

*Another Country Calling...*

THE ADVENTURES OF SIMON AND BARKLEE™

*Bring the World to Children... and Children to the World.*

## WASHINGTON

### Correlations

#### Essential Academic Learning Requirements (EALRS)

Using the storybooks, the student FunBooks, the lesson plans with enrichments and the teacher and classroom programs offered by Simon and Barklee, Inc., educators can meet many of the standards specified in the EALRS, especially in **reading and language arts**. Many lessons combine several disciplines.

This integrated program offers classroom educators enormous flexibility to engage learners, ignite curiosity while meeting required standards. It is intended to develop and hone critical thinking skills, enhance respect for diversity, celebrate cultures and encourage a world-view in children.

*Simon and Barklee*, the series main characters, are animals who go real places and do real things. Children can easily identify with their characteristics, behaviors and interests without the imposition of race or age. They are universal in appeal.

The integrated nature of the stories, activities and lessons graphically demonstrates the interrelationships between classroom academics and life as well as illustrating the interrelationships between countries and their peoples.

# Benchmark 1

READING		LESSON NUMBER
<b>1. The student understands and uses different skills and strategies to read.</b>		
1.1 use word recognition and word meaning skills to read and comprehend text	<b>Fra</b>	4, 5, 14
	<b>Eng</b>	G2, 16
	<b>Ger</b>	G1, 11, 12, 13
	<b>Mex</b>	9, 13
1.2 build vocabulary through reading	<b>Fra</b>	G2, G3, 4, 5, 14
	<b>Eng</b>	G2, G3, 16
	<b>Ger</b>	G1, 7, 12, 13
	<b>Mex</b>	G3, 6, 7, 10, 12, 14
1.3 read fluently, adjusting reading for purpose and material	<b>Fra</b>	G2, G3
	<b>Eng</b>	G1, G3, 2
	<b>Ger</b>	11
	<b>Mex</b>	G3
1.4 understand elements of literature - fiction	<b>Fra</b>	G2, 22
	<b>Eng</b>	G1, G2, 8, 11, 21
	<b>Ger</b>	G1, 6, 11
	<b>Mex</b>	8, 9
1.5 use features of non-fiction text and computer software	<b>Fra</b>	16, 19
	<b>Eng</b>	G3, 2, 3, 12, 19
	<b>Ger</b>	3, 4, 10, 14,
	<b>Mex</b>	G3, 2, 3, 7, 11, 14
<b>2. The student understands the meaning of what is read</b>		
2.1 comprehend important ideas and details	<b>Fra</b>	G1, G2, G3, 4, 5, 6, 8, 9, 10, 11, 12, 13
	<b>Eng</b>	G1, G2, G3, 4, 5, 6, 8, 9, 10, 13, 14, 15, 16
	<b>Ger</b>	G1, G3, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19
	<b>Mex</b>	G2, G3, 5, 7, 8, 9, 10, 11, 15, 17, 18, 19
2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas	<b>Fra</b>	G2, G3, 8, 13, 20
	<b>Eng</b>	5, 8, 10, 17, 18
	<b>Ger</b>	6, 8, 11, 16
	<b>Mex</b>	5, 8, 9, 13, 16
2.3 think critically and analyze authors' use of language, style, purpose, and perspective	<b>Fra</b>	18
	<b>Eng</b>	8, 20
	<b>Ger</b>	6, 11
	<b>Mex</b>	8, 9, 13, 15
<b>3. The student reads different materials for a variety of purposes</b>		
3.1 read to learn new information	<b>Fra</b>	G1, G3, 7, 14, 19
	<b>Eng</b>	G3, 1, 2, 7, 9, 12, 16, 17, 19, 21
	<b>Ger</b>	G2, 3, 4, 7, 9, 10, 14, 16
	<b>Mex</b>	G3, 2, 3, 6, 7, 10, 11, 14, 15
3.2 read to perform a task	<b>Fra</b>	7, 15, 19
	<b>Eng</b>	G3, 3, 7, 9, 12, 16, 17, 19
	<b>Ger</b>	1, 3, 4, 7, 10, 14
	<b>Mex</b>	G3, 2, 3, 7, 10, 11, 14

3.3 read for literary experience	<b>Fra</b>	6, 7, 18, 22
	<b>Eng</b>	6, 16, 20, 21
	<b>Ger</b>	6, 9, 20, 21, 22
	<b>Mex</b>	6, 8, 7, 15
3.4 read for career applications	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
<b>4. The student sets goals and evaluates progress to improve reading</b>		
4.1 assess strengths and need for improvement	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
4.2 seek and offer feedback to improve reading	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
4.3 develop interests and share reading experiences	<b>Fra</b>	G2, 19, 22
	<b>Eng</b>	G1, G3, 8, 19
	<b>Ger</b>	G3, 6
	<b>Mex</b>	G3, 8, 14
<b>WRITING</b>		<b>LESSON NUMBER</b>
<b>1. The student writes clearly and effectively</b>		
1.1 develop concept and design  <b>YOUNG AUTHORS WORKSHOP</b>	<b>Fra</b>	G2, G3, 19, 20, 22
	<b>Eng</b>	G1, G2, G3, 18, 19
	<b>Ger</b>	G1, 14
	<b>Mex</b>	G3, 13
1.2 use style appropriate to the audience and purpose  <b>YOUNG AUTHORS WORKSHOP</b>	<b>Fra</b>	G2, G3, 19, 20, 22
	<b>Eng</b>	G1, G2, G3, 18, 19
	<b>Ger</b>	G1, 14
	<b>Mex</b>	G3, 13
1.3 apply writing conventions  <b>YOUNG AUTHORS AND EDITING WORKSHOPS</b>	<b>Fra</b>	G2, G3, 19, 20, 22
	<b>Eng</b>	G1, G2, G3, 18, 19
	<b>Ger</b>	G1, 14
	<b>Mex</b>	G3, 13
<b>2. The student writes in a variety of forms for different audiences and purposes</b>		
2.1 write for different audiences  <b>YOUNG AUTHORS WORKSHOP PASSPORT PALS PROGRAM</b>	<b>Fra</b>	G2, G3, 19, 20, 22
	<b>Eng</b>	G1, G2, G3, 18, 19
	<b>Ger</b>	G1, 14
	<b>Mex</b>	G3, 13

2.2 write for different purposes  <b>YOUNG AUTHORS PROGRAM</b> <b>PASSPORT PALS PROGRAM</b>	<i>Fra</i>	G2, G3, 19, 20, 22
	<i>Eng</i>	G1, G2, G3, 18, 19
	<i>Ger</i>	G1, 14
	<i>Mex</i>	G3, 13
2.3 write in a variety of forms	<i>Fra</i>	G2, G3, 19, 20, 22
	<i>Eng</i>	G1, G2, G3, 18, 19
	<i>Ger</i>	G1, 14
	<i>Mex</i>	G3, 13
2.4 write for career applications	<i>Fra</i>	
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
<b>3. The student understands and uses the steps of the writing process</b>		
3.1 prewrite	<i>Fra</i>	<b>YOUNG AUTHORS PROGRAM</b>
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
3.2 draft	<i>Fra</i>	<b>YOUNG AUTHORS PROGRAM</b>
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
3.3 revise	<i>Fra</i>	<b>YOUNG AUTHORS PROGRAM</b>
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
3.4 edit	<i>Fra</i>	<b>YOUNG AUTHORS PROGRAM</b> <b>EDITING WORKSHOP</b>
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
3.5 publish	<i>Fra</i>	<b>PASSPPORT PALS PROGRAM</b>
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
<b>4. The student analyzes and evaluates the effectiveness of written work</b>		
4.1 assess own strengths and needs for improvement	<i>Fra</i>	<b>YOUNG AUTHORS PROGRAM</b>
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
4.2 seek and offer feedback	<i>Fra</i>	<b>YOUNG AUTHORS PROGRAM</b>
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
<b>COMMUNICATION</b>		<b>LESSON NUMBER</b>
<b>1. The student uses listening and observation skills to gain understanding</b>		
1.1 focus attention	<i>Fra</i>	
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	

1.2 listen and observe to gain and interpret information	<b>Fra</b>	G2, 1, 2, 3, 15, 17
	<b>Eng</b>	G1, 1, 2, 3, 8, 9, 17
	<b>Ger</b>	1, 2, 3, 4, 5, 6, 10
	<b>Mex</b>	1, 2, 3, 8, 10, 11
1.3 check for understanding by asking questions and paraphrasing	<b>Fra</b>	G2
	<b>Eng</b>	G1, 8
	<b>Ger</b>	G3, 6
	<b>Mex</b>	G2, 8, 15
<b>2. The student communicates ideas clearly and effectively.</b>		
2.1 communicate clearly to a range of audiences for different purposes	<b>Fra</b>	G2, G3, 22
	<b>Eng</b>	G1, G2, G3, 5, 8, 10, 19
	<b>Ger</b>	G3, 9, 10
	<b>Mex</b>	G2, G3, 7
2.2 develop content and ideas (develop a topic or theme; organize thoughts around a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; speak coherently and compellingly)	<b>Fra</b>	G1, G2, 22
	<b>Eng</b>	G1, G2, G3, 6, 8, 10, 19
	<b>Ger</b>	G1, G3, 6, 9, 11
	<b>Mex</b>	G2, G3, 8, 15
2.3 use effective delivery (adjust speaking strategies for a variety of audiences and purposes by varying tone, pitch, and pace of speech to create effect and aid communication)	<b>Fra</b>	<b>YOUNG AUTHORS PROGRAM</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
2.4 use effective language and style (use language that is grammatically correct, precise, engaging and well-suited to topic, audience, and purpose)	<b>Fra</b>	<b>YOUNG AUTHORS PROGRAM</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
2.5 effectively use action, sound, and/or images to support presentations	<b>Fra</b>	G3
	<b>Eng</b>	G3
	<b>Ger</b>	
	<b>Mex</b>	G3, 4
<b>3. The student uses communication strategies and skills to work effectively with others.</b>		
3.1 use language to interact effectively and responsibly with others	<b>Fra</b>	6, 18
	<b>Eng</b>	6, 8, 20
	<b>Ger</b>	6, 9
	<b>Mex</b>	7, 8, 15
3.2 work cooperatively as a member of a group	<b>Fra</b>	<b>PASSPORT PALS PARTNER SCHOOLS PROGRAM (in development)</b>
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
3.3 seek agreement and solutions through discussions	<b>Fra</b>	
	<b>Eng</b>	8
	<b>Ger</b>	6
	<b>Mex</b>	8, 15
<b>4. The student analyzes and evaluates the effectiveness of formal and informal communication.</b>		
4.1 assess strengths and need for improvement	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	

4.2 seek and offer feedback	<i>Fra</i>	
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
4.3 analyze mass communication	<i>Fra</i>	
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	
4.4 analyze how communication is used in career settings	<i>Fra</i>	
	<i>Eng</i>	
	<i>Ger</i>	
	<i>Mex</i>	

**SOCIAL STUDIES (History)**

**LESSON NUMBER**

***1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in US, world, and Washington State history.***

1.1 understand historical time, chronology, and causation	<i>Fra</i>	8, 19, 21
	<i>Eng</i>	2, 9, 10, 17, 19
	<i>Ger</i>	3, 8, 22
	<i>Mex</i>	5, 7, 10, 14, 15
1.2 analyze the historical development of events, people, places, and patterns of life in the US, world, and Washington State history	<i>Fra</i>	19, 21
	<i>Eng</i>	2, 9, 10, 17, 19
	<i>Ger</i>	3, 22
	<i>Mex</i>	5, 7, 10, 14, 15
1.3 examine the influence of culture on US, world, and Washington State history	<i>Fra</i>	6, 7
	<i>Eng</i>	6, 8
	<i>Ger</i>	6, 9
	<i>Mex</i>	8, 10, 15

***2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.***

2.1 investigate and research	<i>Fra</i>	19
	<i>Eng</i>	2, 9, 19
	<i>Ger</i>	3, 22
	<i>Mex</i>	7, 10, 14, 15
2.2 analyze historical information	<i>Fra</i>	19
	<i>Eng</i>	2, 9, 17, 19
	<i>Ger</i>	3
	<i>Mex</i>	7, 10, 14, 15
2.3 synthesize information and reflect on findings	<i>Fra</i>	19
	<i>Eng</i>	2, 9, 17, 19
	<i>Ger</i>	5, 22
	<i>Mex</i>	7, 10, 14, 15

***3. The student understands the origin and impact of ideas and technological developments on history and social change.***

3.1 explain the origin and impact of an idea on society	<i>Fra</i>	
	<i>Eng</i>	9, 17
	<i>Ger</i>	
	<i>Mex</i>	10

3.2 analyze how historical conditions shape the emergence of ideas and how ideas change over time  <b>NOTE:</b> Professional development workshop “ <b>Teaching Culture to Kids</b> ” addresses this issue.	<b>Fra</b>	
	<b>Eng</b>	9, 16
	<b>Ger</b>	
	<b>Mex</b>	15
3.3 understand how ideas and technological developments influence people, resources, and culture	<b>Fra</b>	
	<b>Eng</b>	17
	<b>Ger</b>	
	<b>Mex</b>	15
<b>SOCIAL STUDIES (Geography)</b>		<b>LESSON NUMBER</b>
<b>1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth’s surface.</b>		
1.1 use and construct maps, charts, and other resources to gather and interpret geographic information	<b>Fra</b>	1, 2, 3
	<b>Eng</b>	1, 17
	<b>Ger</b>	1, 2, 3, 4
	<b>Mex</b>	1, 11
1.2 recognize spatial patterns on Earth’s surface and understand the process that create these patterns	<b>Fra</b>	1, 2, 3
	<b>Eng</b>	1, 17
	<b>Ger</b>	1, 2, 3, 4
	<b>Mex</b>	1, 11
<b>2. The students understands the complex physical and human characteristics of places and regions.</b>		
2.1 describe the natural characteristics of places and regions and explain the causes of their characteristics	<b>Fra</b>	Each country is described in geographic terms in the storybook.
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
2.2 describe the patterns humans make on places and regions	<b>Fra</b>	Each country is described in geographic terms in the storybook.
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
2.3 identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
<b>3. The student observes and analyzes the interaction between people, the environment, and culture.</b>		
3.1 identify and examine people’s interaction with and impact on the environment	<b>Fra</b>	Part of the storybook
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	

3.2 analyze how the environment and environmental changes affect people	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	Part of the storybook.
3.3 examine cultural characteristics, transmission, diffusion, and interaction  <b>NOTE:</b> Professional development workshop “Teaching Culture to Kids” addresses this issue.	<b>Fra</b>	G3, 6, 7, 18, 19, 21, 22
	<b>Eng</b>	G3, 2, 6, 8, 9, 19, 20, 21
	<b>Ger</b>	3, 6, 9, 14, 20, 21, 22
	<b>Mex</b>	G3, 2, 4, 6, 7, 8, 10, 14, 15, 20, 21

## ECONOMICS

## LESSON NUMBER

### ***1. The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.***

1.1 comprehend key economic concepts and economic systems	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
1.2 observe major forms of business and related careers	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
1.3 understand the monetary system of the US and how individuals' economic choices involve costs and consequences. <b>(uses foreign currencies)</b>	<b>Fra</b>	15, 16
	<b>Eng</b>	3, 12
	<b>Ger</b>	4
	<b>Mex</b>	2
1.4 examine how government policies influence the economy	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
1.5 examine the importance of international trade	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	



<b>MATHEMATICS</b>		<b>LESSON NUMBER</b>
The student understands and applies the concepts and procedures of mathematics		
1.1 understand and apply concepts and procedures from number sense (number and numerations, computation and estimation)	<b>Fra</b>	15, 17
	<b>Eng</b>	3, 7
	<b>Ger</b>	4
	<b>Mex</b>	2, 3
1.2 understand and apply concepts and procedures from measurement (attributes and dimensions, approximation and precision, and systems and tools)	<b>Fra</b>	15, 17
	<b>Eng</b>	3, 7
	<b>Ger</b>	4, 5
	<b>Mex</b>	2, 3
1.3 understand and apply concepts and procedures from geometric sense (shape and dimension, and relationships and transformations)	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
1.4 understand and apply concepts and procedures from probability and statistics (probability, statistics, and prediction and inference)	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
1.5 understand and apply concepts and procedures from algebraic sense (relations and representations, and operations)	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
<b>2. The student uses mathematics to define and solve problems</b>		
2.1 investigate situations	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
2.2 formulate questions and define the problem	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
2.3 construct solutions	<b>Fra</b>	15, 17
	<b>Eng</b>	3, 7
	<b>Ger</b>	4
	<b>Mex</b>	2, 3
<b>3. The student uses mathematical reasoning.</b>		
3.1 analyze information (from a variety of sources; use models, known facts, patterns and relationships to validate thinking)	<b>Fra</b>	15
	<b>Eng</b>	3, 17
	<b>Ger</b>	4
	<b>Mex</b>	2
3.2 predict results and make inferences (and make conjectures based on analysis of problem situations)	<b>Fra</b>	
	<b>Eng</b>	17
	<b>Ger</b>	
	<b>Mex</b>	

3.3 draw conclusions and verify results (support mathematical arguments, justify results, and check for reasonableness of solutions)	<b>Fra</b>	15
	<b>Eng</b>	3, 17
	<b>Ger</b>	4
	<b>Mex</b>	2
<b>4. The student communicates knowledge and understanding in both everyday and mathematical language.</b>		
4.1 gather information (read, listen, and observe to access and extract mathematical information)	<b>Fra</b>	15, 17
	<b>Eng</b>	3, 7, 17
	<b>Ger</b>	4, 5
	<b>Mex</b>	2, 3
4.2 organize and interpret information	<b>Fra</b>	15, 17
	<b>Eng</b>	3, 7, 17
	<b>Ger</b>	4, 5
	<b>Mex</b>	2, 3
4.3 represent and share information (share, explain, and defend mathematical ideas using terms, language, charts, and graphs that can be clearly understood by a variety of audiences)	<b>Fra</b>	15, 17
	<b>Eng</b>	3, 7
	<b>Ger</b>	4
	<b>Mex</b>	2, 3
<b>5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.</b>		
5.1 relate concepts and procedures within mathematics	<b>Fra</b>	15, 17
	<b>Eng</b>	3, 7, 17
	<b>Ger</b>	4, 5
	<b>Mex</b>	2, 3
5.2 relate mathematical concepts and procedures to other disciplines	<b>Fra</b>	15, 17
	<b>Eng</b>	3, 7, 17
	<b>Ger</b>	4, 5
	<b>Mex</b>	2, 3
5.3 relate mathematical concepts and procedures to real-life situations	<b>Fra</b>	15, 17
	<b>Eng</b>	3, 7, 17
	<b>Ger</b>	4, 5
	<b>Mex</b>	2, 3
<b>SCIENCE</b>		
<b>LESSON NUMBER</b>		
<b>1. The student understands and uses scientific concepts and principles.</b>		
1.1 use properties to identify, describe, and categorize substances, materials, and objects, and use characteristics to categorize living things. <b>(physical and earth sciences)</b>	<b>Fra</b>	
	<b>Eng</b>	9
	<b>Ger</b>	
	<b>Mex</b>	11
1.2 recognize the components, structure, and organization of systems and the interconnections within and among them	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	11
1.3 understand that interactions within and among systems cause changes in matter and energy	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	11

<b>2. The student knows and uses the skills and processes of science and technology.</b>		
2.1 develop abilities necessary to do scientific inquiry	<b>Fra</b>	
	<b>Eng</b>	9
	<b>Ger</b>	
	<b>Mex</b>	11
2.2 apply science knowledge and skills to solve problems or meet challenges	<b>Fra</b>	
	<b>Eng</b>	9
	<b>Ger</b>	10
	<b>Mex</b>	11
<b>3. The student understands the nature and contexts of science and technology</b>		
3.1 understand the nature of scientific inquiry	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	10 (and within storybook)
3.2 know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace	<b>Fra</b>	
	<b>Eng</b>	9
	<b>Ger</b>	10
	<b>Mex</b>	10, 11
<b>ARTS</b>		
		<b>LESSON NUMBER</b>
<b>1. The student understands and applies arts knowledge and skills</b>		
1.1 understand arts concepts and vocabulary: identify and use visual art, dance, theater and music vocabulary and concepts	<b>Fra</b>	G3, 21, 22
	<b>Eng</b>	G3, 6, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	G3, 4, 20, 21
1.2 develop arts skills and techniques: identify and use basic arts skills and techniques	<b>Fra</b>	G3, 21, 22
	<b>Eng</b>	G3, 6, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	G3, 4, 20, 21
1.3 understand the history and traditions of the arts in various cultures: identify representative works of art from a variety of cultures and historical periods	<b>Fra</b>	21, 22
	<b>Eng</b>	21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	20, 21
1.4 apply audience skills in a variety of arts settings and performances: responds appropriately and demonstrates proper etiquette in a variety of arts settings and performances	<b>Fra</b>	21, 22
	<b>Eng</b>	G3, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	G3, 20, 21
<b>2. The student demonstrates thinking skills using artistic processes.</b>		
2.1 apply a creative process in the arts	<b>Fra</b>	G3, 21, 22
	<b>Eng</b>	G3, 6, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	G3, 4, 20, 21
2.2 apply a performance process in the arts	<b>Fra</b>	21, 22
	<b>Eng</b>	G3, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	G3, 20, 21

<b>3. The student demonstrates thinking skills using artistic processes.</b>		
3.1 use the arts to express and present ideas and feelings	<b>Fra</b>	G3, 21, 22
	<b>Eng</b>	G3, 6, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	G3, 4, 20, 21
3.2 use the arts to communicate for a specific audience and purpose	<b>Fra</b>	21, 22
	<b>Eng</b>	21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	20, 21
3.3 evaluate the effectiveness of art presentations of self and others using a responding process	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
3.4 analyze dance, music, theater, film, television, electronic media and visual arts encountered in daily life	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
<b>4. The student makes connections within and across the arts, to other disciplines, cultures, life and work.</b>		
4.1 demonstrate and analyze the connections among the arts disciplines	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
4.2 demonstrate and analyze the connections between the arts and other content areas	<b>Fra</b>	G3, 21
	<b>Eng</b>	G3, 6, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	4
4.3 apply aesthetic criteria to personal and community decision making	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	
4.4. understand the influence of the arts in shaping and reflecting cultures and history <b>(throughout storybook text and illustrations)</b>	<b>Fra</b>	G3, 21, 22
	<b>Eng</b>	G3, 6, 21
	<b>Ger</b>	20, 21, 22
	<b>Mex</b>	G3, 4, 20, 21
4.5 understand the influence and role of the arts in the world of work	<b>Fra</b>	
	<b>Eng</b>	
	<b>Ger</b>	
	<b>Mex</b>	