



# Kindergarten through 3rd Grade

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## Kindergarten through 3rd Grade

This section of the Colorado Early Learning and Development Guidelines for children in kindergarten through 3rd grade (ages 5–8) provides users with information about how foundational skills and knowledge established during the first 5 years of life develop children’s capacities to meet more specific learning expectations in grade school. In the first few years of school, children’s learning builds on their cognitive, physical, social, and emotional development at earlier ages and forms a basis for later learning.

As children transition from preschool to kindergarten, the domains of learning that organize children’s abilities for ages 3 to 5 in the Guidelines shift to the content areas of the Colorado Academic Standards. This change in the organizational domains used in the Guidelines reflects the growing emphasis on academics as children age. However, the development of the whole child is articulated in the Guidelines because social, emotional, and cognitive development remain a key aspect of teaching and learning for children in kindergarten through 3rd grade. Colorado Academic Standards content areas include:

- Comprehensive Health and Physical Education
- World Languages
- Reading, Writing and Communicating
- Mathematics
- Science
- Social Studies
- Music
- Dance
- Visual Arts
- Theater Arts and Drama





Collectively these areas reflect the growing breadth and depth of a child’s academic experiences and encompass all the attributes important in the development of the whole child. This comprehensive approach to the holistic development of school-age children is reflected in the social and emotional wellness standards, which are included in the standards for Comprehensive Health and Physical Education. Additionally, student dispositions and habits of mind are reflected in the standards’ set of 21st Century Skills, which include Self Direction, Information Literacy, Critical Thinking and Reasoning, Information Literacy, Invention, and Collaboration.

In addition to descriptions about child learning and development, the Colorado Academic Standards articulate Concept Connections: cognitive skills and themes that are emphasized in each grade level across multiple content areas. The ideas in the Concept Connections reoccur as children learn and engage with subject area content throughout the school year. The Concept Connections for each grade level (K–3) are included in Appendix B.

The Colorado Academic Standards content areas are presented with descriptions of the preschool domains and sub-domains that support learning in that content area in kindergarten through 3rd grade. Such information should be useful for both K–3 teachers and preschool providers alike, allowing them to better understand the developmental trajectory of children’s skills and knowledge. Parents and caregivers who interact with young children will be able to use this information to understand the overall goals for children’s education and development as well as important ways that they can support those skills. Children with a developmental disability or delay may show deficits in one or more content area. Additionally, children born premature may show a delay in reaching learning expectations. Caregivers should talk with a health care provider or other trusted professional about any questions or concerns.

Visit the Colorado Department of Education’s website to access the Colorado Academic Standards <https://www.cde.state.co.us/standardsandinstruction/standards>



## Comprehensive Health and Physical Education

[The Comprehensive Health and Physical Education](https://www.cde.state.co.us/cophysicaleducation) (<https://www.cde.state.co.us/cophysicaleducation>) content area of the Colorado Academic Standards contains standards that address Physical and Personal Wellness, Emotional and Social Wellness, and Prevention and Risk Management in the context of both health education and physical education. The physical education section also addresses Movement Competence and Understanding. This section provides a broad overview of the requirements for children in kindergarten through 3rd grade, and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

## Movement Competence and Understanding

The first standard in the Comprehensive Health and Physical Education content area is related only to physical education. This standard focuses on children’s development of motor skills and their ability to accurately move in patterns during a variety of routines, games, and activities. In preparation for these skills in grades K–3, toddlers and preschoolers build the large and small muscles of their body gaining strength and control. The Guidelines for children ages 3–5 years address these skills in the sub-domains of Gross Motor and Fine Motor Skills within the Physical Development and Health domain. Kindergartners further develop these motor skills by maintaining awareness of their bodies and the space around them as they move safely during a variety of activities. In 1st grade, children incorporate rhythmic and cross-lateral movements, and by 3rd grade, children may combine movement patterns as they demonstrate growing control and balance.



### *Physical and Personal Wellness*

The second standard addresses healthy eating, exercise habits, and preventing disease. The Guidelines for children ages 3–5 years focus on children maintaining healthy growth by getting rest and exercise and learning to perform personal care tasks. These preschool skills are found primarily in the domains of Physical Development and Health: Physical Health Status and Health Knowledge & Practice. In kindergarten and 1st grade, students expand their understanding of physical wellness to include how their body system and parts react to and benefit from exercise. As children age, this knowledge becomes more useful and expands. Children in 2nd grade use their growing knowledge about physical and personal wellness to make healthy choices. Their perception of themselves as being capable of successfully making healthy choices received support in the preschool Social and Emotional Development domain. Third graders identify the benefits of sustained physical activity and gain a greater understanding about the composition of the human body.

### *Emotional and Social Wellness*

The third standard includes content related to children’s mental, emotional, and social health. Precursor skills in the Guidelines for children ages 3–5 years are found in the Social and Emotional Development and Approaches to Learning domains of these Guidelines. As described in those sections, preschool children are learning many foundational emotional and social skills that they need to support their learning in school, including the ability to build social relationships, regulate their behavior and emotions, and develop a healthy self-concept. These skills continue to be critical to students in kindergarten through 3rd grade, as research findings have linked social-emotional learning to



**Preschool children are learning many foundational emotional and social skills that they need to support their learning in school, including the ability to build social relationships, regulate their behavior and emotions, develop a healthy self-concept, and exhibit emotional and behavioral health.**

a variety of positive outcomes and benefits. The Emotional and Social Wellness standards ensure that kindergarten students demonstrate respect for self and others and follow directions. First grade students grow in their ability to effectively work with others, including following the rules of an activity. In 2nd and 3rd grade, children continue working on social skills so that they may demonstrate positive and helpful behaviors and language toward other students in class.

*Prevention and Risk Management*

The final standard focuses on children’s understanding of rules that keep them safe from harmful situations and dangerous substances or materials. The basis for these skills is found in the Guidelines for ages 3–5 years in the subdomain of Health Knowledge & Practice within the Physical Development & Health domain. The Guidelines describe children’s knowledge about basic health and safety rules and their ability to respond appropriately to harmful or unsafe situations. Children ages 3–5 years also develop skills described in the Social and Emotional Development domain, such as their ability to handle impulses, which will later support students’ ability to make positive choices concerning their health. Children in grades K–3 learn safe participation in games and sports and about applying rules, procedures, and safe practices in the classroom and at home.

**Resources for Supporting Children’s Social and Emotional Health:**

Center for Social and Emotional Education: [www.schoolclimate.org/guidelines/teachingandlearning.php](http://www.schoolclimate.org/guidelines/teachingandlearning.php)

Center for the Study and Prevention of Violence: <https://cspv.colorado.edu/>

Maternal & Child Health Library at Georgetown University: <https://www.mchlibrary.org/>



## Colorado English Language Proficiency

The national World-Class Instructional Design and Assessment (WIDA) standards for English language learner (ELL) children have been adopted by the Colorado State Board of Education as the [Colorado English Language Proficiency \(CELP\) standards](http://www.cde.state.co.us) (<http://www.cde.state.co.us>) for preschool through grade 12. These standards address students' ability to read, write, speak, and listen when English is not their first language. They differ somewhat from the other Colorado Academic Standards because they function as a framework for supporting student learning across content areas. As ELL children study science, social studies, and other subjects, how they learn (e.g., reading, listening) and their ability to communicate their learning (e.g., speaking, writing) depends upon the level of their language competence. The CELP standards define these levels and help teachers understand how children access grade-level academic content while learning English.

The CELP standards include Model Performance Indicators for five levels of English acquisition. These Indicators serve as examples of how ELL children with varying levels of English proficiency might receive and communicate their learning in a variety of content areas. The Guidelines for children ages 3–5 years address learning for ELL children in the domain of English Language Development. This domain includes three subdomains: Receptive English Language Skills, which correlate to the Reading and Listening components of the CELP standards; Expressive English Skills, which correlate to the Writing and Speaking domains of the CELP standards; and Engagement in English Literacy Activities, which are expressed within the example indicators for various content areas in the CELP standards. Elements within the CELP standards concerning children's ability to communicate for social and instructional purposes also relate to preschool skills articulated in the Social Relationships subdomain within the Guideline's Social and Emotional Development domain for children ages 3–5 years.



## World Languages

The [World Languages](http://www.cde.state.co.us/CoWorldLanguages/) (<http://www.cde.state.co.us/CoWorldLanguages/>) content area of the Colorado Academic Standards contains four standards: Communication in Languages Other Than English, Knowledge and Understanding of Other Cultures, Connections with Other Disciplines and Information Acquisition, and Comparisons to Develop Insight into the Nature of Language and Culture. An important aspect of the World Languages standards, which are shared with the Colorado English Language Proficiency standards, is that they define proficiency levels for different ranges of language acquisition. The ranges in the World Languages standards go from Novice-Low to Intermediate-Mid. Learning a foreign language is not explicitly addressed for children younger than kindergarten in the Guidelines, and so there is not a direct correlation between a domain in the Guidelines for children ages 3–5 years and the World Languages standards. However, many of the skills that grade school children develop when learning a foreign language are similar to skills developed by younger children who are learning English, either as a first or second language. These connections are described in the sections below.

### *Communication in Languages Other Than English*

The first standard focuses on communicating effectively in more than one language in order to function in a variety of situations and for multiple purposes. This standard addresses children’s ability to communicate in a foreign language in real world contexts, including interpersonal, interpretive, and presentational modes. Interpersonal communication requires culturally appropriate listening, viewing, speaking, and writing. Interpretive communication requires children to listen, view, and read using knowledge of cultural products, practices, and perspectives. Presentational communication, which is used in formal contexts, requires children to use the language to present spoken or written information in culturally appropriate ways.

These skills mirror many of the skills that are important when children are learning English as a second language, and so similar material may be found for children ages 3–5 years in the English Language Development domain of the Guidelines. Content within the subdomain for Receptive English Language Skills relates to reading and listening skills in the World Languages standards. Content within the





subdomain for Expressive English Language relates to writing and speaking skills in the World Languages standards. Similarly, the skills in this World Languages standard mirrors many of the skills that are important when children acquire a first language, so similar material may be found for children ages 3–5 years in the Language Development domain of the Guidelines.

### *Knowledge and Understanding of Other Cultures*

The second standard addresses children’s familiarity with the culture of the language being learned and their awareness of how language and culture interact in society. This includes understanding the relationship among cultural products (e.g., art, food, music, sports), cultural practices (e.g., traditions, manners), and the perspectives that underlie these products and practices. Such understanding is also a goal when children are learning English as a second language, and so similar material may be found for children ages 3–5 years in the English Language Development domain of the Guidelines. Content related to this World Languages standard is found within the preschool subdomain Engagement in English Literacy Activities. The preschool content describes how children engage with books, storytelling, and songs presented in the language they are learning (English). These types of activities are similar to those that promote cultural understanding for older children who are learning a second language.

### *Connections with Other Disciplines and Information Acquisition*

The third standard focuses on connecting with other disciplines and acquiring information and diverse perspectives in order to use the language in academic and career-related situations. Connections may be made in a variety of ways, including examining information from international sources. This World Languages standard is similar to the Receptive English Language skills in both the English Language Development domain and the Language Development domain of the Guidelines for children ages 3–5 years. Receptive language skills include reading and listening. To comprehend in either of those modes, children of all ages must make meaningful connections with the text.

### *Comparisons to Develop Insight into the Nature of Language and Culture*

The final standard in the World Languages content area recognizes that the study of a second language fosters greater understanding of not only the language and culture being studied, but also of an individual’s own language and culture. Although there is not a direct connection to content in the Guidelines for children ages 3–5 years, children learning a second language at any age benefit by making comparisons. Such comparisons are part of the preschool English Language Development domain as students engage in English literacy activities and as children make connections between English words or phrases in their home language.

## Reading, Writing, and Communicating

The [Reading, Writing, and Communicating](http://www.cde.state.co.us/CoReadingWriting/) (<http://www.cde.state.co.us/CoReadingWriting/>) content area of the Colorado Academic Standards includes Oral Expression and Listening, Reading for All Purposes, Writing and Composition, and Research Inquiry and Design. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

**Children have a growing ability to communicate in speech and understand the spoken language that surrounds them.**

### *Oral Expression and Listening*

The first standard in the Reading, Writing, and Communicating content area focuses on children’s growing ability to communicate in speech and understand the spoken language that surrounds them. Toddlers and preschoolers develop these skills at a rapid pace and then continue to increase their ability to understand and use oral language as described within the Language Development domain for ages 3–5 years. As they enter kindergarten, children continue to build their oral vocabulary and are able to use new words when expressing their ideas, participating in conversations, and following directions. In 1st grade, children may also produce complete sentences orally, ask questions to clear up confusion, and include details when providing descriptions. In 2nd grade, children also link their ideas to the remarks of others, and by 3rd grade children can prepare for conversation by studying a topic or reading material. Children in kindergarten through 3rd grade are also developing phonetic awareness as they are increasingly able to hear and differentiate various sounds in words, a skill that is critical to early reading.

### *Reading for All Purposes*

The second standard describes students’ ability to read a wide variety of materials, which is also the primary focus of the Literacy Knowledge and Skills domain in the Guidelines for children ages 3–5 years. Preschool and kindergarten children are heavily engaged in learning the most fundamental processes of reading, including basic concepts of print, letter knowledge, and phonics. Children in 1st through 3rd grade continue to increase their understanding of reading fundamentals, but they also begin to read independently with accuracy and fluency. They are able to apply word analysis skills to decode and determine the meaning of unknown words and continue to gain vocabulary. At the same time that children are learning to read, they develop an appreciation and understanding of books and the ability to reflect on a text’s meaning. The Book Appreciation and Knowledge subdomain in the Guidelines for children ages 3–5 years describes how preschool children develop an interest in books and the ability to look, listen, and ask questions about books. In kindergarten through 3rd grade, the Reading for All Purposes standard describes how



children continue to develop book appreciation by engaging with a wide variety of materials. Children in kindergarten through 3rd grade comprehend increasingly complex books and are able to identify and reflect on their key features.

### *Writing and Composition*

The third standard includes content related to writing for a variety of purposes. Precursor skills in the Guidelines for children ages 3–5 years are found primarily in Literacy Knowledge and Skills: Writing. As described in that section, preschool children are learning how writing conveys meaning and creating messages using dictation, scribbles, shapes, pictures, and letters. Children’s writing becomes more refined in kindergarten as students begin to conform to conventions, such as printing upper- and lower-case letters and spacing between words. Kindergarten children use a combination of drawing, dictating, and writing to express an opinion, explain information, and tell stories. In 1st through 3rd grade, children learn to use the writing process and their writing becomes more structured. In 1st grade, children begin to provide a sense of closure at the end of a piece. In 2nd grade they use linking words. In 3rd grade, they group related ideas in an organizational structure.



### *Research Inquiry and Design*

The final standard focuses on children’s ability to gather information, apply reasoning and logic, and summarize information. The basis for these skills is found in the Guidelines for ages 3–5 years in the Literacy Knowledge Skills: Comprehension and Text Structure subdomain and in the Logic and Reasoning: Reasoning and Problem-Solving subdomain. These subdomains describe how preschoolers develop the ability to retell information from books and apply reasoning, such as using past knowledge to build

new knowledge and seeking multiple solutions to a question or task. Older children in kindergarten through 3rd grade continue to build these skills. Kindergarteners learn to ask appropriate questions and gather information to answer their questions. As children progress from 1st through 3rd grade, they build on these skills by expanding the types of resources and references that they use to answer increasingly complex questions. By 3rd grade, children are able to evaluate information and recognize that different sources may have different points of view.

## Mathematics

The [Mathematics](http://www.cde.state.co.us/comath) (<http://www.cde.state.co.us/comath>) content area of the Colorado Academic Standards contains four standards that apply to children in kindergarten through 3rd grade: Number Sense, Properties, and Operations; Algebra and Functions; Data Analysis, Statistics, and Probability; and Shape, Dimension, and Geometric Relationships. In addition, a set of mathematical practice standards describes the critical thinking processes and proficiencies that children develop throughout the course of their mathematics education. These standards are adapted from the Common Core State Standards for Mathematics. This section provides a broad overview of the requirements of each of these standards in grades K–3 and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.



### *Number Sense, Properties, and Operations*

The first standard in the Mathematics content area focuses on children’s understanding of quantity, ways of representing numbers, relationships among numbers, and number systems. Children learn that numbers are governed by properties, and understanding these properties leads to fluency with operations. Precursor skills in the Guidelines for children ages 3–5 years are found in the Number Concepts and Quantities subdomain and the Operations and Algebraic Thinking subdomain. As described in those sections, preschool age children are learning that numbers represent quantities and have ordinal properties. They also use numbers to describe relationships and solve problems. Children build on this knowledge in kindergarten through 3rd grade. Kindergarten children learn to represent, relate, and operate on whole numbers. Children in 1st grade develop understanding of addition, subtraction, and strategies for addition and subtraction; whole number relationships; and place value, including grouping in tens and ones. Second grade children extend their understanding of base ten notation and build fluency with addition and subtraction. Third grade children develop understanding of multiplication, division, and strategies for multiplication and division within 100, and fractions, especially unit fractions (i.e., fractions with numerator 1).

### *Mathematical Practice*

The overarching Mathematical Practice standards include problem solving, constructing arguments and evaluating the reasoning of others, looking for and using structure, and looking for and expressing regularity in repeated reasoning. In preparation for these skills in grades K–3, preschoolers develop the ability to understand and solve simple problems by seeking solutions and understanding cause and effect relationships as described in the Logic and Reasoning: Reasoning and Problem-Solving subdomain of the Guidelines for children ages 3–5 years. The Mathematical Practice standards also include abstract and quantitative reasoning and modeling. In preparation for these skills in grades K–3, preschoolers develop the ability to use symbols or objects to represent something else, as described in the Logic and Reasoning: Symbolic Representation domain of the Guidelines for children ages 3–5 years.

### *Algebra and Functions*

The second standard address how children understand and use numbers. This standard is supported by the skills and understandings addressed under the first standard for Number Sense. Precursor skills in the Guidelines for children age 3–5 years are found in the Number Concepts and Quantities subdomain and the Operations and Algebraic Thinking subdomain. As described in those sections, preschool age children are learning that numbers represent quantities and have ordinal properties. They also use numbers to describe relationships and solve problems. Children build on this knowledge in kindergarten through 3rd grade. Children’s understanding of arithmetic in early grades supports their developing understanding of equations and functions in later grades. In kindergarten, children begin to model and represent addition and subtraction problems with objects, fingers, and drawings. In 1st and 2nd grade, children use more complex problem solving strategies and solve more complex problems involving two- and three-digit numbers. In 3rd grade, children learn to represent and solve multiplication and division problems and apply strategies to other problems. The mathematics addressed in this standard is important for real-world applications that require modeling, expression, and equations.

**Children’s understanding of arithmetic in early grades supports their developing understanding of equations and functions in later grades.**

### *Data, Statistics, and Probability*

The third standard provides children with tools to understand information and uncertainty. Children ask questions and gather and use data to answer their questions. For preschool and kindergarten children, the basic mathematics skills needed to understand this standard are integrated into the other standards—there are no specific guidelines for Data Analysis, Statistics, and Probability. Beginning in 1st grade, children know that visual displays of information can be used to answer questions. Children in second and 3rd grade also know that data can be displayed and described in a variety of formats.

### *Shape, Dimension, and Geometric Relationships*

The final standard in the Mathematics content area focuses on children’s comprehension of space and shape. Precursor skills in the Guidelines for children ages 3–5 years are found in the Geometry and Spatial Sense subdomain and the Measurement and Data subdomain. Preschool age children recognize, describe, and compare shapes, including their position in space. They also compare and order objects by their length, weight, and size. As children progress into kindergarten, they continue to focus on describing shapes and space. First grade children learn about linear measurement; measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing, geometric shapes. In 2nd grade, children learn to use standard units of measure and describe and analyze shapes. Children in 3rd grade develop understanding of the structure of rectangular arrays and of area, and learn to describe and analyze two-dimensional shapes.



## Science

The [Science](http://www.cde.state.co.us/coscience) (<http://www.cde.state.co.us/coscience>) content area of the Colorado Academic Standards contains three standards: Physical Science, Life Science, and Earth Systems Science. Content about the nature of scientific inquiry, which is similar to the preschool subdomain Scientific Skills and Methods, is embedded within each of these standards for grades K–3. This section provides a broad overview of the requirements for each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### Physical Science

The first standard in the Science content area focuses on children’s understanding of common properties, forms, and changes in matter and energy. The Guidelines for children ages 3–5 years provide a foundation for these skills within the Science Knowledge and Skills domain, which specifies that preschoolers may observe, describe, and discuss the properties of materials

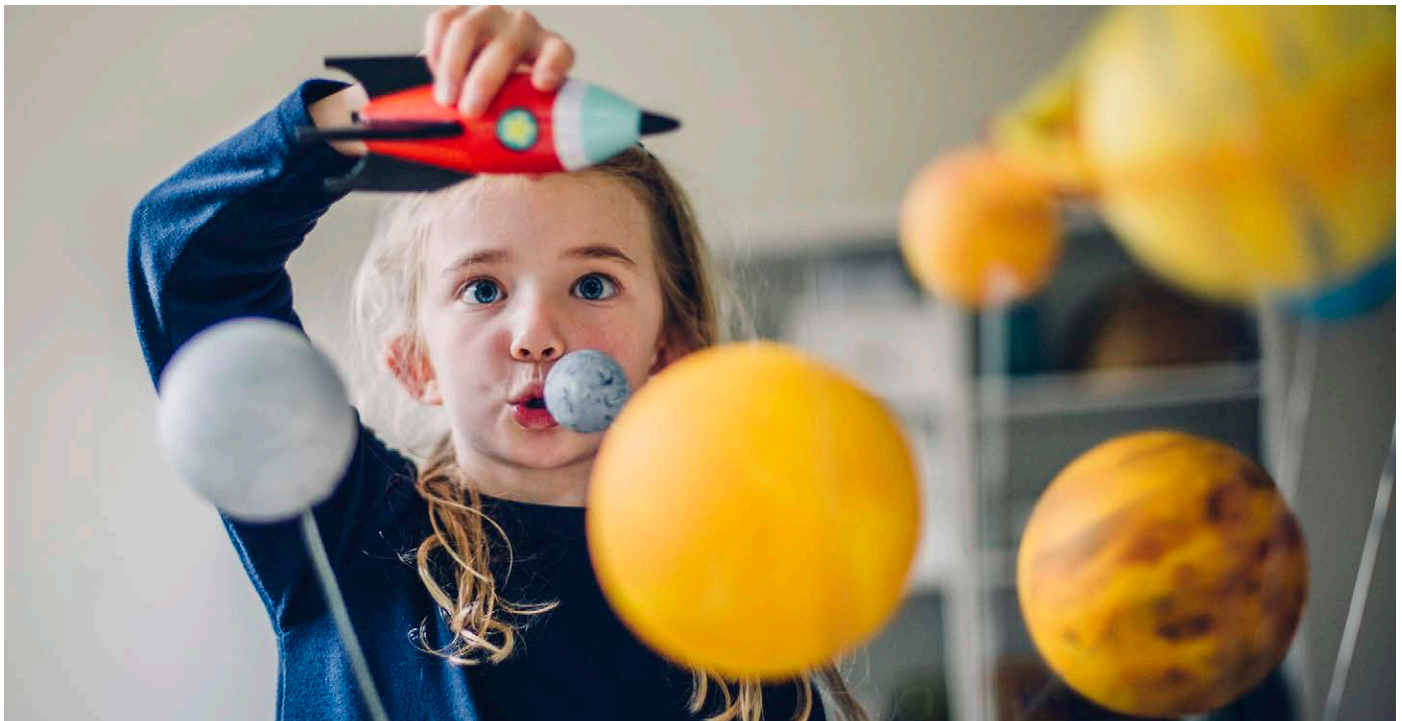
and transformation of substances. As they enter kindergarten, children build on this knowledge by describing the ways that objects can move (e.g., speed, direction) and how objects can be sorted by physical properties. Children in 1st grade learn about the differences between solids and liquids, children in 2nd grade learn how changes in speed or direction of motion are caused by forces, and children in 3rd grade learn how matter can change from one state (e.g., solid, liquid, gas) to another.

### Life Science

The second standard focuses on children’s understanding of the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. The Guidelines for children ages 3–5 years provide a foundation for these skills within the Science Knowledge and Skills domain, which specifies that children observe and describe living things and natural processes and infer patterns based on those observations. Children in grades K–3 continue to learn about the physical characteristics of organisms and learn how to describe and sort them. By the end of 1st grade, children understand that offspring have characteristics similar to their parents and that their characteristics help them survive. By the end of 2nd grade, children understand how organisms rely on specific habitats and behaviors; and by the end of 3rd grade, children understand duration and timing of life cycle events, such as reproduction and that longevity varies across organisms and species.

### Earth and Space Science

The third standard focuses on children’s understanding of the processes and interactions of Earth’s systems and the structure and dynamics of Earth and other objects in space. The Guidelines for children ages 3–5 years provide a foundation for these skills within the Science Knowledge and Skills domain, which indicate that children observe objects in the sky, daily weather, and seasonal changes. These basic observations expand in kindergarten through 3rd grade as children develop an understanding that the sun provides heat and light to Earth (kindergarten), that Earth’s materials can be compared and classified based on their properties (1st grade), that weather and seasons impact the environment and living organisms (2nd grade), and that Earth’s materials can be broken down and/or combined into different materials, such as rocks and minerals (3rd grade).



## Social Studies

The [Social Studies](http://www.cde.state.co.us/cosocialstudies) (<http://www.cde.state.co.us/cosocialstudies>) content area of the Colorado Academic Standards contains four standards: History, Geography, Economics, and Civics. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepare children for meeting these standards in their formal schooling.

### History

The first standard in the Social Studies content area focuses on children’s understanding of historical people and events. This content helps children to develop moral understanding and define, identify, and create an appreciation of how things change. History also enhances children’s growing ability to read varied sources and develop the skills to make decisions, analyze, interpret, and communicate. The Guidelines for children ages 3–5 years provide a foundation for these skills within the domain of Social Studies Knowledge and Skills: History and Events, which specifies that preschoolers develop an understanding that events happen in the past and how these events relate to one’s self, family, and community. As they enter kindergarten, children build on this knowledge by asking questions and sharing information about the past and using words that indicate chronological order, such as day, month, year, first, before, and after. Children in 1st grade learn about family and cultural traditions in the United States; patterns in time, such as calendars; and how to place events in chronological order. Children in 2nd grade learn about people who have influenced the history of neighborhoods and communities and identify historical sources of information. Children in 3rd grade learn how events and people may change history and places and how sources relate both historical fact and fiction.

## Geography

The second standard provides children with an understanding of spatial perspectives; the tools used to analyze space, world regions, and resources; and how places are connected at local, national, and global scales. The Guidelines for children ages 3–5 years provide a foundation for these skills within the domain of Social Studies Knowledge and Skills. Children in kindergarten continue to learn about people and places, in particular, that people belong to different groups and live in different places that can be found on a map or globe. By the end of 1st grade, children understand ways in which people in different groups and communities interact with each other and the environment and how maps and globes represent places. By the end of 2nd grade, children understand ways in which people manage, modify, and depend on their environment, and they identify and use particular features of maps and globes. By the end of 3rd grade, children develop an understanding of regions and continue to use geographic tools, such as maps and globes.





### Economics

The third standard includes content related to market forces and trends, economic decision making, personal finances, and managing resources. The Guidelines for children ages 3–5 years provide a foundation for these skills within the domain of Social Studies Knowledge and Skills. The basic knowledge learned in preschool expands as kindergartners learn the idea of ownership and discuss how purchases can be made to meet wants and needs. Children in 1st grade learn how different types of jobs produce goods and services, and they identify examples of short-term financial goals. Children in 2nd grade learn about the effects of scarce resources and identify components of financial decision making, including the difference between long-term and short-term goals. Children in 3rd grade learn about producers and consumers, the exchange of goods and services, and ways to meet short-term financial goals.

### Civics

The fourth standard focuses on government, citizenship, and law. The Guidelines for children ages 3–5 years provide a foundation for these skills within the domain of Social Studies Knowledge and Skills, as preschoolers develop an understanding of family structures and the purpose of rules. In kindergarten, children’s knowledge about social structures grows as they learn about ways that democratic decisions are made and how people act as good citizens. In 1st grade, children learn about the characteristics of leaders and team members, and they give examples of notable people, places, holidays, and patriotic symbols. In 2nd grade, children learn ways that community members advocate for their ideas and resolve conflicts or differences. In 3rd grade, children learn about rights and responsibilities and the origins, structures, and functions of local government.



## Music

The [Music](http://www.cde.state.co.us/CoArts/StateStandards.asp#Music) (<http://www.cde.state.co.us/CoArts/StateStandards.asp#Music>) content area of the Colorado Academic Standards contains four standards: Expression of Music, Creation of Music, Theory of Music, and Aesthetic Valuation of Music. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### *Expression of Music*

The first standard in the Music content area addresses human thought and emotion during performance. The Guidelines for children ages 3–5 years provide a foundation for musical expression within the domain of Visual and Performing Arts: Music, which includes content such as expressing feelings in response to music. In grades K–3, this content is extended as children demonstrate skills such as singing songs (kindergarten) and performing extended rhythmic, melodic, and harmonic patterns (3rd grade).

### *Creation of Music*

The second standard focuses on the demonstration of human thought and emotion through skills in the composition, improvisation, and arrangement of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music. The Guidelines for children ages 3–5 years provide a foundation for musical creation within the domain of Visual and Performing Arts: Music, which includes content such as experimenting with instruments. In grades K–3, children demonstrate skills such as creating music through a variety of experiences (kindergarten) and producing short musical phrases and patterns (3rd grade).

### *Theory of Music*

The third standard is about the understanding of the distinctive language, conventions, mechanics, and structure of organized sound. The Guidelines for children ages 3–5 years provide a foundation for music theory within the domain of Visual and Performing Arts: Music, which includes content such as describing musical elements. In grades K–3, children demonstrate skills, such as identifying simple rhythmic patterns, musical opposites, and basic elements of musical forms (kindergarten); aurally recognizing patterns, analyzing simple notational elements, and using simple visual notations (3rd grade).

### *Aesthetic Valuation of Music*

The fourth standard focuses on the knowledge needed to evaluate and critique a musical piece, including its aesthetics. The Guidelines for children ages 3–5 years provide a foundation for music aesthetics within the domain of Visual and Performing Arts: Music, which includes content such as responding to musical elements and recognizing music in daily life. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires critical thinking skills. In grades K–3, children learn skills, such as discussing music and celebrations in daily life (kindergarten) and making informed judgments about music (3rd grade).



## Dance

The [Dance](http://www.cde.state.co.us/CoArts/StateStandards.asp#Dance) (<http://www.cde.state.co.us/CoArts/StateStandards.asp#Dance>) content area of the Colorado Academic Standards contains four standards: Movement, Technique, and Performance; Create, Compose, and Choreograph; Historical and Cultural Context; and Reflect, Connect, and Respond. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### *Movement, Technique, and Performance*

The first standard in the Dance content area focuses on competence and confidence during performance. The Guidelines for children ages 3–5 years provide a foundation for dancing performance within the domain of Visual and Performing Arts: Dance, which includes content such as expressing what is felt and heard in musical tempos and styles. In grades K–3, children demonstrate skills such as moving with intent to music or other stimuli (kindergarten) and performing dance studies with accuracy (3rd grade).

### *Create, Compose, and Choreograph*

The second standard focuses on using dance elements of space, time, and energy. The Guidelines for children ages 3–5 years provide a foundation for dance composition within the domain of Visual and Performing Arts: Dance, which includes content such as demonstrating simple phrases of movement in time and space. In grades K–3, children demonstrate skills such as translating simple ideas and stories into movement phrases (kindergarten) and creating short dances using compositional principles (3rd grade).



### *Historical and Cultural Context*

The third standard focuses on understanding the relevance of dance across time and place. The Guidelines for children ages 3–5 years provide a foundation for the history and culture of dance within the domain of Visual and Performing Arts: Dance, which includes content such as recognizing dances from around the world. In grades K–3, children demonstrate skills such as performing simple social dances that communicate an idea (kindergarten) and recognizing styles in major dance works (3rd grade).

### *Reflect, Connect, and Respond*

The final standard focuses on how dance stimulates the imagination and challenges the intellect. The Guidelines for children ages 3–5 years provide a foundation for responding to dance within the domain of Visual and Performing Arts: Dance, which includes content such as attentively observing a dance performance. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires the application of critical thinking skills. In grades K–3, children demonstrate knowledge such as observing and identifying different dance genres (kindergarten) and describing the use of dance elements in choreography (3rd grade).

## Visual Arts

The [Visual Arts](http://www.cde.state.co.us/CoArts/StateStandards.asp#Visual) (<http://www.cde.state.co.us/CoArts/StateStandards.asp#Visual>) content area of the Colorado Academic Standards contains four standards: Observe and Learn to Comprehend, Envision and Critique to Reflect, Invent and Discover to Create, and Relate and Connect to Transfer. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### *Observe and Learn to Comprehend*

The first standard in the Visual Arts content area provides children with understanding that visual arts are a means for expression, communication, and meaning making. The Guidelines for children ages 3–5 years provide a foundation for visual expression and meaning within the domain of Visual and Performing Arts: Visual Arts, which includes content such as knowing that works of art can represent people, places, and things. In grades K–3, children demonstrate knowledge such as understanding that personal feelings are described in and through works of art (kindergarten) and understanding intent and purpose in works of art (3rd grade).

### *Envision and Critique to Reflect*

The second standard focuses on critical thinking through the synthesis, evaluation, and analysis of visual information. The Guidelines for children ages 3–5 years provide a foundation for art criticism within the domain of Visual and Performing Arts: Visual Arts, which includes content such as discussing one’s own artistic creations and those of others. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires critical thinking skills. In grades K–3, children demonstrate knowledge such as understanding that artists connect to stories told in and by works of art (kindergarten) and that artists, viewers, and patrons use the language of art to respond to art (3rd grade).

### *Invent and Discover to Create*

The third standard focuses on generating works of art that employ unique ideas, feelings, and values using different media and technologies. The Guidelines for children ages 3–5 years provide a foundation for creating art within the domain of Visual and Performing Arts: Visual Arts, which includes content such as using different materials and techniques to make art creations. In grades K–3, children demonstrate skills such as creating two- and three-dimensional works of art (kindergarten) and demonstrating basic studio skills (3rd grade).

### *Relate and Connect to Transfer*

The fourth standard focuses on the value of visual arts to lifelong learning and the human experience. The Guidelines for children ages 3–5 years provide a foundation for understanding the impact of art within the domain of Visual and Performing Arts: Visual Arts, which identifies art in daily life. In grades K–3, children demonstrate knowledge such as understanding that artists and viewers contribute and connect to their communities (kindergarten) and understanding that historical and cultural ideas are evident in works of art (3rd grade).



## Drama and Theatre Arts

The [Drama and Theatre Arts](http://www.cde.state.co.us/CoArts/StateStandards.asp#Drama) (<http://www.cde.state.co.us/CoArts/StateStandards.asp#Drama>) content area of the Colorado Academic Standards contains three standards: Create, Perform, and Critically Respond. This section provides a broad overview of the requirements of each standard for children in kindergarten through 3rd grade and explains how the content in these Guidelines at earlier ages prepares children for meeting these standards in their formal schooling.

### Create

The first standard in the Drama and Theatre Arts content area focuses on creating new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles. The Guidelines for children ages 3–5 years provide a foundation for writing and interpreting drama within the domain of Visual and Performing Arts: Drama and Theatre, which includes content such as using dialogue, actions, and objects to tell a story. In grades K–3, children demonstrate skills such as assuming characters through dramatic play (kindergarten) and creating stage environments to understand locale and mood (3rd grade).



### Perform

The second standard in the Drama and Theatre Arts content area focuses on expressing human experience in story, movement, speech, and the staging of a drama. The Guidelines for children ages 3–5 years provide a foundation for performing dramas within the domain of Visual and Performing Arts: Drama and Theatre, which includes content such as manipulating materials and assuming roles in dramatic play situations. In grades K–3, children demonstrate skills such as dramatizing ideas and events (kindergarten) and performing a scripted scene (3rd grade).

### Critically Respond

The third standard in the Drama and Theatre Arts content area focuses on studying drama through literacy, ethical judgment, and cultural research. The Guidelines for children ages 3–5 years provide a foundation for critical responses within the domain of Visual and Performing Arts: Drama and Theatre, which includes content such as responding to stories and plays. Content in the preschool domain Logic and Reasoning: Reasoning and Problem-Solving also relates to this standard because it requires critical thinking skills. In grades K–3, children demonstrate skills such as identifying elements of theatre in everyday life (kindergarten) and using selected criteria to critique what is seen, heard, and understood (3rd grade).

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