTM Principles and Standards document it asks us to "Imagine a classroom, a school, or a school district where all students have access to high-quality, engaging mathematics instruction. There are ambitious expectations for all, with accommodations for those who need it".¹ The Arizona Mathematics Standard Articulated by Grade Level is intended to facilitate this vision.

BACKGROUND

The state Board of Education adopted the Arizona Academic Standards in 1996 to define what Arizona's students need to know and be able to do by the end of twelfth grade. Developed by committees comprised of educators, parents, students, and business and community leaders, these standards were written in grade-level clusters with benchmarks at grades 3, 5, 8, and high school.

RATIONALE

Requirements in the No Child Left Behind Act of 2001 (NCLB) and the need to do a periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics and reading by grade level. This refinement and articulation project was started in July 2002, and was completed in March 2003.

¹ National Council of Teachers of Mathematics, Principles and Standards for School Mathematics, NCTM Publications, Reston, VA, 2000, p. 3.

METHODOLOGY

Work teams for mathematics were formed of a representative sample from around the state to include large and small schools, rural and urban schools, and ethnic diversity. Included were national mathematics consultants, university professors, community members, and test company consultants who advised the teams. The goal was to articulate, or align, the current academic standards by grade level. The mathematics standard was articulated K-10 to align with the state requirement of two years of high school mathematics.

The mathematics articulation team utilized the National Council of Teachers of Mathematics Principles and Standards as a reference in the development of the revised mathematics standards. Additionally, the ACHIEVE, Foundations for Success, Mathematics Expectations for the Middle Grades document, served as a guide to evaluate the level of achievement expectations for Arizona's students.

The articulation teams created draft documents with the existing standards and performance objectives articulated, or aligned, to the appropriate grade level. Over a period of months, these teams and smaller sub-committees of the teams refined the documents. Reasonableness, usefulness, and appropriateness were the guidelines for the articulation process. The measurability of each performance objective was considered.

External reviews by nationally recognized consultants brought a broader perspective to the articulation process. Internal reviews by university and local experts provided additional validation.

Another important step in the project was the gathering of public comment. In December 2002, drafts of the Standards Articulated By Grade Level, along with a survey to gather feedback, were posted on the Arizona Department of Education website. This provided the public with easy access to the documents, and a survey allowed reviewers a means for submitting comments. The public and all educators had the opportunity to submit comments and suggestions, either electronically or in writing, until the survey closing date of January 31, 2003. Additionally, six public hearings were held in January throughout the state offering further opportunities for public input.

After all the public comments were collected and organized by topic, the teams met one last time to determine what modifications to the standards documents would be appropriate. Upon completion of the refinements, glossaries, rationales, and crosswalks were developed to assist educators with the transition from the 1996 Arizona Academic Standards to the Mathematics Academic Standard Articulated By Grade Level.

MATHEMATICS STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 1: Number Sense and Operations

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Number Sense

Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

- PO 1. Make a model to represent a given whole number 0 through 20.
- PO 2. Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (Say 3 and write number 3 when presented with three objects.)
- PO 3. Count aloud, forward to 20 or backward from 10, in consecutive order (0 through 20).
- PO 4. Identify whole numbers through 20 in or out of order.
- PO 5. Write whole numbers through 20 in or out of order.
- PO 6. Construct equivalent forms of whole numbers, using manipulatives, through 10 (e.g., $\square\square+\square\square=\square\square+\square$).
- PO 7. Compare two whole numbers through 20.
- PO 8. Recognize the ordinal numbers through fifth (e.g., first, second, third).
- PO 9. Order three or more whole numbers through 20 (least to greatest or greatest to least).
- PO 10. Identify penny, nickel, dime, quarter, and dollar by using manipulatives or pictures.

Concept 2: Numerical Operations

Understand and apply numerical operations and their relationship to one another.

- PO 1. Model addition through sums of 10 using manipulatives.
- PO 2. Model subtraction with minuends of 10 using manipulatives.
- PO 3. Select the operation to solve word problems using numbers 0 through 9.
- PO 4. Solve word problems presented orally using addition or subtraction with numbers through 9.
- PO 5. Identify the symbols: +, -, =.
- PO 6. Use grade-level appropriate mathematical terminology.

MATHEMATICS STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Concept 3: Estimation

Use estimation strategies reasonably and fluently.

PO 1. Solve problems using a variety of mental computations and reasonable estimations.

Strand 2: Data Analysis, Probability, and Discrete Mathematics

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Data Analysis (Statistics)

Understand and apply data collection, organization and representation to analyze and sort data.

PO 1. Formulate questions to collect data in contextual situations.

PO 2. Interpret a pictograph.

PO 3. Answer questions about a pictograph.

PO 4. Formulate questions based on data displayed in graphs, charts, and tables.

PO 5. Solve problems based on simple graphs, charts, and tables.

Concept 2: Probability

Understand and apply the basic concepts of probability.

(Grades 2-HS)

Concept 3: Discrete Mathematics – Systematic Listing and Counting

Understand and demonstrate the systematic listing and counting of possible outcomes.

PO 1. Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many outfits can one make with 2 different color shirts and 2 different pairs of pants?).

Concept 4: Vertex-Edge Graphs

Understand and apply vertex-edge graphs.

PO 1. Color pictures with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).

MATHEMATICS STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 3: Patterns, Algebra, and Functions

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Patterns

Identify patterns and apply pattern recognition to reason mathematically.

PO 1. Communicate orally a grade-level appropriate pattern.

PO 2. Extend simple repetitive patterns using manipulatives.

PO 3. Create grade-level appropriate patterns.

Concept 2: Functions and Relationships

Describe and model functions and their relationships.

(Grades 2-HS)

Concept 3: Algebraic Representations

Represent and analyze mathematical situations and structures using algebraic representations.

(Grades 1-HS)

Concept 4: Analysis of Change

Analyze change in a variable over time and in various contexts.

(Grades 1-HS)

MATHEMATICS STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 4: Geometry and Measurement

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Geometric Properties

Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.

PO 1. Identify 2-dimensional shapes by attribute (size, shape, number of sides).

PO 2. Identify concepts and terms of position and size in contextual situations:

- Inside/outside,
- Above/below/between,
- Smaller/larger, and
- Longer/shorter.

PO 3. Identify shapes in different environments (e.g., nature, buildings, classroom).

Concept 2: Transformation of Shapes

Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

(Grades 1-HS)

Concept 3: Coordinate Geometry

Specify and describe spatial relationships using coordinate geometry and other representational systems.

(Grades 3-HS)

Concept 4: Measurement - Units of Measure - Geometric Objects

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

PO 1. Verbally compare objects according to observable and measurable attributes.

PO 2. Communicate orally how different attributes of an object can be measured.

PO 3. Order objects according to observable and measurable attributes.

MATHEMATICS STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 5: Structure and Logic

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Algorithms and Algorithmic Thinking

Use reasoning to solve mathematics problems in contextual situations.

(Grades 1-HS)

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof

Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

PO 1. Sort objects according to observable attributes.

PO 2. Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc.).

Science Standard Articulated
by Grade Level 2004

Kindergarten

Science Standard Articulated by Grade Level

INTRODUCTION

Students are naturally curious about the world and their place in it. Sustaining this curiosity and giving it a scientific foundation must be a high priority in Arizona schools. Application of scientific thinking enables Arizona students to strengthen skills that people use every day: solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning.

Science education is much more than merely learning content. It is the active process of investigation and the critical review of evidence related to the world around us, both visible and invisible. Science is a dynamic process of gathering and evaluating information, looking for patterns, and then devising and testing possible explanations. Active engagement in scientific investigation leads students to think critically and to develop reasoning skills that allow them to become independent, lifelong learners. Science methods and thought processes have application well beyond the bounds of science and support learning goals in all subject areas.

The Arizona Science Standard Articulated by Grade Level has been written for ALL students. The science standard is set with the expectation that science instruction occurs at all grade levels – beginning in early grades with simple exploration, progressing to increasingly organized and sophisticated science investigations in higher grades.

Underlying all of the science standard strands are the five unifying concepts as identified in the National Science Education Standards (1995):

- Systems, Order, and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

This conceptual framework provides students with productive and insightful ways of considering and integrating a range of basic ideas that explain the natural world. Because the understanding and abilities associated with major conceptual and procedural schemes need to be developed over an entire education, the unifying concepts and processes transcend disciplinary boundaries.

These unifying concepts can be introduced in early grades and developed appropriately through the elementary grades and high school. Students should be explicitly shown how each of these unifying concepts apply to and connect life, physical, and Earth and space sciences. These science content areas can be taught in conjunction with each other, as well as with other subject areas in an interdisciplinary approach. The unifying concepts in science education help focus instruction and provide a link to other disciplines.

BACKGROUND

The state Board of Education adopted the Arizona Academic Standards in 1998 to define what Arizona's students need to know and be able to do by the end of twelfth grade. Developed by committees comprised of educators, parents, students, and business and community leaders, these standards were written in grade-level clusters with benchmarks at 3, 5, 8, and high school.

RATIONALE

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the need for periodic review of the state academic standards prompted the decision by the Arizona Department of Education (ADE) to refine and articulate the academic standard for science by grade level. This refinement and articulation project was started in April 2003, and was completed in May 2004.

METHODOLOGY

The Science Standard Revision Committee was composed of a statewide representation of scientists and science educators to reflect school districts large and small, rural and urban, as well as the ethnic diversity of Arizona. National science consultants, university professors, and community members advised the committee and provided valuable reviews of the work in progress. The goal was to articulate, or align, the current academic standards by grade level (K-8) and in high school with the state requirement of two years of high school science.

The committee utilized several nationally recognized publications to establish content guidelines during the development of the draft:

- National Research Council (NRC)
 - *National Science Education Standards*
 - *Inquiry and the National Science Education Standards*
 - *Designing Mathematics or Science Curriculum Programs*
- The American Association for the Advancement of Science
 - *Atlas of Science Literacy*
 - *Benchmarks for Science Literacy*
 - *Design for Science Literacy*
 - *Science for All Americans*
- *Science Framework for the 1996 and 2000 National Assessment of Educational Progress (NAEP)*

The committee created draft documents by first reviewing the existing standards. The performance objectives were articulated, or aligned, to the appropriate grade levels. Over a period of months, subcommittees, composed of representatives of the full committee, met to refine the documents. A guiding principle in the articulation process was whether a performance objective was reasonable, useful, and appropriate. The measurability of each performance objective was also considered.

External reviews by nationally recognized consultants and reviews by university and local experts provided additional guidance and perspective to the committees.

Public review of the Science Standard Articulated by Grade Level occurred during the month of February 2004. A draft of the standard was placed on the ADE website with the option for individuals to make comments online. Six public hearings occurred throughout the state to collect additional comments. After all public comments were collected and organized, the committee met to review them and to recommend appropriate modifications to the standard. This final draft was presented to the state Board of Education in May 2004 for adoption as the Arizona Science Standard Articulated by Grade Level.

SCIENCE STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

The goal in the development of the standard was to assure that the six strands and five unifying concepts are interwoven into a fabric of science that represents the true nature of science. Students have the opportunity to develop both the skills and content knowledge necessary to be scientifically literate members of the community.

Strands 1, 2, and 3 are designed to be explicitly taught *and* embedded *within* each of the content Strands 4, 5, and 6, and are not intended to be taught in isolation. The processes, skills, and content of the first three strands are designed to “umbrella” and complement the content of Life Science, Physical Science, and Earth and Space Science.

Strand 1: Inquiry Process

Inquiry Process establishes the basis for students’ learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

Concept 1: Observations, Questions, and Hypotheses

Observe, ask questions, and make predictions.

PO 1. Observe common objects using multiple senses.

PO 2. Ask questions based on experiences with objects, organisms, and events in the environment. (See M00-S2C1-01)

PO 3. Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., the five senses, changes in weather).

Concept 2: Scientific Testing (Investigating and Modeling)

Participate in planning and conducting investigations, and recording data.

PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.

PO 2. Participate in guided investigations in life, physical, and Earth and space sciences.

PO 3. Perform simple measurements using non-standard units of measure to collect data.

Concept 3: Analysis and Conclusions

Organize and analyze data; compare to predictions.

PO 1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. (See M00-S4C4-01 and M00-S4C4-03)

PO 2. Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier). (See M00-S4C4-01)

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

The bulleted items within a performance objective indicate specific content to be taught.

SCIENCE STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Concept 4: Communication

Communicate results of investigations.

PO 1. Communicate observations with pictographs, pictures, models, and/or words.
(See M00-S2C1-02)

PO 2. Communicate with other groups to describe the results of an investigation.
(See LS-R3 and LS-R5)

Strand 2: History and Nature of Science

Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

Concept 1: History of Science as a Human Endeavor

Identify individual and cultural contributions to scientific knowledge.

PO 1. Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.

PO 2. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jane Goodall [scientist], supports Strand 4; Louis Braille [inventor], supports Strand 4).

Concept 2: Nature of Scientific Knowledge

Understand how science is a process for generating knowledge.

No performance objectives at this grade level

Strand 3: Science in Personal and Social Perspectives

Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.

Concept 1: Changes in Environments

Describe the interactions between human populations, natural hazards, and the environment.

No performance objectives at this grade level

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SCIENCE STANDARD ARTICULATED BY GRADE LEVEL

KINDERGARTEN

Concept 2: Science and Technology in Society

Understand the impact of technology.

PO 1. Describe how simple tools (e.g., scissors, pencils, paper clips, hammers) can make tasks easier.

Strand 4: Life Science

Life Science expands students' biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

Concept 1: Characteristics of Organisms

Understand that basic structures in plants and animals serve a function.

PO 1. Distinguish between living things and nonliving things.

PO 2. Name the following human body parts: (See 1CH-R3-01)

- head
- shoulders
- arms
- elbows
- wrists
- hands
- fingers
- legs
- hips
- knees
- ankles
- feet
- heels
- toes

PO 3. Identify the five senses and their related body parts:

- sight – eyes
- hearing – ears
- smell – nose
- taste – tongue
- touch – skin

Concept 2: Life Cycles

Understand the life cycles of plants and animals.

PO 1. Describe that most plants and animals will grow to physically resemble their parents.

Concept 3: Organisms and Environments

Understand the relationships among various organisms and their environment.

PO 1. Identify some plants and animals that exist in the local environment.

PO 2. Identify that plants and animals need the following to grow and survive:

- food
- water
- air
- space

PO 3. Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium).

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SCIENCE STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Concept 4: Diversity, Adaptation, and Behavior

Identify plant and animal adaptations.

No performance objectives at this grade level

Strand 5: Physical Science

Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of the nature of matter and energy, including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

Concept 1: Properties of Objects and Materials

Classify objects and materials by their observable properties.

PO 1. Identify the following observable properties of objects using the senses:

- shape
- texture
- size
- color

(See M00-S4C1-02 and M00-S4C1-03)

PO 2. Compare objects by the following observable properties:

- size
- color
- type of material

(See M00-S4C1-02)

Concept 2: Position and Motion of Objects

Understand spatial relationships and the way objects move.

PO 1. Describe spatial relationships (i.e., above, below, next to, left, right, middle, center) of objects.

(See M00-S4C1-02 and 3SS-R1-01)

Concept 3: Energy and Magnetism

Investigate different forms of energy.

PO 1. Investigate how applied forces (push and pull) can make things move.

PO 2. Investigate how forces can make things move without another thing touching them (e.g., magnets, static electricity).

PO 3. Sort materials according to whether they are or are not attracted by a magnet.

PO 4. Identify familiar everyday uses of magnets (e.g., in toys, cabinet locks, decoration).

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SCIENCE STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 6: Earth and Space Science

Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live.

Concept 1: Properties of Earth Materials

Identify the basic properties of Earth materials.

PO 1. Identify rocks, soil, and water as basic Earth materials.

PO 2. Compare physical properties (e.g., color, texture, capacity to retain water) of basic Earth materials.

PO 3. Classify a variety of objects as being natural or man-made.

PO 4. Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).

Concept 2: Objects in the Sky

Identify objects in the sky.

No performance objectives at this grade level

Concept 3: Changes in the Earth and Sky

Understand characteristics of weather conditions and climate.

PO 1. Identify the following aspects of weather:

- temperature
- wind
- precipitation
- storms

PO 2. Describe observable changes in weather.

PO 3. Give examples of how the weather affects people's daily activities.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

The bulleted items within a performance objective indicate specific content to be taught.

Social Studies Standard Articulated
by Grade Level 2006

Kindergarten

Social Studies Standard Articulated by Grade Level

INTRODUCTION

To maintain the Union that supports our freedoms, we must rely on the knowledge, skills, and character of its citizens and those they elect to public office. Critical to the preservation and improvement of America's republican form of government is the study of our founding principles, namely those detailed in the United States Constitution, the Declaration of Independence, and *The Federalist Papers*. The standard includes the study of rich and diverse contributions that people of many backgrounds have made to American life and institutions while emphasizing our shared heritage. Well-informed citizens understand our political, cultural and economic interaction with the rest of the world. Geographic knowledge expands the understanding of our development and identity in the world. The standard requires that students attain knowledge of essential facts, concepts, people, and events as well as a firm grasp of reasoning, inquiry, and research skills. Students must learn how to frame and test hypotheses, distinguish logical from illogical reasoning, develop informed opinions based on different points of view, and employ reflective thinking and evaluation. In this way students will be prepared to fulfill their responsibilities as citizens of our democratic republic. The standard presents academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics that are essential to an understanding of our human experience, past and present.

BACKGROUND

The state Board of Education began the development process for the Arizona academic standards in 1996 to define what Arizona students need to know and be able to do by the end of twelfth grade. The Social Studies Standards were adopted in 2000 and partially revised in 2003. Developed by committees comprised of educators, subject matter experts, and business and community leaders, the Social Studies Standard was fully revised and written in articulated grade-specific performance objectives in 2004 - 2005.

RATIONALE

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the practice of periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. An articulation of the social studies standard was included in the process in order to provide consistency across content areas. The skills and content of social studies are not only a critical component of a comprehensive curriculum they also support student success in other areas.

METHODOLOGY

A committee to articulate the social studies standard was formed consisting of a representative sample of educators from around the state. It represented large and small schools, rural and urban districts, and ethnic diversity. Subject matter experts, university professors, and community members advised the committees. The goal was to articulate, or align, the current academic standards by grade level (K-12).

The Social Studies Articulation Committee utilized information from the National Council for the Social Studies, the National Council for Geographic Education, the Arizona Council on Economics Education, the Arizona Geographic Alliance, the Bill of Rights Institute, and other sources to promote quality instruction based on current, pedagogical, and research-based practices.

The articulation process included a restructuring of the Arizona Academic Content Standards to better facilitate the alignment of performance objectives by grade level, while maintaining the content integrity of the existing standards. Over a period of months, the articulation committees and smaller sub-committees refined the documents. Reasonableness, usefulness, and appropriateness were the guidelines for the articulation process.

External reviews by nationally recognized consultants and reviews by university and local experts provided additional guidance and perspective to the committee.

SOCIAL STUDIES STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Kindergarten History Strands introduce the concept of exploration as a means of discovery and a way of exchanging ideas, goods, and culture. Important presidents and symbols of our country are also introduced.

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

PO 1. Retell personal events to show an understanding of how history is the story of events, people, and places in the past.

PO 2. Listen to recounts of historical events and people and discuss how they relate to present day.

PO 3. Sequence recounts of historical events and people using the concepts of before and after.

PO 4. Use primary source materials (e.g., photos, artifacts) to study people and events from the past.

Concept 2: Early Civilizations Pre 1500

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

PO 1. Recognize that Native Americans are the original inhabitants of North America.

Concept 3: Exploration and Colonization 1500s – 1700s

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

PO 1. Recognize that explorers (e.g., Columbus, Leif Ericson) traveled to places in the world that were new to them.

PO 2. Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).

Concept 4: Revolution and New Nation 1700s – 1820

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

PO 1. Recognize that George Washington was our first president.

PO 2. Recognize that the Fourth of July is our nation's birthday.

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italicized performance objectives - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

SOCIAL STUDIES STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Concept 5: Westward Expansion 1800 – 1860

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

No performance objectives at this grade.

Concept 6: Civil War and Reconstruction 1850 – 1877

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

No performance objectives at this grade.

Concept 7: Emergence of the Modern United States 1875 – 1929

Economic, social, and cultural changes transformed the U.S. into a world power.

No performance objectives at this grade.

Concept 8: Great Depression and World War II 1929 – 1945

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

No performance objectives at this grade.

Concept 9: Postwar United States 1945 – 1970s

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

PO 1. Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space.

Concept 10: Contemporary United States 1970s – Present

Current events and issues continue to shape our nation and our involvement in the global community.

PO 1. Use information from written documents, oral presentations, and the media to discuss current local events.

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SOCIAL STUDIES STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 2: World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

- PO 1. Retell personal events to show an understanding of how history is the story of events, people, and places in the past.
- PO 2. Listen to recounts of historical events and people and discuss how they relate to present day.
- PO 3. Sequence recounts of historical events and people using the concepts of before and after.
- PO 4. Use primary source materials (e.g., photos, artifacts) to study people and events from the past.

Concept 2: Early Civilizations

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

- PO 1. Recognize that groups of people in early civilizations (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food.
- PO 2. Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars).

Concept 3: World in Transition

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

No performance objectives at this grade.

Concept 4: Renaissance and Reformation

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

No performance objectives at this grade.

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SOCIAL STUDIES STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Concept 5: Encounters and Exchange

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

PO 1. Recognize that explorers (e.g., Marco Polo, Magellan) traveled to places in the world that were new to them.

PO 2. Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).

Concept 6: Age of Revolution

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

No performance objectives at this grade.

Concept 7: Age of Imperialism

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

No performance objectives at this grade.

Concept 8: World at War

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

No performance objectives at this grade.

Concept 9: Contemporary World

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

PO 1. Use information from written documents, oral presentations, and the media to discuss current events

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SOCIAL STUDIES STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

PO 1. Recognize national symbols and monuments that represent American democracy and values:

- a) American flag
- b) Bald Eagle
- c) Statue of Liberty
- d) White House

PO 2. Recognize the Pledge of Allegiance and the National Anthem.

PO 3. Recognize the significance of national holidays:

- a) Thanksgiving
- b) Presidents' Day
- c) Martin Luther King, Jr. Day
- d) Constitution Day

PO 4. Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy.
(Connect with: Strand 1 Concept 4)

PO 5. Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers.

PO 1. Identify the current President of the United States and Governor of Arizona. (Connect with: Strand 1 Concept 10)

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people.

No performance objectives at this grade.

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SOCIAL STUDIES STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

PO 1. Identify examples of responsible citizenship in the school setting and in stories about the past and present.

PO 2. Recognize the rights and responsibilities of citizenship:

- a) elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated
- b) importance of participation and cooperation in a classroom and community
- c) why there are rules and the consequences for violating them
- d) responsibility of voting (every vote counts)

PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).

PO 4. Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

No performance objectives at this grade.

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SOCIAL STUDIES STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

Concept 1: The World in Spatial Terms

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

PO 1. Recognize the differences between maps and globes.

PO 2. Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).

PO 3. Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down. (**Connect with: Science Strand 5 Concept 2, Math Strand 4 Concept 1**)

PO 4. Identify land and water on maps, illustrations, images, and globes.

PO 5. Locate continents and oceans on a map or globe

Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics.

PO 1. Recognize through images how people live differently in other places and times.

Concept 3: Physical Systems

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)

Connect with:

Science Strand 4 Concept 3 - Identify plants and animals in the local environment.

Science Strand 6 Concept 1 - Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable).

Science Strand 6 Concept 3 - Understand the characteristics of weather and how it affects people.

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SOCIAL STUDIES STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Concept 4: Human Systems

Human cultures, their nature, and distribution affect societies and the Earth.

- PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.
- PO 2. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.
- PO 3. Describe how people earn a living in the community and the places they work. (Connect with: Strand 5 Concept 1)

Concept 5: Environment and Society

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

- PO 1. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).
- PO 2. Recognize that resources are renewable, recyclable, and non-renewable.

Concept 6: Geographic Applications

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

- PO 1. Discuss geographic concepts related to current events.

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SOCIAL STUDIES STANDARD ARTICULATED BY GRADE LEVEL KINDERGARTEN

Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

Concept 1: Foundations of Economics

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

- PO 1. Discuss different types of jobs that people do.
- PO 2. Match simple descriptions of work with the names of those jobs.
- PO 3. Give examples of work activities that people do at home.
- PO 4. Discuss differences between needs and wants.
- PO 5. Recognize various forms of U.S. currency. (Connect with: Math Strand 1 Concept 1)
- PO 6. Recognize that people use money to purchase goods and services.

Concept 2: Microeconomics

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

No performance objectives at this grade.

Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

No performance objectives at this grade.

Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

No performance objectives at this grade

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

No performance objectives at this grade.

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Technology Standards 2000

Readiness (Kindergarten)

Technology Education Standards Rationale

Technology encompasses the tools and strategies for solving problems, using information, increasing productivity and enhancing personal growth. The word *technology* summons an image of a variety of tools ranging from shovels to gene splitters. When asked to develop the original Technology Standards, adopted in 1997, the Committee did so without the benefit of seeing the integration of various technologies into other curricular standards. Over the past four years, significant advances in technology have occurred. These changes have caused many national organizations to review what students need to know and be able to do in relation to technology. Therefore, when asked to review the current standards, the Revision Committee examined national standards (National Educational Technology Standards, Information Power, Information Technology in Education and Technology for All Americans), along with current Arizona standards. The Revision Committee also analyzed current research on technology skills important to business and industry. The Revision Committee reviewed technology that is currently integrated into other content area standards with the vision that as other standards are revised, technology will be seamlessly integrated.

The goal is to help students live, learn and work successfully and responsibly in an increasingly complex, technology-driven society. These Technology Standards are designed to provide foundational skills and processes that students need in order to work productively and creatively in their studies, at work and at home. Research on the transfer of learning strongly supports the position that instruction and educational activities should closely parallel the final desired behavior. It is essential that technology instruction be an integral part of a student's educational experience. Education's role is to help students meet the challenge of the future. Arizona must encourage, assist and provide all students with the required tools and instruction to enable them to acquire knowledge, develop skills and apply these tools successfully in our world.

The following definition of technology is supported in this document:

Technology is the application of tools to solve problems that extend human potential for the benefit of society

Technology Education Standards Readiness (Kindergarten)

STANDARD 1: FUNDAMENTAL OPERATIONS AND CONCEPTS

Students understand the operations and function of technology systems and are proficient in the use of technology.

- **1T-R1. Communicate about basic technology components using developmentally appropriate and accurate terminology**

PO 1. Use basic vocabulary related to the use of technology (e.g., mouse, keyboard, monitor, toolbar, menu, window, folder, icon, spreadsheet, word processor, cassette player, CD player versus DVD versus video tape, video camera)

PO 2. Identify the components of a computer (e.g., mouse, keyboard, monitor, CPU, printer)

- **1T-R2. Use input devices and output devices successfully to operate computers, VCRs, audiotapes, and other technologies**

See: Workplace Skills (7WP-R1)²

PO 1. Demonstrate start up and shut down procedures of basic technology components (e.g., computers, tape recorders, cassette players, VCRs)

PO 2. Use devices to complete a task (e.g., mouse, keyboard, printer, remote control, microphone)

STANDARD 2: SOCIAL, ETHICAL AND HUMAN ISSUES

Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.

- **2T-R1. Work cooperatively and collaboratively when using technology in the classroom**

See: Arts {Theatre} (1AT-R5)

PO 1. Demonstrate respect for other students while using technology (e.g., take turns, share resources)

PO 2. Demonstrate appropriate behavior (e.g., use only your documents and folders)

- **2T-R2. Practice responsible use of technological devices**

See: Arts {Visual} (1AV-R6) and Social Studies (2SS-R1)

PO 1. Operate equipment to ensure equipment is unharmed (e.g., do not bang on keys; no food or objects near equipment; care for disks and CD-ROM; use proper shut down procedures) (*See Technology IT-R2, PO1*)

PO 2. Recognize that damaging school equipment is destroying public property

PO 3. Recognize that changing someone's work without permission is unacceptable

STANDARD 3: TECHNOLOGY PRODUCTIVITY TOOLS

Students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications and produce other creative works.

- **3T-R1. Use technology drawing tools for communicating and illustrating**

See: Language Arts (R-R5, PO1 and W-R3, PO1)

PO 1. Using a drawing program, create a picture story with support from teacher, family members or student partners

PO 2. Using a drawing program, add name and letters to illustrations

STANDARD 4: TECHNOLOGY COMMUNICATIONS TOOLS

Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

No concepts identified for this level

STANDARD 5: TECHNOLOGY RESEARCH TOOLS

Students will utilize technology-based research tools to locate and collect information pertinent to the task as well as evaluate and analyze information from a variety of sources.

No concepts identified for this level

STANDARD 6: TECHNOLOGY AS A TOOL FOR PROBLEM SOLVING AND DECISION-MAKING

Students use technology to make and support decisions in the process of solving real-world problems.

No concepts identified for this level

Workplace Skills Standards 1997

Readiness (Kindergarten)

Workplace Skills Standards Rationale

Most students will spend more than a third of their lives in a diverse and constantly changing workplace. Regardless of personal, career, or educational plans, students must demonstrate proficiency both in academics and the following workplace standards.

The Workplace Skills Standards are designed to be integrated into the traditional curriculum taught in schools at all levels and are most effectively learned in the context of an integrated effort involving parents, educators, business partners and members of the community. Student acquisition of critical workplace skills, with an emphasis on application, is a developmental process which encompasses an individual's entire lifetime. The demonstration of these skills is essential for individuals and contributes to the foundation of an educated citizenry.

WORKPLACE SKILLS STANDARDS

Readiness (Kindergarten)

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

- **1WP-R1. Follow simple directions**

PO 1. Identify the source of a direction

PO 2. Complete directed work

- **1WP-R2. Relate a personal experience or other information in proper sequence**

PO 1. Recognize and distinguish between personal and other information to share

PO 2. Communicate information with a beginning, middle and end

- **1WP-R3. Speak in complete sentences**

PO 1. Include subject-predicate information in oral expression

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

*Note: The Readiness Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards **document**. The Proficiency and Distinction Levels include additional references to what students need to know and do as it relates to the workplace.*

- **2M-R1. Compare and sort objects by their physical attributes**
- **2M-R2. Collect, organize and describe simple data**
- **2M-R3. Construct concrete displays of data; read and interpret elementary tables, graphs and charts**

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

- **3WP-R1. Share in the planning of classroom activities, specifying the goals and alternatives, and choosing the best course of action to take**
 - PO 1. Participate in classroom activities
 - PO 2. Select goals
 - PO 3. Apply creative thinking skills to determine alternatives
 - PO 4. Use critical and creative thinking skills to choose best course of action
- **3WP-R2 . Identify changing aspects of the school and community and describe the effects they have on personal decisions**
 - PO 1. Describe what change is
 - PO 2. Identify the characteristics of the various communities in which the child is a part (i.e., school, home, neighborhood, church, playground)
 - PO 3. Compare various communities for change
 - PO 4. Describe how changes in your communities affect you

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

- **4WP-R1. Interact positively with other students and work cooperatively as a team member on class projects**

PO 1. Demonstrate characteristics of positive behavior

PO 2. Identify roles of team members

PO 3. Interact collaboratively to obtain team results

- **4WP-R2. Demonstrate politeness and adaptability in their relations with other people**

PO 1. Practice positive manners

PO 2. Practice adaptability

STANDARD 5

Students will demonstrate a set of marketable skills that enhance career options.

- **5WP-R1. Describe examples of where people work and what they do**

PO 1. Describe examples of where people work and what they do

- **5WP-R2. Describe how work relates to obtaining food, clothing and shelter**

PO 1. Describe how work relates to obtaining food, clothing and shelter

- **5WP-R3. Describe appropriate behavior for different settings (e.g., in a classroom, on a bus, in an audience)**

PO 1. Compare behaviors for different settings

- **5WP-R4. Define the importance of the basic academic skills (reading, writing, listening, speaking and mathematics) in being successful at home and at school**

PO 1. Describe how/when language arts skills are used within a student's various communities

STANDARD 6

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

- **6WP-R1. Understand the components of family and school systems in their daily life**

PO 1. Identify systems in the community (e.g., family, school, social, technological...)

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

- **7WP-R1. Operate developmentally appropriate technologies (e.g., a telephone, VCR)**

PO 1. Operate developmentally appropriate technologies

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

- **8WP-R1. Set short-term goals**

- **8WP-R2. Allocate the time, space and materials needed to accomplish classroom activities**