

State of California Education Standards

Flutes and Percussion Program

Visual and Performing Arts: Music

Pre-kinder:

- 2.1 Move or use body percussion to demonstrate awareness of beat and tempo.
- 3.1 Use a personal vocabulary to describe music from diverse cultures.
- 4.2 Participate freely in musical activities.

Kindergarten:

- 3.2 Sing and play simple singing games from various cultures.
- 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.
- 5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.

First Grade:

- 3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.
- 3.2 Sing and play simple singing games from various cultures.
- 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
- 4.2 Describe how ideas or moods are communicated through music.

Second Grade:

- 3.2 Sing simple songs and play singing games from various cultures.
- 3.3 Describe music from various cultures.
- 4.4 Respond to a live performance with appropriate audience behavior.

Dinosaur and Fossil Program

First Grade:

Science: Life Science

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
 - a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
 - b. Students know both plants and animals need water, animals need food, and plants need light.
 - c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
 - d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

Second Grade:

Science: Earth Science

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
 - d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.

Third Grade:

Science: Life Science

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
 - b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
 - c. 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.
 - d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

- e. 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.

Grade Four:

Science: Life Science

- 2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
 - b. 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.
- 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
 - b. 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.

Grade Seven:

Evolution

- 3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
 - c. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
 - e. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Sciences)

- 4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:
 - b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
 - d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
 - e. Students know fossils provide evidence of how life and environmental conditions have changed.

f. Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.

g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

Grades Nine through Twelve

Biology / Life Science: Ecology

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:

b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.

Evolution:

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:

e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

g. Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.

Archaic Man Program

Second Grade:

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Grade Seven:

Evolution

3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:

- c. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
- d. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
- e. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Sciences)

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- e. Students know fossils provide evidence of how life and environmental conditions have changed.
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- g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

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Ecology:

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
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