

Belmont Public Schools
Belmont, MA

BENCHMARKS

ENGLISH LANGUAGE ARTS

MATHEMATICS

MUSIC

PHYSICAL EDUCATION

SCIENCE

SOCIAL STUDIES

TECHNOLOGY

VISUAL ART

GRADES K - 2

September, 2007

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이 문서나 기타 학교 인쇄물을 읽는데 도움이 필요하신다면, 건물 책임자에게 부탁하여 번역 도움을 받으십시오.

FROM THE OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September, 2007

Dear Member of the Belmont School Community:

During the 1997-1998 school year, the Curriculum Directors under the leadership of Dr. Patricia Aubin developed learning benchmarks for all students in the elementary schools and the Chenery Middle School. We are pleased to present a third edition of the benchmarks for English language arts, science, health and technology education, mathematics, social studies, and the fine and performing arts. This third edition adds benchmarks for technology tools, skills, and applications.

The Massachusetts Education Reform Act of 1993 mandated the development of State Curriculum Frameworks for all core subject areas. The benchmarks project aligns the Belmont curriculum with the State frameworks and attempts to make clear the learning expectations for all children in grades K-8 for all major curriculum areas.

The goal is to help teachers, parents and students understand more clearly what children need to know, understand, and be able to do in their study of the core curriculum. The benchmarks combine content, skills, and processes important to the mastery of each curriculum area.

This project was designed by Dr. Patricia Aubin, Assistant Superintendent for Curriculum and Instruction and the Curriculum Directors. I am grateful for the contributions of the many teachers who helped to write these learning expectations and to those who reviewed and critiqued this document.

This document is a work in progress. Dr. Aubin and her colleagues have been revising the benchmarks on a regular basis. Please give us your comments and suggestions on these documents.

Sincerely,

Dr. Peter B. Holland
Superintendent of the Belmont Public Schools

BENCHMARKS

In an effort to communicate clear student learning outcomes to teachers, parents, and community members, Curriculum Directors, and teachers present this benchmark document for all major curriculum areas.

Knowing the importance of offering the most challenging curriculum to all students, the authors of these benchmarks have focused on demanding yet reasonable learning expectations for students during their elementary and middle school years.

Curriculum Directors designed the benchmarks to align current curriculum guidelines with the learning standards from the Massachusetts Curriculum Frameworks. The benchmarks provide a consistent approach to curriculum content across grade levels throughout the district.

A benchmark is a statement of expected student performance at a particular point in time. Not every student will master these benchmarks at exactly the same time.

These curriculum benchmarks:

- › Tell us what children should know and be able to do at a point in time.
- › Are observable and measurable.
- › Specify a threshold for proficiency.
- › Attempt to omit jargon.
- › Reflect the teachers' expectations for all children by the time they finish a grade level.
- › Are attained by most students and exceeded by some.

The benchmark documents are open for ongoing review and revision. Please feel free to share observations with the appropriate Curriculum Director. We look forward to providing new and revised documents in the years ahead to ensure that the benchmarks reflect the most current thinking on curriculum for the students of the Belmont Public Schools.

Belmont Public Schools
Belmont, MA

ENGLISH LANGUAGE ARTS

BENCHMARKS

GRADES K - 2

Denis Fitzpatrick, Director of English

ENGLISH LANGUAGE ARTS

OVERVIEW

Belmont Public Schools is dedicated to providing all students with a rich, rigorous, well rounded language arts program. An effective program includes instruction in reading, writing, listening, speaking, and thinking. We believe that instruction in these key areas should be integrated with all other areas of the curriculum. Our goal is for all students to develop to their fullest potential the language arts skills so central to success in school and fulfillment in life.

Reading is constructing meaning. It is an active process whereby students build meaning from the interaction between textual information and their prior knowledge. We believe that students make the best progress in the language arts when they associate reading with pleasure as well as with gaining knowledge. Writing also involves constructing meaning. Writers engage in the process of composing meaning so that it can be clearly communicated to the reader. It is important that students feel they have ideas to share and that there is purpose and pleasure in producing meaning that can be understood, used, and enjoyed by others. Since listening and speaking are the foundation for reading and writing, teachers must create a setting in which students can develop information and ideas in a conversation with others.

Teachers understand that students move through developmental stages at varying rates. Therefore, teachers use ongoing authentic assessment throughout the year to determine and plan for students' instructional needs. An effective reading and writing program depends upon specific teaching in the following areas: (a) developing an awareness of the processes of reading and writing; (b) increasing knowledge of the print-sound code and standard writing conventions; (c) understanding the purposes and genres used in text; (d) developing habits of lifelong readers and writers.

Teachers explicitly model effective reading and writing strategies in the classroom, explaining how a strategy can be consciously used to process meaning. Teachers guide students as they master new strategies in different contexts and gradually release responsibility to students as they practice these strategies independently. Instruction takes place throughout the day in a variety of grouping patterns (whole group, small group, individual) and in a variety of situations: a read aloud, shared reading, interactive writing, guided reading and writing, independent reading and writing, and reading and writing across the content areas.

Our language arts program will be successful to the extent that staff and parents are involved in and work together for its success. Collaboration and co-teaching between classroom teachers, language arts specialists, special educators, library/media teachers, and administrators are essential for truly comprehensive academic growth. We are committed to providing ongoing staff development and parent education in the area of literacy instruction in order to incorporate the use of current research and best practices across the system. Together we can help our students develop the positive attitudes and academic skills that will enrich their lives and enable them to become lifelong learners.

LANGUAGE STRAND

<p>SPEAKING AND LISTENING</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> › speak using complete sentences › follow oral directions › develop and follow rules for whole class discussion › use listening skills to obtain information › contribute information and knowledge to class discussion to develop a topic › give brief oral presentations based on personal experiences using adequate volume, eye contact, and clear enunciation › maintain focus on a topic during an oral presentation › retell or dramatize traditional literature (lullabies, Mother Goose rhymes, fairy tales) › participate in formal and informal creative dramatic activities using dialogue › restate main ideas and important facts from a text heard or read › retell a story with a beginning, middle, and end › present poems orally from memory › describe objects and events in general and specific language › read aloud with fluency, expression and comprehension › make and support judgments/opinions about classroom activities and presentations
<p>VOCABULARY DEVELOPMENT</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> › build and extend sight vocabulary › build and extend content area vocabulary › build and extend vocabulary using a knowledge of word parts and context clues › identify and use correctly content area words related as antonyms, synonyms, compounds, and homophones › identify and use correctly words related through prefixes and suffixes › identify base words and their inflectional forms › use language to express spatial and temporal relationships › identify and sort common words into basic classifications and conceptual categories › use an age-appropriate dictionary when necessary › identify formal and informal language in stories, poems, and plays

ENGLISH LANGUAGE ARTS

K-2

LANGUAGE STRAND

GRAMMAR, USAGE, AND MECHANICS	<i>Students will be able to:</i> <ul style="list-style-type: none">› recognize that the names of things can also be the names of actions› identify nouns and verbs› punctuate using end marks (. ! ?)› use the comma in dates, letter greeting and closing, between cities/towns and states, and items in a series› use capital letters appropriately for the word "I"; the first word of a sentence; dates and holidays; a person's name; titles of books and stories; proper names of schools, towns, streets, states, and countries; in the greeting and closing of a letter, and with forms of address (Mr., Mrs., Ms., Miss)
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READING/LITERATURE STRAND

READING	<i>Students will be able to:</i> <ul style="list-style-type: none">› use all letter/sound correspondences to decode words› decode and understand new words using a knowledge of phonics, syllabication, suffixes; the meanings of prefixes; context clues; or a dictionary› use knowledge of common phonetic spelling patterns, root words affixes, contractions, compounds and plurals to understand new words› read for a specific purpose› participate in sustained silent reading› generate research questions before reading about a topic› reread to improve their comprehension› make, adjust, and/or confirm predictions while reading using prior knowledge and textual features› relate prior knowledge and experience to understanding of text› sequence events (beginning, middle, and end) and/or information› identify an explicitly stated main idea and important details/facts from a text heard or read› identify the basic facts and ideas in material they have read, heard or viewed› use relevant text and graphic features (headings, key words, type size, illustrations, diagrams, maps) to predict new information and to understand a text› distinguish cause from effect
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ENGLISH LANGUAGE ARTS

K - 2

READING/LITERATURE STRAND

LITERATURE	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">› identify differences among common forms of literature: prose, poetry, drama, fiction (imaginative/literary), and nonfiction (informational/expository)› be familiar with the forms and elements of traditional literature (Mother Goose rhymes, lullabies, and fairy tales)› compare plots, settings, and characters in stories about a similar subject by different authors and/or illustrators› relate themes in fictional and non-fictional works to personal experiences› compare their own experiences or the experiences of others with poems and stories which have a similar theme› identify the elements of plot, character, and setting among works by the same author› recognize and respond to rhythm and rhyme in poetry› recognize and use literary devices such as rhyme, alliteration, and figurative language› identify the senses implied in words appealing to the senses in literature and spoken language
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WRITING/COMPOSITION STRAND

HANDWRITING	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">› write legibly in manuscript form with adequate spacing
WRITING PROCESS	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">› understand the stages in the writing process (generating ideas, drafting, revising, editing, and publishing)› consider audience and purpose when writing for a variety of purposes› use reader/listener feedback to improve clarity, the level of detail and expression, and the logical sequencing of their writing› organize sentences in a logical or chronological order› use knowledge of standard English conventions to edit their writing› use standard spelling for sights words, high frequency words, and the majority of commonly used words at grade level› increase and vary their writing vocabulary through use of a dictionary and a class generated lists

WRITING/COMPOSITION STRAND

- | | |
|-------------------------|--|
| WRITING PRODUCTS | <ul style="list-style-type: none"> › write/dictate a story to the teacher › write/dictate about personal experiences using plot, setting, and characters › write/dictate a well-organized thank-you letter with a beginning, middle, and end › write/dictate a variety of friendly letters and personal essays for different audiences (parents, teachers, classmates) › write/dictate a simple set of directions › write/dictate short poems › research, write, illustrate, and label their own simple informational reports › keep subject area journals for recording observations and reactions or for retelling or summarizing material read/heard/seen |
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STUDY SKILLS STRAND

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| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> › follow oral and written directions › use basic parts of a book (table of contents, title page, headings, key words, captions) › use an age-appropriate dictionary › use age-appropriate graphic organizers (lists, webs, Venn diagrams) › obtain information from simple maps, globes, pictures, diagrams, and bar graphs › generate questions and gather information from several sources in a classroom, school, or public library › begin to develop computer literacy skills |
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RECOMMENDED TYPES OF READINGS

Teachers should consult the state frameworks and the local elementary reading list for specific titles and authors to use with each grade level.

<u>KINDERGARTEN</u>	<u>FIRST GRADE</u>	<u>SECOND GRADE *</u>
<p><i>(read aloud)</i> Fairy tales Animal stories Counting books Alphabet books</p>	<p>Fairy tales Fiction Animal stories Fiction</p>	<p>Fairy tales Folk tales Non-fiction Plays</p>

** Students often begin to read chapter books at this grade level.*

MATHEMATICS

BENCHMARKS

GRADES K - 2

M. Patricia Soliozy, Director of Mathematics

MATHEMATICS

OVERVIEW

This document is meant to be a curriculum guide for K-2 teachers as they engage in the planning of lessons and assessment of student performance. The major divisions represent the four strands of the Massachusetts Framework for Mathematics.

- › Number Sense and Operations
- › Patterns, Relations and Algebra
- › Geometry and Measurement
- › Data Analysis, Statistics and Probability

Students come to school with a surprising amount of mathematical experience and intuition. By linking the teaching of mathematics to students' personal experience, the elementary mathematics program helps students develop and master their basic number facts, problem solving strategies, and ability to communicate mathematically. Content-rich problems in a real-life context reveal to students that mathematics goes beyond numbers and computation to applications in everyday life.

MATHEMATICS

K - 2

KINDERGARTEN

NUMBER SENSE AND OPERATIONS

NUMERATION	<i>Students will be able to:</i> <ul style="list-style-type: none">› count to 100› use one-to-one correspondence to 10› count by 5's, 10's to 100 using the number line or 100-chart› understand the concept of zero› compare pairs of numbers up to 100› identify the relative position and magnitude of whole numbers› understand conservation of number› count on as a precursor to addition› understand number stories
COUNTING & OPERATIONS	<i>Students will be able to:</i> <ul style="list-style-type: none">› make tallies› describe situations using an abacus, dominoes, or a number line› use objects to make number families for addition and subtraction› read dice and spinners in order to make moves on a game board› use strategies for estimation
PROBLEM SOLVING	<i>Students will be able to:</i> <ul style="list-style-type: none">› solve and/or represent number stories for addition and subtraction up to 10 with objects or fingers
GRAPHING	<i>Students will be able to:</i> <ul style="list-style-type: none">› read a graph for meaning and use the language (vocabulary) of graphing› create a bar or pictograph as a guided activities with the teacher using collected data

PATTERNS, RELATIONS AND ALGEBRA

FUNCTIONS, PATTERNS, ATTRIBUTES	<i>Students will be able to:</i> <ul style="list-style-type: none">› sort and classify objects by size and shape› reproduce, extend, verbalize and create simple patterns› predict numbers with What's my Rule?› describe, name, and interpret relative positions in space such as over, under, and between› find and name locations with simple relations such as near to or next to
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MATHEMATICS

K - 2

KINDERGARTEN

GEOMETRY AND MEASUREMENT

GEOMETRY	<i>Students will be able to:</i> <ul style="list-style-type: none">› discriminate shapes (e.g., diamond, square, oval, hexagon, trapezoid, triangle)› understand the concept of symmetry› investigate and predict the results of putting together and taking apart shapes and solids
MEASURES & REFERENCE FRAMES	<i>Students will be able to:</i> <ul style="list-style-type: none">› use the language (vocabulary) of measurement› make comparisons of weight, length and volume using standard and non standard devices (e.g., scales, steps, hands, containers, rulers, cubes)› identify the parts of the day and the order of events based on personal experiences› recognize types of coins

MATHEMATICS

K - 2

GRADE 1

NUMBER SENSE AND OPERATIONS

NUMERATION & COUNTING	<i>Students will be able to:</i> <ul style="list-style-type: none">› say, read and write numbers by ones, twos, fives and tens to 180› order numbers to 3 digits› count backwards from twenty› trade counters between ones, tens and hundreds› recognize wholes, halves, quarters, thirds, and fractions as equal parts of a whole› with calculators: turn on/off; key in numbers to 2 digits; and use operation keys (+ - = clear)
OPERATIONS & RELATIONS	<i>Students will be able to:</i> <ul style="list-style-type: none">› demonstrate an understanding of greater than, less than, and equal to› double, add one, and add zero› add and subtract two digit numbers with concrete aids› count totals of pennies, nickels, dimes and quarters
PROBLEM SOLVING	<i>Students will be able to:</i> <ul style="list-style-type: none">› make up, tell and solve story problems› represent number stories with counters and simple drawings› discuss and share solution strategies› tell more/less comparison and write number models with relation symbols› tell and solve number stories by adding and subtracting tens

PATTERNS, RELATIONS AND ALGEBRA

PATTERNS & RULES	<i>Students will be able to:</i> <ul style="list-style-type: none">› discern patterns involving shape, color and rotation› predict what comes next in a pattern› recognize odd and even number sequences› see counting patterns using numerals and number grids› sort blocks by attributes of color, shape and size› create and continue repeating patterns of color, shape, size and other attributes
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MATHEMATICS

K - 2

GRADE 1

GEOMETRY AND MEASUREMENT

GEOMETRY	<i>Students will be able to:</i> <ul style="list-style-type: none">› identify, compare, and draw two-dimensional shapes such as triangles, squares, rhombuses, trapezoids, hexagons, and circles› recognize shapes that have symmetry› recognize geometry shapes and structures in the environment› describe and name relative positions in space
MEASURES & REFERENCE FRAMES	<i>Students will be able to:</i> <ul style="list-style-type: none">› use a tape measure and six-inch ruler› measure objects with a variety of tools including the pan balance, receptacles for volume, and non-standard linear measures› work with number line concepts and use a time line› mark school days on a calendar› use a thermometer› read and make use of a calculator› use ordinal numbers› read and write time on analog and digital clocks to the hour and half hour, and estimate time with the hour hand› identify the penny, nickel, dime, quarter, and dollar› count, show and make money exchanges and coin combinations

DATA ANALYSIS, STATISTICS AND PROBABILITY

EXPLORING DATA	<i>Students will be able to:</i> <ul style="list-style-type: none">› count with tallies› order data, arranging highest to lowest numbers in a data set› create bar graphs› collect, analyze and interpret real life data
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MATHEMATICS

K - 2

GRADE 2

NUMBER SENSE AND OPERATIONS

NUMERATION & COUNTING	<i>Students will be able to:</i> <ul style="list-style-type: none">› add, subtract and skip count by 1's, 2's, 5's and 10's› read and write numbers to 1000› have a basic working knowledge of a calendar› rename numbers or give equivalent names of numbers› demonstrate place value with models› read amounts of money› generate number patterns using a calculator› understand and represent commonly used fractions such as: $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$
OPERATIONS & RELATIONS	<i>Students will be able to:</i> <ul style="list-style-type: none">› master addition and subtraction facts to 20› add up to 3-digit numbers using a variety of strategies› use fact families for related addition and subtraction› have a conceptual understanding of multiplication and division› perform mental arithmetic
PROBLEM SOLVING	<i>Students will be able to:</i> <ul style="list-style-type: none">› make up and solve addition and subtraction number stories› apply and share problem solving strategies› solve number problems using estimation, diagrams and pictures

PATTERNS, RELATIONS AND ALGEBRA

PATTERNS & RULES	<i>Students will be able to:</i> <ul style="list-style-type: none">› understand place value patterns and sequences on number grids› identify odd and even numbers
GEOMETRY	<i>Students will be able to:</i> <ul style="list-style-type: none">› classify and identify geometric shapes through common characteristics and differences› draw a line of symmetry
MEASURES & REFERENCE FRAMES	<i>Students will be able to:</i> <ul style="list-style-type: none">› measure with various tools using the English and Metric System› tell time to the hour, half hour and quarter hour› read and compare temperature on a thermometer› relate analog and digital time› identify all coins and bills

MATHEMATICS

K - 2

GRADE 2

PATTERNS, RELATIONS AND ALGEBRA

MEASURES & REFERENCE FRAMES CONT'D	<i>Students will be able to:</i> <ul style="list-style-type: none">› make change to \$1.00› recognize money equivalents
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DATA ANALYSIS, STATISTICS AND PROBABILITY

EXPLORING DATA	<i>Students will be able to:</i> <ul style="list-style-type: none">› collect, organize, and analyze data› construct and interpret graphs› use tally marks› recognize patterns in data, including middle value› develop reasonable inferences based on data› discuss events related to their lives as likely or unlikely
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MUSIC

BENCHMARKS

GRADES K - 2

William T. Pappazisis, Director of Fine & Performing Arts

MUSIC

OVERVIEW

The mission of the Belmont Public Schools Department of Fine and Performing Arts is to educate all students in a supportive, nurturing and challenging environment by providing them with the skills, knowledge, and opportunities for expression in art, music, drama and dance that enable them to participate actively as consumers and makers of the arts in a diverse global community.

K-12 Department-Wide Learning Goals

- I. Creating: Students will learn to use the symbolic languages, structures, materials and techniques of the four arts disciplines (music, visual art, drama and dance) to create works of art.
- II. Performing: Students will apply skills in singing, reading music, playing instruments, acting, directing, dancing and exhibition (visual art) to interpret and share artwork that already exists, including their own.
- III. Perceiving and Responding: Students will demonstrate their ability to critically respond with understanding when they describe, analyze, interpret and evaluate their own artwork and the artwork of others.
- IV. Connections: Students will demonstrate understanding of their artistic heritage through investigation of the historical and cultural contexts of the arts, will demonstrate knowledge of the arts in their community, and apply knowledge of the arts in the study of other disciplines.

The benchmarks of the music curriculum are consistent with the *National Standards of Music* and the *Massachusetts Arts Curriculum Framework*. The elementary music curriculum of the Belmont Public Schools has been designed to provide students with learning opportunities that focus on:

- › singing and playing instruments
- › composing and improving music
- › reading and writing music using a variety of symbols including standard music notation
- › listening to, describing and analyzing music
- › the historical and cultural contexts of music
- › the connections between music and other arts and disciplines

MUSIC

K - 2

PERCEIVING & UNDERSTANDING

LISTENING	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">‣ discriminate between high and low sounds, long and short sounds, and soft and loud sounds as the expressive elements of music‣ demonstrate understanding of macro- and micro-beat through non-locomotor and locomotor movement while listening to music‣ demonstrate understanding of melodic contour‣ demonstrate understanding of phrase contour‣ discriminate between melody and accompaniment‣ discriminate between wood, metal and drum‣ demonstrate understanding of simple forms (verse/refrain, AB and ABA forms)‣ demonstrate an understanding of meter and distinguish between music which moves in 2's and 3's
DESCRIBING, ANALYZING, & INTERPRETING	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">‣ use the terminology thus far developed to describe examples of music as they relate to:<ul style="list-style-type: none">- phrase- form- range, high/low- volume, loud/soft- articulation, long/short- pulse, slow/fast- micro and macrobeat- meter, two's or three's- timbre, wood, metal, drum- melody or accompaniment

CREATING & PERFORMING

SINGING	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">‣ demonstrate proper posture and breathing when singing or speaking‣ sing songs with an awareness of phrasing‣ sing simple songs from memory in solo and group settings‣ match pitch accurately with the piano, xylophone, recorder, or another voice‣ sing simple ostinati and rounds‣ sing with good intonation and vocal quality‣ sing simple melodies using pitches of do, re, mi, sol, la‣ sing a melody while playing a barred instrument
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MUSIC

K - 2

CREATING & PERFORMING

SINGING (cont'd)	› sing a variety of age appropriate songs
PLAYING	<i>Students will be able to:</i> <ul style="list-style-type: none">› play barred percussion instruments and non-pitched instruments using correct technique› play simple accompaniments and ostinati and multiple ostinati on barred instruments and on non-pitched instruments› play rhythmic and melodic fragments on barred instruments
READING & NOTATING	<i>Students will be able to:</i> <ul style="list-style-type: none">› follow notation from left to right› read simple rhythms using quarter notes & rests, pairs of eighth notes and half notes› associate melodic contour with written notation
IMPROVISING	<i>Students will be able to:</i> <ul style="list-style-type: none">› improvise creative movement in response to musical sound› improvise rhythmic or melodic patterns (call and response)

CONNECTING

CULTURE	<i>Students will be able to:</i> <ul style="list-style-type: none">› identify various uses of music in their daily experiences› sing songs from other cultures› demonstrate audience behavior appropriate for the context and style of music performed› identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music
HISTORY	<i>Students will be able to:</i> <ul style="list-style-type: none">› sing and respond to music of various cultures and historical periods

PHYSICAL EDUCATION

BENCHMARKS

GRADES K - 2

Jim Davis, Director of Physical Education, Athletics, and Student Activities

PHYSICAL EDUCATION

OVERVIEW

A sound physical education program progresses from simple to more advanced learning experiences related to the interests and abilities of the students. The Belmont Physical Education Program is structured in such a way that the duration, intensity, and frequency of activities not only motivate students but also meet their individual needs. When appropriate, students participate in the selection of activities from all activity areas. Each and every student is given an equal opportunity to participate in a balanced physical education program.

At the elementary level students are exposed to experiences that encourage them to enjoy physical activity. Through effective practices students will learn to value the effects of physical activity and its roll on positive lifelong health and well-being. Students will be encouraged to explore, take risks, exhibit curiosity, work with others cooperatively and achieve a personal health enhancing level of physical fitness. The elementary physical education program is well balanced. Every student is provided with an opportunity to develop decision making and problem solving skills. The program embraces differences in students' interests, potential and cultures.

Finally, the development of personal skills is an essential part of the elementary physical education program. To this end, students will be given opportunities to develop basic social skills, including teamwork, problem solving, leadership and effective communication.

The benchmarks for K-2 delineate what children are, at the minimum, expected to have accomplished during this stage of their growth & development.

PHYSICAL EDUCATION

K - 2

FORMS OF MOVEMENT

INDIVIDUAL SKILLS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ execute the following locomotor skills: walk, jog, run, hop, jump, gallop, slide and skip‣ release and catch objects of various sizes by themselves‣ demonstrate mechanically correct patterns of throwing different types of objects‣ jump and land using a combination of one and two foot take-offs and landing with one or two feet‣ demonstrate basic tumbling skills‣ bounce a ball while moving, changing directions and going around an object
RHYTHMS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ demonstrate locomotor skills in rhythmic patterns to music‣ demonstrate the use of implements (lumni sticks, noodles, etc.) in rhythmic patterns to music

APPLIED MOVEMENT

INDIVIDUAL SKILLS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ use various objects on the floor to make shapes, letters, numbers, and words‣ perform a balance on objects of various sizes and shapes‣ control body parts and general body alignment while performing selected tumbling activities‣ dribble a ball using the feet or hands‣ balance objects on different body parts while moving in general space‣ demonstrate proper technique to jump a rope consecutive times
RHYTHMIC ACTIVITIES	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ demonstrate the ability to do a variety of movement patterns both individually and in groups
TEAM SKILLS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ play cooperatively with peers in a variety of activities of low and moderate organization

PHYSICAL EDUCATION

K - 2

LIFESTYLE & HEALTH

PHYSICAL FITNESS ACTIVITIES	<i>Students will be able to:</i> <ul style="list-style-type: none">› demonstrate the components of physical fitness: agility, flexibility, power, speed, balance, strength, endurance› exhibit awareness of time and space in movement activities› will begin to understand the benefits of regular physical activity› move through a series of fitness enhancing activities for a determined period of time: circuit training, interval training, and obstacle courses
HEALTH RELATED	<i>Students will be able to:</i> <ul style="list-style-type: none">› appreciate the value of warm-up activities› stretch major muscle groups› find their pulse

PERSONAL & SOCIAL BEHAVIOR

HEALTH RELATED	<i>Students will be able to:</i> <ul style="list-style-type: none">› execute various physical education activities with proper form and regard for personal safety
INDIVIDUAL SKILLS	<i>Students will be able to:</i> <ul style="list-style-type: none">› enter the gymnasium and immediately proceed to warm-up formation› listen and follow directions› demonstrate proper regard for others› take turns and share equipment with others› demonstrate their best effort and willingness to try new activities› use care and store the equipment in appropriate ways› practice safety rules for each activity and area used› exit the gymnasium at the conclusion of class in a timely and organized manner
TEAM SKILLS	<i>Students will be able to:</i> <ul style="list-style-type: none">› understand the value of respect for teammates and opponents in game situations› begin to value the skill, learning and enjoyment element of games over the outcome› understand the need to adhere to rule parameters in game situations

SCIENCE

BENCHMARKS

GRADES K – 2

Excerpted from:
The Massachusetts Framework for Science and Technology
The National Science Education Standards
Benchmarks for Scientific Literacy: Project 2061

Lawrence Weathers, Director of Science, Health, and Technology Education

SCIENCE

OVERVIEW

Students in Kindergarten through Grade Two have a rich curriculum that provides learning experiences that allow students to build understanding of science processes and content. Understanding science requires that an individual integrate a complex structure of many types of knowledge, including the ideas of science, relationships between ideas, ways to use the ideas to explain and predict other natural phenomena, and ways to apply them to many situations.

From Kindergarten through Grade Two students will study unifying concepts and processes in science, science as inquiry, physical science, life science, earth and space science, and science and technology.

In Kindergarten science students learn to compare and contrast characteristics of themselves and others in the unit Myself and Others in the Life Science strand. They learn how to make observations and collect data using their five senses in the unit The Senses in the Life Science strand.

In grade 1 science students investigate different types of balls and what makes them bounce and roll. They build ramps and test ball motion with different heights of ramps in the unit Balls and Ramps in the Physical Science strand. Students explore the unit Life Cycle of a Butterfly in the Life Science Strand. They also investigate the properties of air and what makes weather in the unit Air and Weather in the Earth/Space strand.

In grade 2 science students investigate different types of materials and how and why things balance in the Balancing and Weighing unit in the Physical Science strand. They look at seeds and the life cycle of a plant in Growing Things unit of the Life Science strand. Students investigate the Soils unit in the Earth/Space strand.

SCIENCE & TECHNOLOGY CONTENT CHART

GRADE	PHYSICAL	LIFE	EARTH/SPACE	SKILLS OF INQUIRY
K		The Senses & Myself and Others		all units
1	Balls and Ramps	Life Cycle of Butterflies	Air and Weather	all units
2	Balancing & Weighing	Growing Things	Soils	all units

SCIENCE

K - 2

KINDERGARTEN

SCIENCE AS INQUIRY

ALL UNITS OF STUDY EMPHASIZE SKILLS IN INQUIRY-BASED LEARNING	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ ask questions about objects, organisms, and events in the environment‣ make predictions based on observed patterns‣ name and use simple equipment and tools (e.g., rulers, meter sticks, thermometers, hand lenses, and balances) to gather data
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PHYSICAL SCIENCE

OBSERVABLE PROPERTIES OF OBJECTS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ sort objects by observable properties such as size, shape, color, weight, and texture
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LIFE SCIENCE

CHARACTERISTICS OF LIVING THINGS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize how plants and animals are alike and how they are different‣ recognize that animals and plants are living things that grow, reproduce, and need food, air, and water‣ differentiate between living and nonliving things; group both living and nonliving things according to the characteristics that they share
HEREDITY	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ describe ways in which many animals (including humans) closely resemble their parents in observed appearance
LIVING THINGS IN THEIR ENVIRONMENT	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that people and other animals interact with the environment through their sense of sight, hearing, touch, smell, and taste and rely on it for their basic needs

SCIENCE

K - 2

GRADE 1

SCIENCE AS INQUIRY

ALL UNITS OF STUDY EMPHASIZE SKILLS IN INQUIRY-BASED LEARNING	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ ask questions about objects, organisms, and events in the environment‣ make predictions based on observed patterns‣ name and use simple equipment and tools (e.g., rulers, meter sticks, thermometers, hand lenses, and balances) to gather data‣ record observations and data with pictures, numbers, or written statements‣ discuss observations with others
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PHYSICAL SCIENCE

OBSERVABLE PROPERTIES OF OBJECTS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ sort objects by observable properties such as size, shape, color, weight, and texture
STATES OF MATTER	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ identify objects and materials as solid, liquid, or gas by their characteristics‣ recognize that solids have a definite shape and that liquids and gases take the shape of their container
POSITION & MOTION OF OBJECTS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round and round, fast and slow‣ demonstrate that the way to change the motion of an object is to apply a force (the greater the force, the greater the change in the motion of the object)

LIFE SCIENCE

CHARACTERISTICS OF LIVING THINGS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that animals and plants are living things that grow, reproduce, and need food, air, and water‣ recognize that plants and animals have life cycles, and that life cycles vary for different living things‣ describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis
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SCIENCE

K - 2

GRADE 1

LIFE SCIENCE

HEREDITY	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ describe ways in which many animals closely resemble their parents in observed appearance
LIVING THINGS IN THEIR ENVIRONMENT	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize changes in appearance that animals go through‣ identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air and shelter)

EARTH & SPACE

EARTH'S MATERIALS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that air is a mixture of gases that is all around us and that wind is moving air
WEATHER	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that weather changes daily when temperature, precipitation, and wind speed and direction change‣ recognize that a season has patterns in temperature, precipitation and wind speed and direction that occur over time
SUN AS SOURCE OF LIGHT AND HEAT	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that the sun supplies heat and light to the earth and is necessary for life
PERIODIC PHENOMENA	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that some events around us have repeating patterns, including seasons of the year, day and night

SCIENCE

K - 2

GRADE 2

SCIENCE AS INQUIRY

ALL UNITS OF STUDY EMPHASIZE SKILLS IN INQUIRY-BASED LEARNING	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ ask questions about objects, organisms, and events in the environment‣ tell about why and what would happen if?‣ make predictions based on observed patterns‣ name and use simple equipment and tools (e.g., rulers, meter sticks, thermometers, hand lenses, and balances) to gather data‣ record observations and data with pictures, numbers, or written statements‣ discuss observations with others
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PHYSICAL SCIENCE

OBSERVABLE PROPERTIES OF OBJECTS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ sort objects by observable properties such as size, shape, color, weight, and texture
POSITION & MOTION OF OBJECTS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that under some conditions, objects can be balanced

LIFE SCIENCE

CHARACTERISTICS OF LIVING THINGS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that animals and plants are living things that grow, reproduce, and need food, air, and water and are alike and different in some ways‣ differentiate between living and nonliving things (group both living and nonliving things according to the characteristics that they share)‣ recognize that plants have life cycles, and that life cycles vary for different living things
LIVING THINGS IN THEIR ENVIRONMENT	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize changes in appearance that animals and plants go through as the seasons change‣ identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air and shelter)

SCIENCE

K - 2

GRADE 2

EARTH & SPACE SCIENCE

EARTH'S MATERIALS	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that water, rocks, soil, and living organisms are found on the earth's surface
SUN AS SOURCE OF LIGHT AND HEAT	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that the sun supplies heat and light to the earth and is necessary for life‣ explain and give examples of the ways in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains)‣ recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants
PERIODIC PHENOMENA	<i>Students will be able to:</i> <ul style="list-style-type: none">‣ recognize that some events around us have repeating patterns, including seasons of the year, day and night

SOCIAL STUDIES

BENCHMARKS

GRADES K - 2

Michael McAllister, Director of Social Studies

SOCIAL STUDIES

OVERVIEW

The goal of a history and social science curriculum is to enable students to acquire the knowledge, skill and judgment necessary to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life; to deliberate about local, national and international issues; and to avail themselves of historical and cultural resources such as historic sites, museums, parks, libraries, and multimedia information sources wherever they may live or travel.

To achieve this goal, the Massachusetts History and Social Science Frameworks focus on a content-based curriculum revolving around the disciplines of History, Geography, Economics, Civics and Government.

The specific content in grades K-2 enables teachers and students to successfully engage in a rich, multi-cultural, and global focus on the world, and to achieve the benchmarks contained in this document.

K	1	2
<p style="text-align: center;">The Farm Medieval Times</p>	<p style="text-align: center;">The Rain Forest American Folk Culture</p>	<p style="text-align: center;">Kenya Belmont Alaska</p>
<p>At the Kindergarten level, learning in history and social studies is built on children’s experiences in their families, school, community, state and country. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. Multidisciplinary units on the Farm and Medieval society introduce students to exciting stories of life in other times.</p>	<p>In first grade, children listen to folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America. As students study concepts in the disciplines of geography, civics, economics and history, they also learn about each other’s families and about the achievements of different people living in different times and places.</p> <p>A multidisciplinary unit on the Rainforest provides a supplement to the concepts and skills prescribed for grade 1.</p>	<p>In Grade 2 students study the history, geography, economics, and government of the United States. They explore people, achievements, customs, events, places and landmarks from here and now, long ago and far away. The content basis for grade 2 includes the units of Belmont, Alaska and Kenya.</p>

SOCIAL STUDIES

K - 2

KINDERGARTEN

HISTORY & GEOGRAPHY

Students will be able to:

- › identify sequential actions, such as first, next and last, in stories and use them to describe personal experiences
- › use correctly words and phrases related to chronology and time (now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last or next week, month, year, and present, past and future tenses of verbs)
- › use correctly the word because in the context of stories or personal experiences
- › use correctly words and phrases that indicate location and direction, such as up, down, near, far, left, right, straight, back, behind, and in front of
- › tell or show what a map is and what a globe is

CIVICS AND GOVERNMENT

Students will be able to:

- › give examples that show the meaning of the following concepts: authority, fairness, responsibility, and rules

ECONOMICS

Students will be able to:

- › use words relating to work, such as jobs, money, buying, and selling
- › give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want

SOCIAL STUDIES

K - 2

GRADE 1

HISTORY & GEOGRAPHY

Students will be able to:

- › identify temporal sequences such as days, weeks, months, years, and seasons
- › use correctly words and phrases related to time (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places)
- › place events in students' own lives in chronological order
- › read dates on a calendar and associate them with days of the week
- › describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world
- › identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community
- › define and locate the North and South Poles and the equator
- › define and give examples of a continent, mountain, river, lake, and ocean

CIVICS AND GOVERNMENT

Students will be able to:

- › give examples that show the meaning of the following words: politeness, achievement, courage, honesty, and reliability

ECONOMICS

Students will be able to:

- › give examples of products (goods) that people buy and use
- › give examples of services that people do for each other
- › give examples of the choices people have to make about the goods and services they buy (e.g., a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money)

SOCIAL STUDIES

K - 2

GRADE 2

HISTORY AND GEOGRAPHY

Students will be able to:

- › use a calendar to identify days, weeks, months, years, and seasons
- › use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons)
- › explain the information that historical timelines convey and then put in chronological order events in the student's life (such as the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied
- › describe how maps and globes depict geographical information in different ways
- › read basic symbols on globes and maps
- › identify cardinal directions (north, south, east and west) and apply them to maps, locations in the classroom, school, playground, and community

CIVICS & GOVERNMENT

Students will be able to:

- › define and give examples of some of the rights and responsibilities that students as citizens have in the school
- › give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honest, dependability, modesty, trustworthiness, courage)

ECONOMICS

Students will be able to:

- › give examples of people in the school and community who are both producers and consumers
- › explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community

TECHNOLOGY

BENCHMARKS

GRADES K - 2

Lee McCanne, Ed.D., Director of Technology

TECHNOLOGY

OVERVIEW

Belmont Public Schools is engaged in the ongoing study, development, evaluation, and implementation of a range of technology-based educational programs. The Technology Department has developed Benchmark Standards for Students K-12. These standards address the mandates of the *No Child Left Behind Technology Plan*, the *National Educational Technology Standards*, the *Massachusetts Department of Education Instructional Technology Standards* and the *Belmont Public Schools Strategic Plan*

Belmont Public Schools is committed to using technology to improve teaching and learning. We believe access to technology tools and the skills to leverage them for academic study and personal productivity are essential to the future of our students.

This document outlines the technology literacy curriculum of the Belmont Public Schools at this grade level. Since technology is ever changing, this document will be updated as needed to reflect technology capabilities and changes and our capacity to implement them.

TECHNOLOGY

K - 2

TECHNOLOGY STANDARDS

BASIC OPERATIONS AND CONCEPTS	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">› communicate about technology using developmentally appropriate and accurate terminology› use basic menus to navigate (open, log on, close, save, quit, retrieve, print)› appreciate and respect the equipment (no food, use equipment with care and cleanliness)› use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning› use a variety of media and technology resources for directed and independent learning activities
SOCIAL, ETHICAL, AND HUMAN ISSUES RELATED TO TECHNOLOGY	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">› demonstrate responsible use of technology systems, information, and software and appreciate and respect the equipment› abide by school rules for appropriate use of the Internet
TECHNOLOGY PRODUCTIVITY/PRESENTATION TOOLS	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">› demonstrate minimal word processing skills using a variety of media and technology resources for directed and independent learning activities› use technology resources with support (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories
TECHNOLOGY RESEARCH TOOLS	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">› access “bookmarked” or predetermined web sites on the Internet and/or research tools as a source of information with teacher assistance and supervision› use basic Internet navigation skills (hotlinks, backward, forward)

VISUAL ART

BENCHMARKS

GRADES 1 - 2

William T. Pappazisis, Director of Fine & Performing Arts

VISUAL ART

OVERVIEW

The mission of the Belmont Public Schools Department of Fine and Performing Arts is to educate all students in a supportive, nurturing and challenging environment by providing them with the skills, knowledge, and opportunities for expression in art, music, drama and dance that enable them to participate actively as consumers and makers of the arts in a diverse global community.

K-12 Department-Wide Learning Goals

- V. Creating: Students will learn to use the symbolic languages, structures, materials and techniques of the four arts disciplines (music, visual art, drama and dance) to create works of art.
- VI. Performing: Students will apply skills in singing, reading music, playing instruments, acting, directing, dancing and exhibition (visual art) to interpret and share artwork that already exists, including their own.
- VII. Perceiving and Responding: Students will demonstrate their ability to critically respond with understanding when they describe, analyze, interpret and evaluate their own artwork and the artwork of others.
- VIII. Connections: Students will demonstrate understanding of their artistic heritage through investigation of the historical and cultural contexts of the arts, will demonstrate knowledge of the arts in their community, and apply knowledge of the arts in the study of other disciplines.

The benchmarks of the art curriculum are consistent with the *National Standards of Art* and the *Massachusetts Arts Curriculum Framework*. The elementary art curriculum of the Belmont Public Schools has been designed to provide students with learning opportunities that focus on:

- › using materials, tools, techniques and processes in a variety of two and three dimensional media to create artwork that expresses understanding of themselves, their feelings, and their world
- › developing knowledge of the elements of art (color, line, texture, value, space, form and shape) and the principles of design (balance, variety, unity, emphasis, harmony and rhythm) and applying them in their artwork
- › describing, responding to, and evaluating their own artwork and that of others
- › the historical and cultural contexts of art
- › the connections between visual art and the other arts, and other disciplines

VISUAL ART

K - 2

PERCEIVING AND UNDERSTANDING

VISUAL ELEMENTS	<i>Students will be able to:</i> <ul style="list-style-type: none">› identify a variety of lines in artwork› identify primary and secondary colors› demonstrate understanding of the concept of texture› differentiate between figure and ground in artwork› recognize warm and cool colors› differentiate between shapes and forms› differentiate between organic and geometric shapes› differentiate between positive and negative space in artwork
DESIGN PRINCIPLES	<i>Students will be able to:</i> <ul style="list-style-type: none">› recognize symmetrical and asymmetrical balance in artwork› recognize pattern in artwork by identifying repeated shapes and lines› sort artwork according to the design principles emphasized
REFLECTING AND EVALUATING	<i>Students will be able to:</i> <ul style="list-style-type: none">› decide which of a group of artworks best conveys a particular mood, feeling or idea› describe all literal aspects of an artwork such as the presence of animals, fruit, trees, people, etc.› identify the media that was used to create an artwork: collage, painting, clay, etc.› identify landscapes as a genre of artwork› identify portraits as a genre of artwork› recognize the differences between representation and imaginary

CREATING

MATERIALS AND TOOLS	<i>Students will be able to:</i> <ul style="list-style-type: none">› control drawing materials› demonstrate understanding of the differences of drawing materials› use appropriate adhesive and fastening methods› demonstrate awareness of the properties of water-based paints› control a brush to produce lines of varying thickness› choose appropriate markers and brushes to make lines of desired sizes› demonstrate understanding of the process of printmaking› demonstrate understanding of the properties of clay› make pinch pots and glaze in more than one color› demonstrate awareness of the properties of yarn, string, cloth, and other fibers
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VISUAL ART

K - 2

CREATING

<p>MATERIALS AND TOOLS (cont'd)</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> › demonstrate proper care of tools and material › use a variety of paper and other 2-D materials to create a collage › identify and draw basic shapes and objects from observation
<p>OBSERVING & DISCOVERING VISUAL ELEMENTS</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> › mix primary colors to create secondary colors › use patterns to create texture › use all of the space on a page › use simple lines to define objects and scenes › use continuous lines to show edges of objects › organize objects to show distance › transform a two dimensional object into a three dimensional form › create new shapes and forms by overlapping object › demonstrate awareness of the human form › use geometric and organic shapes
<p>DESIGN PRINCIPLES</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> › design artwork using symmetrical and asymmetrical balance › explore pattern in their artwork by using repeated shapes and lines › use contrast in artwork
<p>CREATIVE THINKING</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> › create visual images to reflect expressiveness and communicative intent › brainstorm a variety of solutions before selecting one › create a fantasy object using a real object as a starting point › draw or paint subjects based upon memory of past experience › invent an object using simple, functional criteria › use imagination and illustrate an invented mental image › create artwork which demonstrates inventiveness, flexibility, and originality

CONNECTING

<p>CULTURE</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> › identify various uses of visual art in their daily experiences › create art in the style of other cultures › identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of art
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