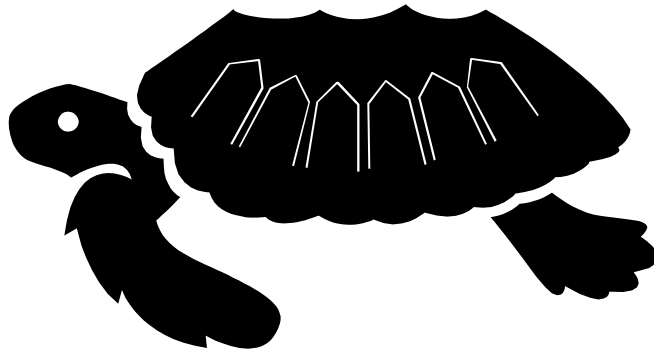


**COMPLETE LIST OF STANDARDS ADDRESSED BY SEA TURTLE UNIT  
GRADES K-4**



**ENGLISH LANGUAGE ARTS**

**PHYSICAL EDUCATION**

**SCIENCE**

**VISUAL ARTS**

## **ENGLISH LANGUAGE ARTS**

### **Kindergarten**

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 1.2 Follow words from left to right and from top to bottom on the printed page.
- 2.2 Use pictures and context to make predictions about story content.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.
- 3.1 Distinguish fantasy from realistic text.

### **Grade One**

- 1.2 Identify the title and author of a reading selection.
- 1.3 Identify letters, words, and sentences.
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

### **Grade Two**

- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.6 Recognize cause-and-effect relationships in a text.

### **Grade Three**

- 1.2 Decode regular multisyllabic words.
- 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- 1.6 Use sentence and word context to find the meaning of unknown words.
- 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
- 2.3 Demonstrate comprehension by identifying answers in the text.
- 2.4 Recall major points in the text and make and modify predictions about forthcoming information

**Grade Four**

1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.

1.6 Distinguish and interpret words with multiple meanings.

2.5 Compare and contrast information on the same topic after reading several passages or articles.

2.6 Distinguish between cause and effect and between fact and opinion in expository text.

## **PHYSICAL EDUCATION**

### **Kindergarten**

- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.6 Balance on one, two, three, four, and five body parts.
- 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.
- 3.1 Participate in physical activities that are enjoyable and challenging.

### **Grade One**

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
- 2.2 Identify people/objects that are within personal space and within boundaries.
- 3.1 Participate in physical activities that are enjoyable and challenging.

### **Grade Two**

- 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.
- 1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
- 1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
- 3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

### **Grade Three**

- 1.1 Chase, flee, and move away from others in a constantly changing environment.
- 3.2 Demonstrate how to lift and carry objects correctly.
- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

### **Grade Four**

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
- 5.3 Accept responsibility for one's own performance without blaming others.

## SCIENCE

### Kindergarten

- 1a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
- 2a. 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).
- 2b. Students know stories sometimes give plants and animals attributes they do not really have.
- 2c. Students know how to identify major structures of common plants and animals
- 3a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
- 3b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
- 3c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.
- 4a. Describe the properties of common objects.
- 4b. Describe the relative position of objects by using one reference
- 4c. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
- 4d. Communicate observations orally and through drawings.

### Grade One

- 2a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- 2b. Students know both plants and animals need water, animals need food, and plants need light.
- 2c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- 3c. Students know the sun warms the land, air, and water.
- 4a. Draw pictures that portray some features of the thing being described.
- 4d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
- 4e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

## **Grade Two**

- 1c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
- 2a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- 2b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- 2c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- 2d. Students know there is variation among individuals of one kind within a population.
- 4a. Make predictions based on observed patterns and not random guessing.
- 4c. Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).
- 4d. Write or draw descriptions of a sequence of steps, events, and observations.
- 4g. Follow oral instructions for a scientific investigation.

## **Grade Three**

- 1c. Students know machines and living things convert stored energy to motion and heat.
- 3a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
- 3b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- 3c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
- 3d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
- 3e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
- 5b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.

## **Grade Four**

- 2a. Students know plants are the primary source of matter and energy entering most food chains.

California Standards Met Through Sea Turtle Unit

2b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

3a. Students know ecosystems can be characterized by their living and nonliving components.

3b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

6c. Formulate and justify predictions based on cause-and-effect relationships.

## **VISUAL ARTS**

### **Kindergarden**

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

1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons. 2.2

Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.4.1 Discuss what is seen in works of art.

5.4 Discuss how art is used to illustrate stories.

### **Grade One**

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

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.

2.1 Use texture in two-dimensional and three-dimensional works of art.

2.6 Draw or paint a still life, using secondary colors.

2.8 Create artwork based on observations of actual objects and everyday scenes.

### **Grade Two**

1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.

1.2 Perceive and discuss differences in mood created by warm and cool colors.

2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

2.4 Create a painting or drawing, using warm or cool colors expressively.

### **Grade Three**

1.2 Describe how artists use tints and shades in painting.

1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.

### **Grade Four**

1.1 Perceive and describe contrast and emphasis in works of art and in the environment.

California Standards Met Through Sea Turtle Unit

1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.

1.4 Describe the concept of proportion (in face, figure) as used in works of art.

1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).