

STATE STANDARD CORRELATION

COLORADO

READING & WRITING

MODEL CONTENT STANDARDS:

STANDARD 1: Students read and understand a variety of materials :

Kindergarten – students will be emergent readers with a foundation of reading strategies that prepare them for reading at higher levels. This requires knowing:

- a sense of story – retell a known story in sequence – **WW whole line**
- concepts about print – use pictures to predict print – **WW video and audio line**

First Grade – students will be emergent/early readers with reading strategies used to gain meaning from print at the first grade level. This requires:

- an understanding of text – use pictures to check meaning – **WW whole line**

Grades K-4 – what students know and are able to do includes:

- using a full range of strategies to comprehend materials such as directions, non fiction material, rhymes, poems and stories – **WW whole line**

STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Students will use reading, writing, speaking, listening and viewing to think and learn – **WW whole line of videos and audios**

Grades K-4 – what students know and are able to do includes:

- respond to written and oral presentations as a reader, listener, and articulate speaker – **WW whole line of videos and audios**

STANDARD 6: Students read and recognize literature as a record of human experience. Students will:

- read literature to investigate common issues and interests
- read literature to understand places, people, events, and vocabulary both familiar and unfamiliar
- read literature that reflects the uniqueness and integrity of the American experience
- read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world
- read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups

Literature records human expression in such forms as speeches, poems, novels, stories, nonfiction, essays, plays, films, biographies, and autobiographies by male and female speakers and writers. – **WW whole line of videos and audios, especially multicultural collections**

Grades K-4 – what students know and are able to do includes:

- reading, responding to , and discussing a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction and content-area reading – **WW whole line of videos and audios**
- recognizing the concept of classic or enduring literature, and reading and listening to classic works – **WW whole line of videos and audios**

HISTORY

MODEL CONTENT STANDARDS:

STANDARD 4.2 – Students understand how economic factors have influenced historical events.

Grades K-4 – what students know and are able to do includes:

- describing the economic reasons why people move to or from a location (i.e. explorers) :

**Where Do You Think You're Going, Christopher Columbus?
Pilgrims of Plimoth**

STANDARD 5.1 – Students understand how democratic ideas and institutions in the United States have developed, changed and/or been maintained.

Grades K-4 – what students know and are able to do includes:

- identifying historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good:

**Just A Few Words, Mr. Lincoln
Shh! We're Writing the Constitution
And Then What Happened, Paul Revere?
Jean Fritz: Six Revolutionary War Figures
George Washington's Mother
What's the Big Idea, Ben Franklin?
Who's That Stepping on Plymouth Rock?**

- explaining the importance of national celebrations, symbols, and ideas in their historical context:

The Star Spangled Banner

STANDARD 5.2 – Students know how various systems of government have developed and functioned throughout history.

Grades K-4 – what students know and are able to do includes:

- explaining why rules and laws have been established and enforced in schools, communities, states, and nations

SHH! We're Writing the Constitution

- giving examples of different heads of government

SHH! We're Writing the Constitution

STANDARD 5.3 – Students know how political power has been acquired, maintained, used and/or lost throughout history

Grades K-4 – what students know and are able to do includes:

- giving examples of how individuals in various groups have gained, lost, or maintained political rights, freedoms, power, or cultural identity in the history of the community, region or state

Just A Few Words, Mr. Lincoln

Shh! We're Writing the Constitution

And Then What Happened, Paul Revere?

Jean Fritz: Six Revolutionary War Figures

George Washington's Mother

What's the Big Idea, Ben Franklin?

Who's That Stepping on Plymouth Rock?

Where Do You Think You're Going, Christopher Columbus?

STANDARD 6.1 – Students know the historical development of religions and philosophies

Grades K-4 – what students know and are able to do includes:

- recognizing that people develop traditions that transmit their beliefs and ideas (for example, marriage ceremonies, feasts, naming of infants)

Giving Thanks

Seven Candles for Kwanzaa

Sam and the Lucky Money

Tikki Tikki Tembo

STANDARD 6.2 – Students know how societies have been affected by religions and philosophies

Grades K-4 – what students know and are able to do includes:

- giving examples of how the beliefs of people are reflected in the celebrations and practices of their communities:

Giving Thanks

Seven Candles for Kwanzaa

Sam and the Lucky Money

Pilgrims of Plimoth

STANDARD 6.3 – Students know how various forms of expression reflect religious beliefs and philosophical ideas/

Grades K-4 – what students know and are able to do includes:

- giving examples of forms of expression that depict the history, daily life, and beliefs of various peoples (i.e. folk tales, ballads, dance and architecture)

John Henry

In the Month of Kislev

Joseph Had A Little Overcoat

The Stonecutter

Nightingale

The Talking Eggs

A Story, A Story

Who's In Rabbit's House

Mufaro's Beautiful Daughters

The Foolish Frog

This Land Is Your Land

FOREIGN LANGUAGE

STANDARD 1 – Students listen to and derive meaning from a variety of foreign language sources – **WW Foreign Language Collection**

MUSIC

STANDARD 5 – Students will relate music to various historical and cultural traditions

Grades K-4 – what students know and are able to do includes:

- identifying how elements of music are used in examples from various cultures (i.e. rhythms found in music of Africa and rap music from American show commonalities)

Who's In Rabbit's House

Chato's Kitchen

Joseph Had A Little Overcoat

Hiawatha

The Stonecutter

- identifying the roles of musicians in history and various cultures

Duke Ellington

This Land Is Your Land

Jazztime

