

Kindergarten - Aquarium of the Pacific Related State Content Standards

English-Language Arts

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

1.3 Understand that printed materials provide information.

Decoding and Word Recognition

1.15 Read simple one-syllable and high-frequency words (i.e., sight words).

3.0 Literary Response and Analysis

3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).

LISTENING AND SPEAKING

2.0 Speaking Applications (Genres and Their Characteristics)

2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.

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).

History-Social Science

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.

Science

LIFE SCIENCES

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
 - a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
 - b. Students know stories sometimes give plants and animals attributes they do not really have.
 - c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

EARTH SCIENCES

3. Earth is composed of land, air, and water. As a basis for understanding this concept:
 - a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
 - c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

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

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.