

# **Grade 1 - all TransitPeople trips Related State Content Standards**

## **English-Language Arts**

### LISTENING AND SPEAKING

#### 1.0 Listening and Speaking Strategies

##### *Organization and Delivery of Oral Communication*

1.5 Use descriptive words when speaking about people, places, things and events.

#### 2.0 Speaking Applications (Genres and Their Characteristics)

2.3 Relate an important life event or personal experience in a simple sequence.

2.4 Provide descriptions with careful attention to sensory detail.

## **Mathematics**

### ALGEBRA AND FUNCTIONS

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

1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

### MEASUREMENT AND GEOMETRY

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

1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

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

2.3 Give and follow directions about location.

2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

## STATISTICS, DATA ANALYSIS AND PROBABILITY

- 1.0 Students organize, represent, and compare data by category on simple graphs and charts:
  - 1.1 Sort objects and data by common attributes and describe the categories.

## History-Social Science

- 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
  4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
- 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
  1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
- 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.
  2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

## Science

### EARTH SCIENCES

3. Weather can be observed, measured, and described. As a basis for understanding this concept:
  - c. Students know the sun warms the land, air, and water.

## 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. Students will:
  - d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).

## Visual Arts

*( $\Delta$  = Standards that can be taught in trips including stops at metro rail stations, which include public art)*

### 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.

*Develop Perceptual Skills and Visual Arts Vocabulary*

1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.

$\Delta$ 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

*Analyze Art Elements and Principles of Design*

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.

### 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.

*Role and Development of the Visual Arts*

3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.

$\Delta$ 3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

*Diversity of the Visual Arts*

$\Delta$ 3.3 View and then describe art from various cultures.