

# GRADE ONE

VISUAL ARTS	ENGLISH/LANGUAGE ARTS
1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).	<b>Reading Info #9</b> Identify basic similarities in and differences between two texts or other illustrations and information provided by the words in a text.
1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.	<b>Reading Info #6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <b>Reading Foundation #2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <b>Language #5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. <b>Language #5c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).
2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.	<b>Reading Lit #7</b> Use illustrations and details in a story to describe its characters, setting, or events. <b>Speaking &amp; Listening #5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
2.5 Create a representational sculpture based on people, animals, or buildings.	<b>Reading Lit #7</b> Use illustrations and details in a story to describe its characters, setting, or events. <b>Speaking &amp; Listening #5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
2.8 Create artwork based on observations of actual objects and everyday scenes.	<b>Reading Lit #7</b> Use illustrations and details in a story to describe its characters, setting, or events. <b>Writing #7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). <b>Speaking &amp; Listening #4</b> Describe people, places, things, and events with

# GRADE ONE

	relevant details, expressing ideas and feelings clearly.
3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.	<p><b>Reading Lit #7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>Reading Info #7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening #2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
3.2 Identify and describe various subject matter in art (e.g. landscapes, seascapes, portraits, still life).	<p><b>Reading Info #7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening #2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
3.3 View and then describe art from various cultures.	<p><b>Reading Info #7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening #2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.	<p><b>Reading Info #7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>Writing #8</b> With guidance and support from adults, recall information from</p>

# GRADE ONE

	<p>experiences or gather information from provided sources to answer a question.  <b>Speaking &amp; Listening #2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).</p>	<p><b>Reading Info #7</b> Use the illustrations and details in a text to describe its key ideas.  <b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <b>Speaking &amp; Listening #2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>4.2 Identify and describe various reasons for making art.</p>	<p><b>Reading Info #7</b> Use the illustrations and details in a text to describe its key ideas.  <b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <b>Speaking &amp; Listening #2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>4.3 Describe how and why they made a selected work of art, focusing on the media and technique.</p>	<p><b>Reading Info #7</b> Use the illustrations and details in a text to describe its key ideas.  <b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <b>Speaking &amp; Listening #2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>4.4 Select something they like about their work of art and something they would change.</p>	<p><b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from</p>

# GRADE ONE

	provided sources to answer a question.
5.2 Compare and contrast objects of folk art from various time periods and cultures.	<b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).	<b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.	<b>Writing #8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

VISUAL ARTS	HISTORY-SOCIAL SCIENCE
2.8 Create artwork based on observations of actual objects and everyday scenes.	1.2#3 Construct a simple map, using cardinal directions and map symbols.
3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.	1.3#3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. 1.4#3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.
3.2 Identify and describe various subject matter in art (e.g. landscapes, seascapes, portraits, still life).	1.4#3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.
4.2 Identify and describe various reasons for making art.	1.3#3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and

# GRADE ONE

	Declaration of Independence, and know the people and events associated with them.
5.2 Compare and contrast objects of folk art from various time periods and cultures.	<p>1.3#3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.</p> <p>1.4#3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p>

VISUAL ARTS	MATHEMATICS
2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.	Geometry #1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2.5 Create a representational sculpture based on people, animals, or buildings.	Geometry #2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

VISUAL ARTS	SCIENCE
2.4 Plan and use variations in line, shape/form, color, and texture to	4a Draw pictures that portray some features of the things being described.

# GRADE ONE

communicate ideas or feelings in works of art.	
2.8 Create artwork based on observations of actual objects and everyday scenes.	4a Draw pictures that portray some features of the things being described. 4b Record observations on a bar graph.