

# ***Kindergarten - all TransitPeople trips Related State Content Standards***

## **English-Language Arts**

### LISTENING AND SPEAKING

#### 1.0 Listening and Speaking Strategies

##### *Comprehension*

- 1.1 Understand and follow one- and two-step oral directions.
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

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

- 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
- 2.3 Relate an experience or creative story in a logical sequence.

## **Mathematics**

### ALGEBRA AND FUNCTIONS

#### 1.0 Students sort and classify objects:

- 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

### MEASUREMENT AND GEOMETRY

#### 1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:

- 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).

# History-Social Science

- K.1 Students understand that being a good citizen involves acting in certain ways.
1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
- K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
  2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
  3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
  4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

# Science

## 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:
  - a. Observe common objects by using the five senses.
  - b. Describe the properties of common objects.
  - c. Describe the relative position of objects by using one reference (e.g., above or below).
  - d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
  - e. Communicate observations orally and through drawings.

# 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 Recognize and describe simple patterns found in the environment and works of art.

*Analyze Art Elements and Principles of Design*

1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

## 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 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.

## 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.

*Derive Meaning*

$\Delta$  4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

## 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 learned 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.

#### *Visual Literacy*

- 5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.