

ACHIEVING ACADEMIC STANDARDS - THROUGH STUDENT-CENTERED LEARNING GROUPS

By Jeanne Gibbs

Building a culture for standards-based reform means
uprooting many old assumptions about learning -
to make way for new beliefs about
how students "become smart." ¹

-Anne Wheelock

Today after more than forty years of debate on how to lift the nation's schools from mediocrity to a new level of educational excellence the national consensus is that a rigorous focus on standards-based reform, curriculum content and assessment, is the solution. As compelling as the mandate is, there is little guarantee in research or practice that achieving higher content standards will be successful unless the culture of the school and teaching practices are congruent with the wealth of studies on the conditions and methods that support cognitive learning (Fullen 1997, Wheelock 1998, Pert 1999, Noddings 1995, Darling-Hammond 1997, Comer 1997, Goodlad 1997, Bruner 1996, Johnson & Johnson 1989, Gardner 1983, Caine 1991).² Although the mantra that "all students can learn" may be reassuring to school communities, legislators and politicians, more likely than not, how to move the phrase into any semblance of reality is brushed off.

It is not the intended scope of this paper to discuss all that it may take for the standards-based reform efforts in any school or district to be successful. Hundreds of articles, books and conferences are highlighting hopeful practices. My purpose is to link three well-researched practices that do increase academic achievement. Namely, they are:

- establishing a positive and safe learning culture
- understanding how the human brain processes information
- using student-centered learning groups.

There is no doubt that school reform, especially standards-based reform, requires knowledgeable leadership on the part every adult in a school. All must become on-going learners, leaders and teachers within collegial teams that first take Ann Wheelock's advice to uproot "old assumptions about learning and make way for new beliefs about how students 'become smart'."

Establishing a Positive and Safe Learning Culture

Walk into any school or classroom and you will know that each has a culture of its own. Some are caring and friendly, others harsh and dispassionate. All have impact on student and teacher motivation, behavior and ability to learn. Culture is the climate, the environment and spirit in a school that permeates everything that goes on within the classrooms, the staff and other groups. Culture is shaped out of the historical patterns that include the unspoken norms, values, beliefs, ceremonies, rituals, traditions and myths underlying how people think and how they act. The elements of a school's culture are seldom recognized or discussed though they affect everything that happens in the school. Respected researcher John Goodlad warns: *"It is difficult to think of a reform initiative of significance that can proceed successfully without understanding and attention to the culture of individual schools."*³

Establishing or renewing a positive school culture makes it safe enough for students to ask questions, to speak up in a group, to voice opinions, to ask for help, to assume leadership, to make independent decisions and solve problems with peers. The title of Ann Wheelock's fine

book on building a culture for standards-based reform states it well: A caring culture makes it *"safe to be smart."*

No longer is there any mystery on what the ideal learning culture should be. Jerome Bruner, respected cognitive and developmental psychologist from Harvard, Oxford and New York University states,

*"On the basis of what we have learned in recent years about human learning - it (the culture) is best when it is **participatory, proactive, communal, collaborative and given over to constructive meanings rather than receiving them.** We do even better at teaching science, math, and languages in such schools than in more traditional ones."*⁴

Those of you who already are familiar with the process of Tribes, will recognize that the Tribes Learning Community (TLC®) process incorporates the recommended components well.⁵

Understanding How the Brain Processes Information

The second necessary building block for standards-based reform is to arrange for all teachers, school leaders, and even students, to gain a basic understanding of how the human brain takes in information and concepts. What determines how much can be remembered? What makes learning impossible at different times? The following is a (very small) bird's eye view to convey why a positive learning culture and student-centered learning groups are essential.

The main function of our wonderful triune brains is to sort out and catalogue patterns of information. However, the thinking part (the cerebrum) of the brain cannot perform that function when a condition of stress, threat, fear or other strong feeling persists. The thinking part of the brain "downshifts" into its feeling (limbic) system where strong feelings such as anger, love, concern, hatred, fear, excitement, sadness, jealousy, etc. are processed. A student's ability to think constructively or problem solve then is lost. Being excluded, put-down by peers, or criticized by a teacher results in defensive or retreating behavior and makes learning academic content impossible. Under strong threat or stress, a student's thinking ability will trigger further into a survival mode of the brain stem where fight or flight instincts take over. While there the person can remain without language. Details become clouded - recall is likely to be lost. The student sitting quietly may not be there at all. He may have "downshifted" into a survival mode - perhaps just hoping the bell will ring. Where we want our students to be while at school is in the cerebrum, so that higher order thinking and rational thought is maximized. **Conclusion:** Students will not be able to achieve high standards of learning unless the climate of the classroom is non-threatening, safe and caring!

As educators longing for students to meet district standards, we also need to know that neurophysiological data suggests that the nervous system is not capable of taking in everything, but can only scan for material it is prepared to find by virtue of its own past experiences and internal patterns.⁶ As with computers, the human brain can enter newly discovered meaningful information easily into previously created files. Given this fact, how can we imagine that any sizeable amount of unrelated academic material conveyed by direct instruction (teacher-talk) will be totally down-loaded and later recalled for a test? Learning is not the result of will power or skills. Learning is the result of raising questions, generating across experiences, defining an hypothesis, discussing with peers, making real-world applications and reflecting on results. The human brain laps up and organizes knowledge it considers meaningful to the learner.⁷ It discards what seems irrelevant.

Conclusion: Higher test scores depend upon the recall of content that students have come to own - through their own experiences, interests and application. The teaching/learning process needs to be student-centered, inquiry-based, participatory and linked to real-world situations.

Using Student-centered Learning Groups

"Group learning? I tried that once and it didn't work!" says a teacher who read a book or article and had kids mix it up in group arrangements for a few days. There are only two alternatives for this teacher: (1) to continue traditional direct instruction, contrary to all that has been learned about learning; or (2) to become well-trained in teaching through student-centered groups. Yes, learning how to develop Tribes Learning Communities is the best place to start.

The question whether cooperative group learning promotes academic achievement is no longer debatable. More than a thousand studies by respected research groups verify the impact that group learning can have when facilitated by well-trained knowledgeable teachers.⁸ Cooperative learning, Tribes Learning Communities, investigative inquiry, research and constructivism groups vary in methodology, but have a common philosophy: namely, that all students learn best through active collaboration with peers on learning tasks. These group approaches are student-centered rather than teacher-dominated.

The process of Tribes assures teachers' success in using group learning. It is a process that is brain compatible because it establishes a positive and safe learning environment. It enables all students to enjoy inclusion and on-going membership in a learning group or "tribe." All feel of value to others, a sense of belonging and the spirit of community prevails. The caring environment is assured by four agreements which students honor and monitor. The agreements that are practiced are: listening attentively, appreciation/no put-downs, the right to pass and mutual respect. Students also learn twelve communication/social skills so that they can manage group tasks well.

This year CenterSource Systems is introducing or strengthening the use of the constructivist teaching approach within hundreds of Tribe schools and districts towards the achievement of new academic standards. The research on the components of an ideal learning culture, cognitive learning, cooperative learning and constructivism is solid and comprehensive.⁹ It gives schools a research-based way to help teachers help students meet the higher standards that are steering educational reform in every State.

Conclusion: District standards are **what** needs to be achieved. **How** to do it just takes a synthesis of what already is known about learning.

*"The inquiry method is not designed to do
what older environments try to do.
It works you over in entirely different ways.
It activates different senses, attitudes,
and perceptions.
It generates a different, bolder
and more potent kind of intelligence....
It will cause everything about education...
to change."*

-Neil Postman and Charles Weingartner

Notes and References

1. Wheelock, Ann. (1998). *Safe To Be Smart, Building a Culture for Standards-Based Reform in the Middle Grades*. Columbus, Ohio: National Middle School Association, p.101

2. References cited:

Fullen, Michael. (1994). *Coordinating Top-Down and Bottom-Up Strategies for Educational Reform. The Governance of Curriculum*, 1994 ASCD Yearbook. Alexandria, VA: American Association for Supervision and Curriculum Development

Wheelock, Ann (1998)

Pert, Candace. (1999). *Molecules of Emotion*. New York: Simon and Schuster

Noddings, Nel. (1995). *A Morally Defensible Mission for Schools in the 21st Century*. Phi Delta Kappan, 1/95, p.366

Darling-Hammond, Linda. (1997). *Creating Standards Without Standardization*. In: *The Right to Learn, A Blueprint for Creating Schools That Work*. San Francisco: Jossey-Bass Publishers, p.233.

Comer, James. (1997) *Maintaining a Focus on Child Development*. Phi Delta Kappan Magazine, 3/97, p.559

Goodlad, John (1997) *In Praise of Education*. New York & London: Teacher's College Press, Columbia University

Bruner, Jerome. (1996). *The Culture of Education*. Cambridge, Mass: Harvard University

Johnson, David and Johnson, Roger. (1989) *Cooperation and Competition, Theory and Research*. Edina, MN.: Interaction Book Company

Gardner, Howard. (1983) *Frames of Mind: Theory of Multiple Intelligences*. New York: Basic Books, Inc.

Caine, Geoffrey and Renate. (1991) *Making Connections: Teaching and the Human Brain*. Alexandria, Virginia: Association for Supervision and Curriculum Development

3. Goodlad (1997)

4. Bruner (1996)

5. How the process of Tribes TLC[®] activates the components of an ideal learning culture. In: Gibbs, J. (1998) *Guiding Your School Community To Live A Culture of Caring and Learning*. Sausalito, CA: CenterSource Systems, p.28.

(#5 continued)

Ideal Learning Culture

communal
(caring community)

The Process of Tribes

builds inclusion for all
uses cooperative learning
transfers responsibility to groups
promotes caring and sharing
celebrates community learning

participatory

reaches all students through
meaningful participation
uses interactive strategies
encourages peer leadership

proactive

uses positive agreements to
assure a caring culture
reaches students of multiple
intelligences, abilities and
cultures
trains teachers to use brain compatible
methods and communication

collaborative

invites influence
uses consensus strategies
promotes teacher collegiality

constructive
meaning

involves students in research and teaching
content of interest
uses student planning groups

6. Pert (1999), p.147

7. Fosnot, Catherine Twomey. (1996). *Constructivism: Theory, Perspectives and Practice*. New York: Teachers College Press, Columbia University, p.29

8. Johnson, D.& Johnson, R. (1979). "Type of Task and Student Achievement and Attitudes in Interpersonal Cooperation, Competition, and Individualization." *Journal of Social Psychology*, 108:37-48.

(1994). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning* (4th edition). Englewood Cliffs, N.J.: Prentice Hall.

9. Fosnot, Catherine Twomey. (1996)

Marlowe, Bruce & Page, Marilyn. (1998). *Creating and Sustaining the Constructivist Classroom*. Thousand Oaks, CA: Corwin Press

Brooks, Jacqueline Grennon & Brooks, Martin. (1993). *The Case for Constructivist Classrooms*. Alexandria, VA.: Association for Supervision and Curriculum Development.

Sample Template for Introductory Specialty Training: (2-3 hours)

10-20 min **Inclusion activity:** familiarize members with the subject area, have members share personal strengths/interests in the specialty subject

10-20 min **Overview of the Specialist Role and Goals of the Specialty:**

- Why we have specialty
- What is your role
- What a day/week/year will look like for your specialist
- What we want to accomplish in our specialty (goals from the facilitators and from the group)

40-60 min **Introduction to Primary Curriculum** (1-2 most vital resources)

****See curriculum handout for suggested resources.****

- Review the material (what does it look like, how do you use it, where can you access it, browse through the book/binder/etc)
- Practice a few components (training facilitators lead them in game/activity)
- Connect curriculum/resource to CA Standards

10 min **Break**

10-15 min **Debrief/Q&A:** Check in with members periodically about questions, concerns, etc.

30-40 min **Sample Lesson:** Facilitators guide the members through a full lesson from start to finish. Discuss how lesson builds learning communities, supports multiple intelligences, and aligns with CA Standards. Include sample lesson plan, model classroom management strategies, etc.

30-40 min **Lesson Planning or Curriculum Exploration** (time permitting): Work in pairs/small groups to start creating lessons with provided materials.

10-20 min **Discussion/ Reflection**

- Assess what was learned today.
- What do members still need/want to know?
- What does the group need from each other? The facilitators?

Sample Template for Quarterly Specialist Meetings/Trainings (1-2.5 hours)

5-10 min **Check-in/Inclusion**

10-20 min **Lesson Review/Best Practices**

- Members share favorite lesson/book/game/activity
- Members share ideas and themes that would work for different grade levels, indoor/outdoor, etc

10-20 min **Troubleshooting/Suggestion Circle**

- Members share concerns or issues they have encountered (planning, student engagement, supplies, etc)
- Peers and facilitators offer suggestions, ideas—work together to create solutions

20-30 min **New Resource/Activity**

- Introduce a new book, curriculum resource
- Demonstrate/practice a new activity, game, skill
- Guest speaker or field trip

20-30 min **Lesson Planning or Lesson Exchange** (time permitting)

5-10 min **Next Steps/Long Term Goals**

- Training and support needs
- Events or big projects we would like to plan
- Ideas for meetings

5-10 min **Reflection**



Lesson Planning Form

Staff: _____ Grade: _____ Lesson Title: _____ Day/date: _____

1. Identify the content objectives to be learned and the collaborative/social skills to be practiced.

Learning Goals & Standards Addressed:

Multiple Intelligence:

- ☐ Verbal/Linguistic
- ☐ Musical/Rhythmic
- ☐ Intrapersonal
- ☐ Naturalist
- ☐ Logical/Mathematical
- ☐ Interpersonal
- ☐ Body/Kinesthetic
- ☐ Existential
- ☐ Visual/Spatial

Collaborative/Cooperative Skills:

- ☐ Participating Fully
- ☐ Listening attentively
- ☐ Expressing appreciation
- ☐ Reflecting on experience
- ☐ Valuing diversity of culture/ideas
- ☐ Thinking constructively
- ☐ Making Responsible Decisions
- ☐ Resolving conflict
- ☐ Solving problems creatively
- ☐ Working on tasks together
- ☐ Assessing improvement
- ☐ Celebrating achievement

Social Skills:

- ☐ Sharing & Listening
- ☐ Respecting
- ☐ No Put-Downs
- ☐ Empathizing

2. Inclusion Activity

3. Cooperative learning strategy (ies).

4. Reflection Questions & Activities:

- Content:
- Social/ Collaborative:
- Personal:

5. Provide and opportunity for appreciation.



Lesson Planning Form

Staff: Kristen, Betsy, Annette Grade: ALL Lesson Title: Pata Pata (SPARK) Day/date: 4/25/09

1. Identify the content objectives to be learned and the collaborative/social skills to be practiced.

Learning Goals & Standards Addressed: *Participants will work together to learn a new dance from Africa* Standards: VAPA 3.0 Historical & Cultural Context (all grades) Participants will be able to locate Africa on a map Social Sciences 3.1, 7.4, 10.4

Multiple Intelligence:

- ☐ Verbal/Linguistic
- ☒ Musical/Rhythmic
- ☐ Intrapersonal
- ☐ Naturalist
- ☐ Logical/Mathematical
- ☒ Interpersonal
- ☒ Body/Kinesthetic
- ☐ Existential
- ☒ Visual/Spatial

Collaborative/Cooperative Skills:

- ☒ Participating Fully
- ☒ Listening attentively
- ☒ Expressing appreciation
- ☐ Reflecting on experience
- ☒ Valuing diversity of culture/ideas
- ☐ Thinking constructively

Social Skills:

- ☐ Making Responsible Decisions
- ☐ Resolving conflict
- ☒ Solving problems creatively
- ☒ Working on tasks together
- ☐ Assessing improvement
- ☒ Celebrating achievement
- ☐ Sharing & Listening
- ☒ Respecting
- ☒ No Put-Downs
- ☐ Empathizing

2. Inclusion Activity

Display world map and locate Africa, the origin of the dance.

Break group into 4 smaller groups. Have groups answer this question as they are meeting their new partners. "Where is the farthest that you have traveled?"

3. Cooperative learning strategy (ies).

Each group gets 1 of 4 dance prompts.

Each group learns their part well enough to teach the other groups.

Group 1 starts by teaching their part of the dance. Everyone else practices

Group 2 teaches their part of the dance. Everyone else practices

Group 3 teaches their part of the dance. Everyone else practices

Group 4 teaches their part of the dance. Everyone else practices

Put it all together and have FUN!

4. Reflection Questions & Activities:

- **Content:** *How can you teach kids to dance? How would you?*
- **Social/ Collaborative:** *How did your leadership style affect how the group worked together?*
- **Personal:** *Do you like to Dance? Do your students?*

5. Provide and opportunity for appreciation.



Lesson Planning Form

Staff: Kristen, Betsy, Annette Grade: ALL Lesson Title: Forehead Factor(Kidz Math) Date: 4/25/09

1. Identify the content objectives to be learned and the collaborative/social skills to be practiced.

Learning Goals & Standards Addressed: Participants will work together to practice Math Facts

Standards: Algebra and Functions 1.0 and 2.0 , Mathematical and Reasoning 1.0 and 2.0

Multiple Intelligence:

- ☐ Verbal/Linguistic
- ☐ Musical/Rhythmic
- ☐ Intrapersonal
- ☐ Naturalist
- ☒ Logical/Mathematical
- ☒ Interpersonal
- ☐ Body/Kinesthetic
- ☐ Existential
- ☒ Visual/Spatial

Collaborative/Cooperative Skills:

- ☒ Participating Fully
- ☒ Listening attentively
- ☒ Expressing appreciation
- ☐ Reflecting on experience
- ☐ Valuing diversity of culture/ideas
- ☐ Thinking constructively

Social Skills:

- ☐ Making Responsible Decisions
- ☐ Resolving conflict
- ☒ Solving problems creatively
- ☒ Working on tasks together
- ☐ Assessing improvement
- ☒ Celebrating achievement
- ☐ Sharing & Listening
- ☒ Respecting
- ☒ No Put-Downs
- ☐ Empathizing

2. Inclusion Activity

How many coin combinations will equal one dollar? (Answer: 293)

3. Cooperative learning strategy (ies).

Break into groups of 3 – each group has a partial deck of cards.

Decide fairly who will be the “foreheader”

“Foreheader” hands out one card to each player who does not look at the card. Players place card on forehead and face their partner. “Foreheader” multiplies the numbers and gives them the quotient. Players look at their partner’s card and figure out their answer. “Foreheader” checks player’s answers, and gives clues if necessary.

Switch & Repeat

4. Reflection Questions & Activities:

- Content: What kind of clues can you give someone who needs help without giving them the answer?
- Social/ Collaborative: How did your partners help you with this activity?
- Personal: What can you do to help yourself be able to think of these answers in your head faster next time?

5. Provide and opportunity for appreciation.



CalSERVES After School Specialist Curriculum

Literacy

After School KidzLit <http://www.devstu.org/afterschool/askl/videos/index.shtml>

Math

*After School KidzMath <http://www.devstu.org/afterschool/askm/videos/index.shtml>

*Family Math by Jean Kerr Stenmark

Nutrition

*American Dairy Council of California <http://www.dairycouncilofca.org/>

CDPH – California Department of Public Health <http://www.cdph.ca.gov/Pages/default.aspx>

Center for Collaborative Solutions <http://www.ccscenter.org/>

*Children’s Power Play – Community Youth Organization (CYO)

<http://www.cdph.ca.gov/programs/CPNS/Pages/PowerPlayResources.aspx>

Dole Food Company, Inc <http://www.dole.com/>

First 5 materials <http://www.cfcf.ca.gov/>

Food Stamp Nutrition Education Program of California: My Pyramid

<http://www.mypyramid.gov/>

*Harvest of the Month <http://www.harvestofthemonth.com/>

Healthy Kids Resource Center – all materials <http://www.californiahealthykids.org>

*Kids Cook Farm-Fresh Food

Network for a Healthy California & Champions for Change

<http://www.cdph.ca.gov/programs/CPNS/Pages/default.aspx>

Project LEAN <http://www.californiaprojectlean.org/>

The California Department of Education <http://www.cde.ca.gov/>

a) Standard Health Guidelines <http://www.cde.ca.gov/nr/ne/yr09/yr09rel28.asp>

b) Nutrition to Grow on <http://www.cde.ca.gov/ls/nu/he/nrttogrow.asp>

U.C. Davis Cooperative Extension nutrition and gardening materials

<http://ceeldorado.ucdavis.edu/>

University of California: Agricultural and Natural Resources <http://ucanr.org/>

USDA - United State Department of Agriculture <http://www.usda.gov>

WIC <http://www.fns.usda.gov/wic/>

Science

*Amazing Science Tricks by Michio Goto

Project Learning Tree <http://www.plt.org/>

Project WILD <http://www.projectwild.org/>

*The Science Explorer from the Exploratorium

http://www.exploratorium.edu/science_explorer/

Physical Education & Activity

American Council on Exercise (ACE) <http://www.acefitness.org>

Bam! Body and Mind <http://www.bam.gov/>

CANFIT (California Adolescent Nutrition and Fitness Program) <http://www.canfit.org/>

California Center for Physical Activity <http://www.caphysicalactivity.org/>

California Governor's Challenge of Physical Fitness and Sports <http://www.activeca.org/>

ESPN Play Your Way Program <http://disney.go.com/playyourway/index.html>

Get up and Do Something <http://www.getupanddosomething.org/>

*Indoor Action Games for Elementary Children by David R. Foster

Live It! www.liveitprogram.com

North Carolina ENERGIZERS <http://www.ncpe4me.com/energizers.html>

*PE Central www.pecentral.org

San Diego County Office of Education- After School Physical Activity www.afterschoolpa.com

*SPARK (Sports, Play and Active Recreation for Kids) www.sparkpe.org

Sports 4 Kids www.sports4kids.org

VERB- Youth Media Campaign www.cdc.gov/youthcampaign/index.htm

Vision and Performing Arts

Afterschool Training ToolKit <http://www.sedl.org/afterschool/toolkits/>

Art Curriculum for Classroom Teachers and Homeschoolers

<http://www.everydayart.com/curriculum.html>

Arts Work: Art Across the Curriculum Bilingual or Mainstream Classroom

<http://artswork.asu.edu/arts/teachers/lesson/visarts/visarts1.htm>

*California Visual and Performing Arts standards: <http://www.cde.ca.gov/ci/vp/>

*line staff favorites.

Cooperative Academic Enrichment Lessons for K-6 After School Programs

Presenters:

Betsy Jones, Supervising Teacher

Kristen Mowers, Program Coordinator

Annette Zucconi, Program Manager

Napa County Office of Education



Who are we?
What do we do?
Why we do it?



Napa County Office of Education

Three practices that increase academic achievement:



- ◆ Establishing a positive & safe learning culture
- ◆ Understanding how the human brain processes information
- ◆ Using student-centered learning groups

Workshop Agenda

- 💧 Tribes TLC Learning Communities
- 💧 Collaborative Professional Development Model
- 💧 After School Specialty Lessons

Inclusion Activity:

♪ ♪ ♫ Mingle, Mingle ♪ ♪ ♫

1. In your experience, or opinion, what makes for a **safe & positive** learning culture? Name a key element.
2. Share with your new group, what you learned in the last group.

Important ingredients for creating a positive & safe classroom culture:

- 💧 Inclusion Activities

- 💧 Community Agreements

Tribes Learning Community Agreements

- 💧 Mutual Respect
- 💧 Right to Pass
- 💧 Attentive Listening
- 💧 Appreciations – No Put-Downs

How the Brain Processes Information:

- 💧 Absence of fear
- 💧 Relevancy, or ability to connect new information to existing understandings
- 💧 Multiple Intelligences

Multiple Intelligences



**Verbal/
Linguistic**



Musical/Rhythmic



Naturalist



**Body/
Kinesthetic**



Existential



Intrapersonal



**Logical/
Mathematical**



Interpersonal



Visual/Spatial

CalSERVES Specialties

- Visual and Performing Arts
- Math
- Science
- Nutrition/
Garden
- PE

Daily Specialty Rotation by Grade Level

Class	Monday	Tuesday	Wednesday 3:45pm	Wednesday 4:45pm	Thursday	Friday
1	NE1	Art	PE1	NE1	Sci/Math	PE1
2	PE1	NE1	Art	PE1	NE1	Sci/Math
3	Art	PE1	NE1	Sci/Math	PE1	NE1
4	NE2	Sci/Math	PE2	NE2	Art	PE2
5	PE2	NE2	Sci/Math	PE2	NE2	Art
6-8	Sci/Math	PE2	NE2	Art	PE2	NE2

Weekly Specialty Rotation by Grade Level

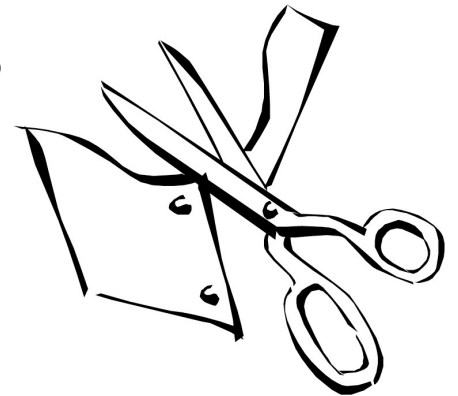
Grade Level	<i>March 2</i>	<i>March 16</i>	<i>March 23</i>	<i>March 30</i>	<i>April 6</i>	<i>April 13</i>
1 st	Nutrition1	Art	PE	Nutrition2	Science	Math
2 nd	Art	PE	Nut2	Science	Math	Nut1
3 rd	PE	Nut2	Science	Math	Nut1	Art
4 th	Nut2	Science	Math	Nut1	Art	PE
5 th	Science	Math	Nut1	Art	PE	Nut2
6 th	Math	Nut1	Art	PE	Nut2	Science

Training & Support

- ◆ Collaborative Professional Development Model
- ◆ CalSERVES staff members with expertise, or interest, facilitate each specialty group

Group Activity: Training Strips

- ◆ What type of training do you have?
- ◆ How do you think the training should be assembled?
- ◆ Where should you place the breaks, discussions, etc?



Challenges and Adaptations

In Pairs, or as a Trio, please share responses to the following:

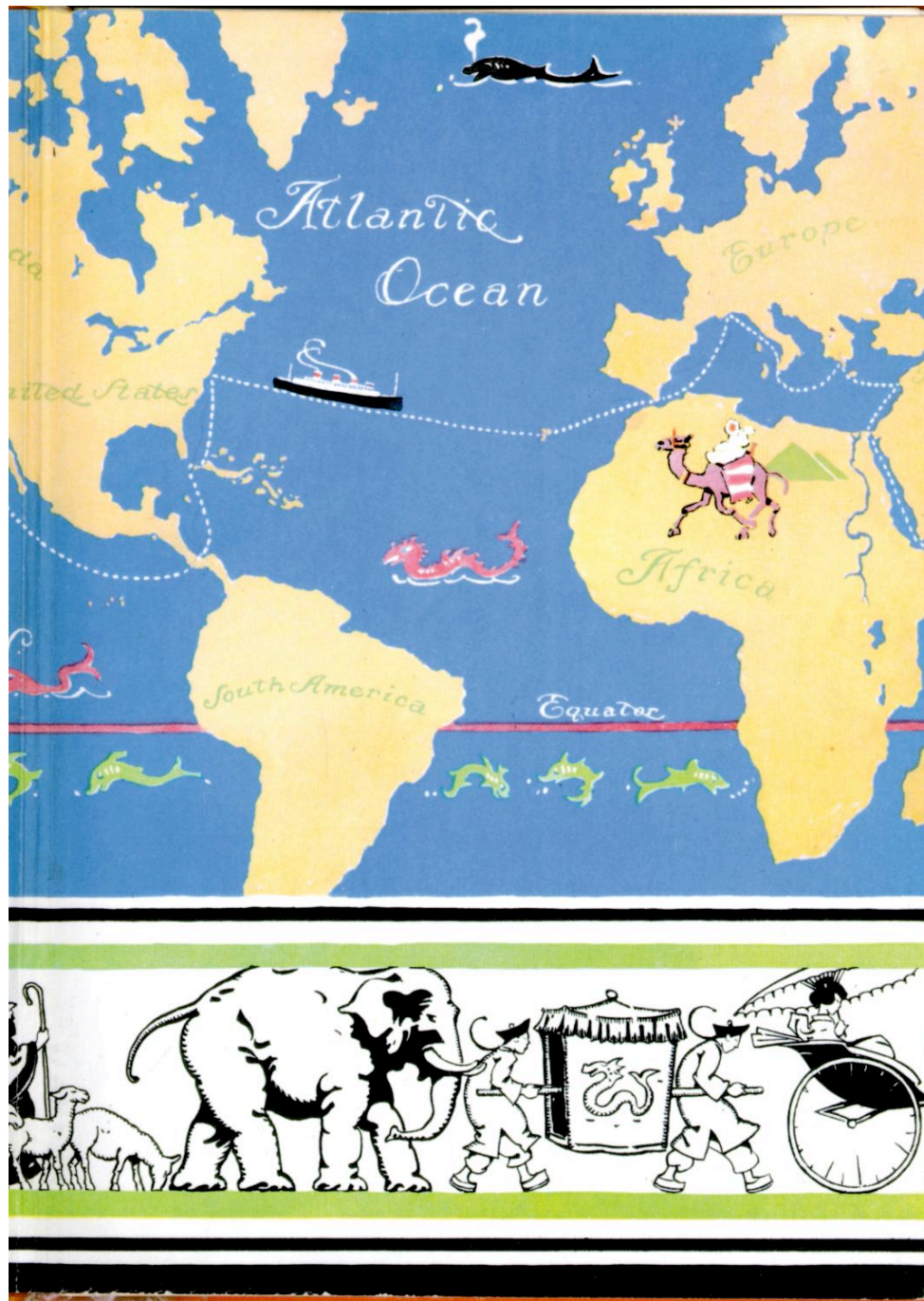
- 💧 What would a specialty model look like at your site?
- 💧 How could you divide your staff, schedule, or students to make it work?
- 💧 What are some challenges?

Group Activity: Solutions Poster

- ◆ Group Roles: Scribe, Time Keeper, Inclusion Specialist
- ◆ Select, Organize, Train
- ◆ **DOVE:** **D**efer judgment, **O**ff beat, **o**riginal, **V**ast number, **E**xpand. elaborate

How do we assess the
specialty model?

Is it successful?



The Pata Pata From Africa

Inclusion Question:

Where is the farthest
that you've traveled?





Group Instructions

Learn the dance cues
on your instruction
card.

Be prepared to teach
the rest of the group.



All Together

Tap Right Foot to the Right
then back Together 2 Xs

Tap Left foot out to the Left
then back 2 Xs

Point toes out, move heels out,
Move heels in, move toes out

Lift Right knee 2 Xs

Kick Left foot forward 2 Xs

Do $\frac{1}{4}$ turn to the right, pause,
Clap, Pause for 4 counts

Reflection Question:

How can you teach Dance to students?

How did your leadership Style affect how the group worked together?

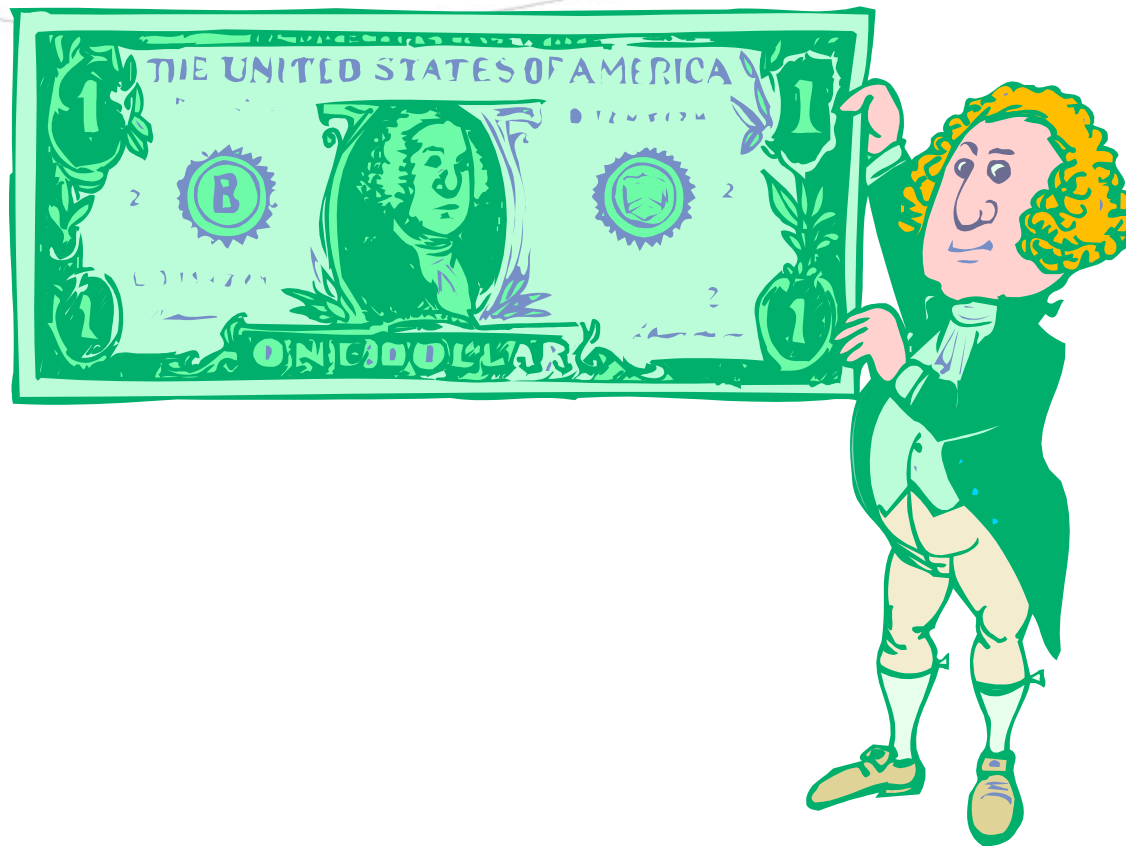
Do you like to Dance? Do your students?



Lesson Plan Components:

- ◆ Learning Goals
 - ◆ Standards Tool
 - ◆ Multiple Intelligence
 - ◆ Collaborative/Cooperative Skills
 - ◆ Social Skills
- ◆ Inclusion
- ◆ Cooperative learning strategy (ies).
- ◆ Reflection Questions & Activities
- ◆ Appreciations

How many coin combinations
will equal one dollar?



Revisit the Workshop Agenda

- 💧 Tribes TLC Learning Communities
- 💧 Collaborative Professional Development Model
- 💧 After School Specialty Lessons

Reflection



California Content Standards: Grade One

Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Mathematics

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

Number Sense

1.0 Students understand and use numbers up to 100

2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places

Algebra and Functions

1.0 Students use number sentences with operational symbols and expressions to solve problems

Measurement and Geometry

1.0 Students use direct comparison and nonstandard units to describe the measurements of objects

2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space

Statistics, Data Analysis and Probability

1.0 Students organize, represent, and compare data by category on simple graphs and charts

2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem

2.0 Students solve problems and justify their reasoning

3.0 Students note connections between one problem and another.

California Content Standards: Grade One

Science

Physical Science

1. Materials come in different forms (states), including solids, liquids, and gases.

Life Sciences

2. Plants and animals meet their needs in different ways.

Earth Sciences

3. Weather can be observed, measured, and described.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Physical Education

1.0 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

2.0 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

3.0 Students assess and maintain a level of physical fitness to improve health and performance.

4.0 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

5.0 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles,

and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts

Dance

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression - Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Music

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expression - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

California Content Standards: Grade One

Theatre

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression - Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Visual Arts

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

2.0 Creative Expression - Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Health Education

Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health related behaviors and selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

California Content Standards: Grade One

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Managing health behaviors requires critical thinking and problem-solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Grade-Level Recommendations and Content Areas

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

California Content Standards: Grade Two

Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, 11 GRADE TWO *Reading* including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

3.0. Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing

process (e.g., prewriting, drafting, revising, editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard

Written and Oral English Conventions

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Mathematics

Number Sense

1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.

2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.

3.0 Students model and solve simple problems involving multiplication and division.

4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole.

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money.

6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

Algebra and Functions

1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

Measurement and Geometry

1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured.

2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space.

Statistics, Data Analysis, and Probability

1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:

2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

2.0 Students solve problems and justify their reasoning.

3.0 Students note connections between one problem and another.

California Content Standards: Grade Two

Science

Physical Sciences

1. The motion of objects can be observed and measured.

Life Sciences

2. Plants and animals have predictable life cycles.

Earth Sciences

3. Earth is made of materials that have distinct properties and provide resources for human activities.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigation.

Physical Education

- 1.0** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- 2.0** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

- 3.0** Students assess and maintain a level of physical fitness to improve health and performance.

- 4.0** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 5.0** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts

Dance

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression - Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Music

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expression - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Theatre

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe

California Content Standards: Grade Two

formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression - Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Visual Arts

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

2.0 Creative Expression - Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Health Education

Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health related behaviors and selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Managing health behaviors requires critical thinking and problem-solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds

California Content Standards: Grade Two

competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Grade-Level Recommendations and Content Areas

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

California Content Standards: Grade Three

Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their 16 *Reading* GRADE THREE regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing

shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Mathematics

Number Sense

1.0 Students understand the place value of whole numbers.

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division.

3.0 Students understand the relationship between whole numbers, simple fractions, and decimals.

Algebra and Functions

1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.

2.0 Students represent simple functional relationships.

Measurement and Geometry

1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects.

2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

Statistics, Data Analysis, and Probability

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems.

2.0 Students use strategies, skills, and concepts in finding solutions.

3.0 Students move beyond a particular problem by generalizing to other situations.

Science

Physical Sciences

1. Energy and matter have multiple forms and can be

California Content Standards: Grade Three

changed from one form to another.

2. Light has a source and travels in a direction.

Life Sciences

3. Adaptations in physical structure or behavior may improve an organism's chance for survival.

Earth Sciences

4. Objects in the sky move in regular and predictable patterns.

Investigation and Experimentation

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Physical Education

1.0 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

2.0 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

3.0 Students assess and maintain a level of physical fitness to improve health and performance.

4.0 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

5.0 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts

Dance

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression - Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Music

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expression - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Theatre

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

California Content Standards: Grade Three

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression - Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Visual Arts

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

2.0 Creative Expression - Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Health Education

Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about

the relationships between behavior and health provides the foundation for making informed decisions about health related behaviors and selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health. Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services. Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health. Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health. Rationale: Managing health behaviors requires critical thinking and problem-solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health. Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

California Content Standards: Grade Three

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Grade-Level Recommendations and Content Areas

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

California Content Standards: Grade Four

Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising,

editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Mathematics

Number Sense

1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.

2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.

3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.

4.0 Students know how to factor small whole numbers.

Algebra and Functions

1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.

2.0 Students know how to manipulate equations.

Measurement and Geometry

1.0 Students understand perimeter and area.

2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures.

3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability

1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.

2.0 Students make predictions for simple probability situations.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems.

2.0 Students use strategies, skills, and concepts in finding solutions.

3.0 Students move beyond a particular problem by generalizing to other situations.

California Content Standards: Grade Four

Science

Physical Sciences

1. Electricity and magnetism are related effects that have many useful applications in everyday life.

Life Sciences

2. All organisms need energy matter to live and grow.

3. Living organisms depend on one another and on their environment for survival.

Earth Sciences

4. The properties of rocks and minerals reflect the processes that formed them.

5. Waves, wind, water, and ice shape and reshape Earth's land surface.
Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Physical Education

1.0 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

2.0 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

3.0 Students assess and maintain a level of physical fitness to improve health and performance.

4.0 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

5.0 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts

Dance

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression - Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Music

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expression - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

California Content Standards: Grade Four

Theatre

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression - Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Visual Arts

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

2.0 Creative Expression - Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Health Education

Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health related behaviors and selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

California Content Standards: Grade Four

Rationale: Managing health behaviors requires critical thinking and problem-solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Grade-Level Recommendations and Content Areas

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

California Content Standards: Grade Five

English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.

Students progress through the stages of the writing process as needed.

1.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Mathematics

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Number Sense

1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals

Algebra Functions

1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results

Measurement and Geometry

1.0 Students understand and compute the volumes and areas of simple objects

2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures

California Content Standards: Grade Five

Statistics, Data Analysis, and Probability

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes

Mathematical Reasoning

1.0 Students make decisions about how to approach problems

2.0 Students use strategies, skills, and concepts in finding solutions

3.0 Students move beyond a particular problem by generalizing to other situations

Science

Physical Sciences

1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:

Life Sciences

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

Earth Sciences

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:

5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Physical Education

1.0 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

2.0 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

3.0 Students assess and maintain a level of physical fitness to improve health and performance.

4.0 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

5.0 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts

Dance

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance
Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression - Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Music

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expression - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

California Content Standards: Grade Five

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Theatre

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression - Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and

present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Visual Arts

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

2.0 Creative Expression - Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Health Education

Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health related behaviors and selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The

California Content Standards: Grade Five

ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Managing health behaviors requires critical thinking and problem-solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the

acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health. Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Grade-Level Recommendations and Content Areas

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

California Content Standards: Grade Six

English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students make progress toward this goal.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.

Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Mathematics

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Number Sense

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division

Algebra Functions

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions

3.0 Students investigate geometric patterns and describe them algebraically

California Content Standards: Grade Six

Measurement and Geometry

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems

2.0 Students identify and describe the properties of two-dimensional figures

Statistics, Data Analysis, and Probability

1.0 Students compute and analyze statistical measurements for data sets:

2.0 Students use data samples of a population and describe the characteristics and limitations of the samples

3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events

Mathematical Reasoning

1.0 Students make decisions about how to approach problems

2.0 Students use strategies, skills, and concepts in finding solutions

3.0 Students move beyond a particular problem by generalizing to other situations

Science

Earth Sciences

Plate Tectonics and Earth's Structure

1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:

Shaping Earth's Surface

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:

Heat (Thermal Energy) (Physical Sciences)

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

Energy in the Earth System

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Physical Education

1.0 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

2.0 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

3.0 Students assess and maintain a level of physical fitness to improve health and performance.

4.0 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

5.0 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts

Dance

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression - Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in

California Content Standards: Grade Six

Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Music

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expression - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to

lifelong learning and career skills. They also learn about careers in and related to music.

Theatre

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression - Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Visual Arts

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

2.0 Creative Expression - Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

California Content Standards: Grade Six

Health Education

Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health related behaviors and selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Managing health behaviors requires critical thinking and problem-solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Grade-Level Recommendations and Content Areas

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

California Content Standards: Grade Seven

English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make progress toward this goal.

3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.

Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Mathematics

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Number Sense

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms

2.0

Students use exponents, powers, and roots and use exponents in working with fractions

Algebra Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

2.0 Students interpret and evaluate expressions involving integer powers and simple roots

3.0 Students graph and interpret linear and some nonlinear functions

4.0 Students solve simple linear equations and inequalities over the rational numbers

California Content Standards: Grade Seven

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale

Statistics, Data Analysis, and Probability

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program

Mathematical Reasoning

1.0 Students make decisions about how to approach problems

2.0 Students use strategies, skills, and concepts in finding solutions

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations

Science

Life Sciences

Cell Biology

1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept

Genetics

2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept

Evolution

3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept

Earth Sciences

Earth and Life History

4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept

Structure and Function in Living Systems

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept

Physical Principles in Living Systems (Physical Sciences)

6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Physical Education

1.0 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

2.0 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

3.0 Students assess and maintain a level of physical fitness to improve health and performance.

4.0 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

5.0 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts

Dance

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression - Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Dance

California Content Standards: Grade Seven

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Music

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expression - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Theatre

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression - Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in

Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Visual Arts

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

2.0 Creative Expression - Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

California Content Standards: Grade Seven

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Health Education

Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health related behaviors and selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Managing health behaviors requires critical thinking and problem-solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Grade-Level Recommendations and Content Areas

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

California Content Standards: Grade Eight

English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.

Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Mathematics

By grade eight, students' mathematical sensitivity should be sharpened. Students need to start perceiving logical subtleties and appreciate the need for sound mathematical arguments before making conclusions. As students progress in the study of mathematics, they learn to distinguish between inductive and deductive reasoning; understand the meaning of logical implication; test general assertions; realize that one counterexample is enough to show that a general assertion is false; understand conceptually that although a general assertion is true in a few cases, it is not true in all cases; distinguish between something being proven and a mere plausibility argument; and identify logical errors in chains of reasoning. Mathematical reasoning and conceptual understanding are not separate from content; they are intrinsic to the mathematical discipline students master at more advanced levels.

Algebra 1

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

Geometry

The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

Algebra 2

This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain

California Content Standards: Grade Eight

experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

Probability and Statistics

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

Science

Focus on Physical Sciences

Motion

1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept

Forces

2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept

Structure of Matter

3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept

Earth in the Solar System (Earth Sciences)

4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept

Reactions

5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept

Chemistry of Living Systems (Life Sciences)

6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept

Periodic Table

7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept

Density and Buoyancy

8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept

Investigation and Experimentation

9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will

Physical Education

1.0 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

2.0 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

3.0 Students assess and maintain a level of physical fitness to improve health and performance.

4.0 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

5.0 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts

Dance

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression - Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

California Content Standards: Grade Eight

Music

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expression - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Theatre

1.0 Artistic Expression - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression - Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Visual Arts

1.0 Artistic Perception - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

2.0 Creative Expression - Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

5.0 Connections, Relationships, Applications - Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

California Content Standards: Grade Eight

Health Education

Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health related behaviors and selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Managing health behaviors requires critical thinking and problem-solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Grade-Level Recommendations and Content Areas

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

Creating Tribes Learning Communities® in After School and Youth Development Programs



Join after-school educators, youth workers, and community members throughout the country who are convinced that the community building process called "TRIBES" is the secret ingredient that transforms the after-school learning center environment to one of caring and cooperation.

Resilience research demonstrates that schools, and the people within them, have the power to transform young lives. The Tribes process shows educators and youth workers exactly what they can do to provide the caring relationships, positive expectations, and opportunities for participation and contribution that promote positive youth development and successful learning.

**Bonnie Benard, WestEd
Human Development Program**

The Tribes TLC® Staff Development Process: The purpose of this 12-hour experiential training is to prepare after school educators, youth workers, and community members to develop a caring learning center environment and to reach and teach children and youth through an active learning approach that promotes human development, resiliency, and social-emotional competence. Participants will learn to use the community building process of Tribes as the foundation for transforming the after-school learning center environment to one in which group facilitation and Tribes strategies are effective in reaching and teaching children and youth. Using multiple intelligences, brain compatible learning and cooperative methods, the community learning center climate and staff awareness will begin to reflect the message of life-long learning, personal development, and social responsibility as the keys to success in the 21st Century.

Educators will learn how to:

- Provide safe and educationally enriching alternatives for children and youth during non-school hours by developing a positive recreational and learning environment
- Teach children and youth specific collaborative skills so that they can play and work well together
- Transfer responsibility to children and youth to help each other maintain the positive Tribes agreements and caring environment
- Use the process for problem-solving, conflict resolution, prevention, and youth development
- Facilitate cooperative strategies for social, emotional and academic learning and enrichment
- Encourage an understanding and appreciation for diversity of ideas, culture and values
- Understand the relationship between effective Arts programs, after school environments, and the Tribes TLC® process
- Come together as a staff for planning, co-coaching and support.

You will receive a copy of the 432 page book, ***Reaching All by Creating Tribes Learning Communities***, by Jeanne Gibbs, a Certificate of Completion, and the materials to enable you to implement Tribes in your after-school community learning center. Follow-up coaching and support are available so that your staff can intensify the use of the Tribes process throughout the year and at every level of the after-school program.

Contact CenterSource for information on After School Funding

- Tribes TLC is recognized as a Model or Promising Program by –***
- ***Collaborative for Academic, Social and Emotional Learning***
 - ***Office of Juvenile Justice Delinquency Prevention***
 - ***CSAP's Western CAPT***
 - ***Helping America's Youth***

