

Standards and Benchmarks Handbook
Balboa Academy
Level I: Kindergarten – 2nd grade

In the 2005-2006 school year, Balboa Academy teachers and administrators began their work on creating Standards and Benchmarks documents that demonstrate the curriculum that is taught in Pre-K through 12th grade. During the 2009-2010 school year, the Standards and Benchmark documents were finalized and organized into five handbooks: Preschool, Kindergarten – 2nd grade, 3rd – 5th grade, 6th-8th grade, and 9th – 12th grade.

The Standards and Benchmarks come primarily from Mid-continent Research for Education and Learning (McREL), a private non-profit corporation dedicated to making a difference in public education. McREL has given Balboa Academy permission to use its standards and benchmarks for curriculum alignment. By browsing and selecting standards and benchmarks from McREL's compendium of content standards and benchmarks for K-12 education, and also several US state content standard documents, teachers and administrators have successfully identified rigorous standards and benchmarks that are aligned from Preschool through 12th grade at Balboa Academy.

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Balboa Academy
Reading Standards and Benchmarks
Level I: Kindergarten – 2nd grade

Standard 5. Uses the general skills and strategies of the reading process

1. Uses mental images based on pictures and print to aid in comprehension of text **(K- B; 1st – D; and 2nd – Secure)**
2. Uses meaning clues (e.g., picture captions, title, cover, headings, story structure, story topic) comprehension and make predictions about content (e.g., action, events, character's behavior) **(K- B; 1st – D; and 2nd – Secure)**
3. Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning/ending consonants, vowel sounds, blends, word patterns) to decode unknown words **(K- B; 1st – D/S; and 2nd – Secure)**
4. Uses basic elements of structural analysis (e.g., syllables, basic prefixes, root words, compound words, spelling patterns, contractions) to decode unknown words **(K- Introduce/B; 1st – B; and 2nd – D)**
5. Understands level-appropriate sight words and vocabulary(e.g. words for persons, places and things, actions; high frequency words such as said, was and where) **(K- D; 1st and 2nd – Secure)**
6. Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, meter, tempo, pitch, tone intonation) **(K- Introduce/B; 1st – B; and 2nd – D)**

Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts.

1. Uses reading skills and strategies to understand a variety of familiar literary passages (e.g. fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books) **(K- Introduce/B; 1st – B; and 2nd – D)**
2. Knows the basic characteristics of familiar genres (e.g., picture books, fairy tales, nursery rhymes) **(K- Introduce/B; 1st – B; and 2nd – D)**
3. Knows setting, main characters, main events, sequence, and problems in stories **(K- B; 1st – D; and 2nd – S)**
4. Knows the main ideas or theme of a story **(K- B; 1st – B/D; and 2nd – D)**
5. Relates stories to personal experiences (e.g., events, characters, conflicts, themes) **(K- B; 1st – D; and 2nd – S)**

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

1. Uses reading skills and strategies to understand a variety of informational texts (e.g., written directions, signs, captions, warning labels, informational books) **(K- Introduce/B; 1st – B/D; and 2nd – D/S)**
2. Understands the main idea and supporting details of simple expository information **(K- Introduce/B; 1st – B/D; and 2nd – D)**
3. Summarizes information found in texts (e.g., retells in own words) **(K- B/D; 1st – D; and 2nd – S)**
4. Relates new information to prior knowledge and experience **(K- B; 1st – D; and 2nd – S)**

Balboa Academy
Language Arts and Writing Standards and Benchmarks
Level I: Kindergarten – 2nd grade

Standard 1. Uses the general skills and strategies of the writing process

1. Prewriting: Uses prewriting strategies to plan written work (e.g. discusses ideas with peers pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations. **(K, 1st and 2nd grades)**)
2. Drafting and Revising: Uses strategies to draft and revise written work (e.g. rereads, rearranges words, sentences, and paragraphs to improve or clarify meaning; various sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions for from students and teachers; sharpens the focus) **(K, 1st and 2nd grades)**
3. Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling developmentally appropriate level; incorporates illustrations or photos; uses available, appropriate technology to compose and publish work; shares finished product) **(K, 1st and 2nd grades)**
4. Uses strategies to organize written work (e.g., includes a beginning, middle, and ending; sequence of events) **(K, 1st and 2nd grades)**
5. Uses writing and other methods (e.g., using letters or phonetically spelled words, telling, making lists) to describe familiar person, places, objects or experiences. **(K, 1st and 2nd grades)**
6. Writes in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experience narratives, messages, responses to literature) **(K, 1st and 2nd grades)**
7. Writes for different purposes (e.g., inform and communicate ideas) **(K, 1st and 2nd grades)**

Standard 2. Uses the stylistic and rhetorical aspects of writing.

1. Uses descriptive words to convey basic ideas **(K- Introduce; 1st – B; and 2nd – B/D)**
2. Uses declarative and interrogative sentences in written compositions **(K- Introduce; 1st – B; and 2nd – B/D)**

Standard 3. Uses grammatical and mechanical conventions in written compositions

1. Uses conventions of print in writing (e.g. forms letters in print, uses upper and lower case, the alphabet, spaces words and sentences, writes from left to right and top to bottom, inch margins) **(K- B/D; 1st – D/S; and 2nd – Secure)**
 2. Uses complete sentences in written compositions **(K- Introduce/B; 1st – D; and 2nd – Secure)**
 3. Uses nouns in written compositions (e.g., nouns for simple objects, family members, community workers, and categories) **(K- Introduce/B; 1st – D; and 2nd – D/Secure)**
1. Uses verbs in written compositions (e.g., verbs for a variety of situations, action words) **(K- Introduce/B; 1st – D; and 2nd – D/Secure)**
 2. Uses adjectives in written compositions (e.g., uses descriptive words) **(1st – B/D; and 2nd – D/Secure)**
 3. Uses adverbs in written compositions (e.g., uses words that answer how, when, where, and why questions) **(1st and 2nd – B)**
 4. Uses convention of spelling in written compositions (e.g., spells high frequency , common misspelled words from appropriate grade-level list; spells phonetically regular words; uses sound relationships; spells basic short vowel, long vowel, r-controlled, and consonant blending patterns; uses a dictionary and other resources to spell words) **(K- Introduce/B; 1st – B; and 2nd – D)**
 5. Uses conventions of capitalization in written compositions (e.g., first and last names, first word in sentences) **(K- Introduce/B; 1st – B; and 2nd – D)**
 6. Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses question marks after interrogative sentences, uses commas in a series of words) **(K- Introduce/B; 1st – B/D; and 2nd – D)**

Standard 4. Gathers and uses information for research purposes

1. Generates questions about topics of personal interest **(K- Introduce/B; 1st – B/D; and 2nd – D)**
2. Uses a variety of sources to gather information (e.g., informational books, pictures, charts, videos, television programs, guest speakers, Internet, own observations) **(1st – B/D; and 2nd – D)**

Standard 8. Uses listening and speaking strategies for different purposes

1. Makes contributions in class and group discussion (e.g., reports on ideas and personal knowledge about topic, initiates conversations, connects ideas and experiences with those of others) **(K- B/D; 1st – D/S; and 2nd – Secure)**
2. Asks and responds to questions (e.g., about the meaning of a story, about the meaning of written ideas) **(K- B/D; 1st – D/S; and 2nd – Secure)**
3. Follows rules of conversation and group discussion (e.g., takes turns, raises hand to speak, focuses on topic, and focuses attention on speaker) **(K- B; 1st – D; and 2nd – Secure)**
4. Uses different voice level, phrasing, and intonation for different situations (e.g., small group setting, informal discussions, reports to the class) **(K- B; 1st – B/D; and 2nd – D)**
5. Uses level-appropriate vocabulary in speech (e.g., number words; words that describe people, places, things, events, location, actions; synonyms, antonyms, homonyms, word analogies, figures of speech) **(K- B; 1st – B; and 2nd – D)**
6. Gives and responds to oral directions **(K- B/D; 1st – D; and 2nd – Secure)**
7. Recites and responds to familiar stories, poems, and rhymes with patterns (e.g., relates information to own life, describes, character, setting, plot) **(K- B; 1st – D; and 2nd – Secure)**
8. Knows differences between language used at home and language used in school **(K- B; 1st – B/D; and 2nd – Secure)**

Standard 9. Understands the characteristic and components of the media

1. Understands that there are common conventions used in media (e.g., the layout of a newspaper, including headlines, photographs, and different sections; how theme music, sound effects and graphics represents the beginning and ending of a television program)
2. Understands that media messages and products are created by people (e.g., individuals represent real and imaginary experiences)

Balboa Academy
Mathematics Standards and Benchmarks
Level I: Kindergarten – 2nd grade

Standard 1. Uses a variety of strategies in the problem-solving process.

1. Build new mathematical knowledge through problem solving (K: B; 1st and 2nd grade: D)
2. Solve problems that arise in mathematics and in other contexts (K: B; 1st and 2nd grade: D)
3. Apply and adapt a variety of appropriate strategies to solve problems (K: B; 1st and 2nd grade: D)
4. Monitor and reflect on the process of mathematical problem solving (K: B; 1st and 2nd grade: D)

Standard 2. Understands numbers, ways of representing numbers, relationships among numbers, and number systems.

1. Count with understanding (K: B/D; 1st grade : D/S; 2nd grade: S)
2. Develop initial understandings of place value and the base-ten number system (K: B; 1st grade : D/S; 2nd grade: D/S)
3. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections (K: B; 1st grade : D; 2nd grade: D/S)
4. Connect number words and numerals to the quantities they represent, using various physical models and representations (K: B/D; 1st grade: D/S; 2nd grade: S)
5. Understand and represent commonly used fractions, such as $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$ (K: B/D; 1st grade : D/S; 2nd grade: S)
6. Understand various meanings and effects of addition and subtraction of whole numbers and the relationship between the two operation (K: B; 1st grade: D; 2nd grade: D/S)
7. Understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally (1st grade: B; 2nd grade: B/D)
8. Develop and use strategies for whole-number computations, with a focus on addition and subtraction (K: B/D; 1st grade: D/S; 2nd grade: S)
9. Develop fluency with basic number combinations for addition and subtraction (K: B; 1st grade : D; 2nd grade: S)
10. Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators (K: B; 1st grade: D; 2nd grade: D/S)

Standard 3. Understands and applies basic and advanced properties of the concepts of measurements.

1. Recognize the attributes of length, volume, weight, area, and time (K: B; 1st grade : B/D; 2nd grade: B/D)
2. Compare and order objects according to these attributes (K: B; 1st grade : D; 2nd grade: D)
3. Understand how to measure using nonstandard and standard units (K: B; 1st grade : D; 2nd grade: D/S)
4. Select an appropriate unit and tool for the attribute being measured (1st grade : B/D; 2nd grade: D/S)

Standard 4. Understands and applies basics and advanced properties of the concepts of geometry.

1. Recognize, name, build, draw, compare, and sort two and three dimensional shapes (K: B; 1st grade : D; 2nd grade: D)
2. Describe attributes and parts of two and three dimensional shapes (K: Introduce; 1st grade : B; 2nd grade: D)
3. Recognize and create shapes that have symmetry (K: Introduce; 1st grade : B; 2nd grade: D)
4. Recognize geometric shapes and structures in the environment and specify their location (1st grade : B; 2nd grade: D)

Standard 5. Understands and applies basic and advanced concepts of statistics, probability and data analysis.

1. Pose questions and gather data about themselves and their surroundings (1st grade : B; 2nd grade: D)
2. Sort and classify objects according to their attributes and organize data about the objects (K: B; 1st grade : B/D; 2nd grade: D)
3. Represent data using concrete objects, pictures, and graphs (K: B; 1st grade : D; 2nd grade: S)
4. Describe parts of the data and the set of data as a whole to determine what the data show (K: B; 1st grade : B/D; 2nd grade: D)

Standard 6. Understands and applies basic and advanced algebraic concepts.

1. Sort, classify, and order objects by size, number, and other properties (K: B/D; 1st grade : D; 2nd grade: S)

Balboa Academy
Science Standards and Benchmarks
Level I: Kindergarten – 2nd grade

Standard 1. Understands atmospheric processes and the water cycle

1. Knows that short-term weather conditions (e.g., temperature, rain, snow) can change daily, and weather patterns change over the seasons (**K – Beginning; 1st - Developing; 2nd – Secure**)
2. Knows that water can be a liquid or a solid and can be made to change from one form to the other, but the amount of water stays the same (**1st Grade**)

Standard 2. Understands Earth's composition and structure

1. Knows that Earth materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere (**1st Grade**)
2. Knows that rocks come in many different shapes and sizes (e.g., boulders, pebbles, sand) (**K – Beginning; 1st – Developing/Secure**)

Standard 3. Understands the composition and structure of the universe and the Earth's place in it

1. Knows basic patterns of the Sun and Moon (e.g., the Sun appears every day and the Moon appears sometimes at night and sometimes during the day; the Sun and Moon appear to move from east to west across the sky; the Moon appears to change shape over the course of a month; the Sun's position in the sky changes through the seasons)
2. Knows that the stars are innumerable, unevenly dispersed, and of unequal brightness

Standard 4. Understands the principles of heredity and related concepts

1. Knows that plants and animals closely resemble their parents (**1st grade – Developing/Secure**)
2. Knows that differences exist among individuals of the same kind of plant or animal (**2nd grade – Developing**)

Standard 5. Understands the structure and function of cells and organisms

1. Knows the basic needs of plants and animals (e.g., air, water, nutrients, light or food, shelter)
(K – Beginning; 1st – Developing; 2nd – Secure)
2. Knows that plants and animals have features that help them live in different environments
(K – Beginning; 1st – Developing; 2nd – Secure)

Standard 6. Understands relationships among organisms and their physical environment

1. Knows that plants and animals need certain resources for energy and growth (e.g., food, water, light, air)
(K – Beginning; 1st – Developing; 2nd – Secure)
2. Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals **(K – Beginning; 1st – Developing; 2nd – Secure)**

Standard 7. Understands biological evolution and the diversity of life

1. Knows that some kinds of organisms that once lived on Earth have completely disappeared (e.g., dinosaurs, trilobites, mammoths, horsetail trees) **(2nd Grade)**
2. Knows that there are similarities and differences in the appearance and behavior of plants and animals
(K – Beginning; 1st – Developing; 2nd – Secure)

Standard 8. Understands the structure and properties of matter

1. Knows that different objects are made up of many different types of materials (e.g., cloth, paper, wood, metal) and have many different observable properties (e.g., color, size, shape, weight)
(K – Beginning; 1st – Developing; 2nd – Secure)
2. Knows that things can be done to materials to change some of their properties (e.g., heating, freezing, mixing, cutting, dissolving, bending), but not all materials respond the same way to what is done to them **(1st – Beginning; 2nd – Beginning)**

Standard 9. Understands the sources and properties of energy

1. Knows that the Sun supplies heat and light to Earth **(K – Beginning; 1st – Developing; 2nd – Secure)**
2. Knows that heat can be produced in many ways (e.g., burning, rubbing, mixing substances together)

3. Knows that electricity in circuits can produce light, heat, sound, and magnetic effects
4. Knows that sound is produced by vibrating objects
5. Knows that light travels in a straight line until it strikes an object

Standard 10. Understands forces and motion

1. Knows that magnets can be used to make some things move without being touched
(2nd grade – Beginning)
2. Knows that things near the Earth fall to the ground unless something holds them up
3. Knows that the position of an object can be described by locating it relative to another object or the background
4. Knows that the position and motion of an object can be changed by pushing or pulling
5. Knows that things move in many different ways (e.g., straight line, zigzag, vibration, circular motion)

Standard 11. Understands the nature of scientific knowledge

1. Knows that scientific investigations generally work the same way in different places and normally produce results that can be duplicated

Standard 12. Understands the nature of scientific inquiry

1. Knows that learning can come from careful observations and simple experiments
(K – Beginning; 1st – Beginning)
2. Knows that tools (e.g., thermometers, magnifiers, rulers, balances) can be used to gather information and extend the senses **(K – Beginning; 1st – Developing; 2nd – Developing)**

Standard 13. Understands the scientific enterprise

1. Knows that in science it is helpful to work with a team and share findings with others

Balboa Academy
Social Studies Standards and Benchmarks
Level I: Kindergarten – 2nd grades

Time, Continuity, and Change (History)

History Standard 1. The Student understands historical chronology and the historical perspective.

1. Understands that history tells the story of people and events of other times and places. **(K-Beginning; 1st-Developing; 2nd-Developing)**
2. Knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands)
(K-Beginning; 1st-Beginning; 2nd-Developing) (Open Court Unit: Sharing Stories (Grade 2))
3. Understands broad categories of time (e.g., past, present and future: yesterday, today and tomorrow) and calendar time (days, weeks, months, and years). **(K-Beginning; 1st-Developing; 2nd-Secure)**

History Standard 2. The student understands U.S. history to 1880.

1. Knows people and events honored in commemorative holidays that originated prior to 1880. (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veterans Day and Presidents Day). **(K-Beginning; 1st-Developing; 2nd-Secure)**
2. Understand the changes that occurred in people's lives when they moved from faraway places to the U.S.). **(K-Beginning; 1st-Developing; 2nd-Secure) (Open Court Units : Red, White and Blue (Grade K); Journeys and Things that Go and Homes (Grade 1); Our Country (Grade 2))**

History Standard 3. The student understands U.S. History from 1888 to the present day.

1. Knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day). **(K-Beginning; 1st-Beginning; 2nd-Developing) (Open Court Unit : Courage (Grade 2))**
2. Understands changes in community life over time (e.g., changes in goods and services, changes in architecture and landscape, and changes in jobs, schooling, transportation, communication, religion and communication). **(K-Beginning; 1st-Beginning; 2nd-Developing) (Open Court Units : Red, White and Blue (Grade K); Journeys and Things that Go and Homes (Grade 1); Our Country (Grade 2))**

People, Places, and Environments (Geography)

Geography Standard 1: The student understands the world in spatial terms.

1. Determines the absolute and relative location of people, places and things. **(1st-Beginning; 2nd-Developing)**
2. Uses simple maps, globes, and other three-dimensional models to identify and locate places. **(1st-Beginning; 2nd-Developing)**
3. Knows areas that can be classified as regions. **(2nd-Beginning) (Open Court Unit : Our Country (Grade 2))**

Geography Standard 2: The student understands the interactions of people and the physical environment.

1. Identifies some physical and human characteristics of places. **(1st-Beginning; 2nd-Beginning) (Open Court Units : Homes (Grade 1); Our Country (Grade 2))**
2. Knows basic needs and how families in the U.S. and other countries meet them. **(2nd-Beginning) (Open Court Unit : Our Country (Grade 2))**
3. Knows the role that resources play in our daily lives. **(2nd-Beginning) (Open Court Unit : Our Country (Grade 2))**
4. Knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages. **(1st grade) (Open Court Units : Things That Go (Grade 1))**

Government and the Citizen (Civics and Government)

Government and the Citizen Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of democracy are reflected in government.

1. Know how various symbols are used to depict shared values, principles and beliefs. **(K-Beginning; 2nd-Developing) (Open Court Units : Red, White and Blue (Grade K); Our Country (Grade 2))**
2. Knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs. **(K-Beginning; 2nd-Developing) (Open Court Units : Red, White and Blue (Grade K); Our Country (Grade 2))**
3. Understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair and "does not go too far". **(K-Beginning; 2nd-Developing) (Open Court Units : Red, White and Blue (Grade K); Kindness and Our Country (Grade 2))**
4. Recognized Major elected officials. **(K-Beginning; 2nd-Developing) (Open Court Units: Red, White and Blue (Grade K); Our Country (Grade 2))**

5. Knows examples of authority and power without authority, and knows that people in positions of authority have limits on their authority. **(K-Beginning; 2nd-Developing)** **(Open Court Units : Red, White and Blue (Grade K); Our Country (Grade 2))**

Economics

Economics Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources.

1. Knows the difference between goods and services and between consumers and producers. **(1st grade-Beginning; 2nd-Developing)**
2. Understands that when consumers (e.g., individuals, households, businesses, governments or societies) make choices, they must consider the costs incurred and the benefits received. **(1st grade-Beginning; 2nd-Developing)**

Economics Standard 2: The student understands the characteristics of different economic systems and institutions.

1. Understands that most people work in jobs which they produce a few special goods or services. **(1st grade-Beginning/Developing)**
(Open Court Units: Our Neighborhood (Grade 1))
2. Understands that people in different places around the world depend on each other for the exchange of goods and services. **(1st grade-Beginning/Developing)** **(Open Court Units: Journeys (Grade 1))**

Balboa Academy
Native Language Spanish Standards and Benchmarks
Objetivos Generales de la Asignatura
Nivel II: Grados 2-4

Objetivo 1. Interpretar y producir mensajes en los que intervengan el lenguaje verbal y los no verbales, reconociendo las situaciones de comunicación en las que se presentan.

1. Expresar con sencillez, claridad, y corrección las ideas de manera que logre comunicar su pensamiento.
2. Participar activamente en conversaciones, respetando las ideas expresadas por los demás.
3. Interpretar textos escritos relacionados con el entorno social.
4. Interpretar críticamente la información que llega a través de diferentes medios de comunicación.

Objetivo 2. Disfrutar de la lectura y de la escritura como formas de comunicación y como medio de recreación y fuente de enriquecimiento cultural.

1. Leer textos recreativos, instructivos, y de estudio en la forma oral y silenciosa.
2. Leer en forma oral, con entonación y articulación adecuada, textos variados.
3. Interpretar textos literarios estableciendo las diferencias existentes entre ellos.
4. Producir textos, respetando la producción individual y de grupo.
5. Crear textos diversos aplicando las reglas gramaticales y ortográficas.
6. Redactar diferentes tipos de textos, demostrando capacidad creativa.
7. Redactar párrafos considerando la idea central y las ideas complementarias.

Objetivo 3. Reconocer los elementos gramaticales básicos para el buen uso del idioma.

1. Utilizar correctamente los signos de puntuación para facilitar la comprensión del lenguaje escrito.
2. Reconocer diptongos, triptongos e hiatos en un contexto.
3. Clasificar las palabras atendiendo al número de sílabas.
4. Aplicar las normas de acentuación en textos personales y grupales.
5. Utilizar adjetivos calificativos en la construcción de oraciones, estableciendo la concordancia con el sustantivo.
6. Conjuguar verbos regulares en los tiempos simples considerando las variaciones morfológicas.
7. Reconocer las variaciones gramaticales del artículo en un contexto.
8. Reconocer las clases de oraciones según la actitud del habitante.

Balboa Academy
Spanish I Standards and Benchmarks
Level I: Kindergarten – 2nd grades

Standard 1. Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information (Speaking)

1. Uses the target language to express likes, dislikes, and personal preferences (e.g., objects, people, events, favorite activities, food, celebrations) in everyday environments
2. Uses basic vocabulary to describe assorted objects (e.g., toys, dress, types of dwellings, foods) in everyday environments
3. Uses vocabulary for a wide range of topics (e.g., basic subject area terms, such as story elements, animals, weather, geographical concepts; categories such as numbers, shapes, colors, size)
4. Gives and follows simple instructions in the target language (e.g., in games, with partners or groups, giving commands suggested by a picture)
6. Uses the target language to exchange information about general events (e.g., classes, meetings, concerts, meals) and transportation (e.g., place, date, time)
7. Uses appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging name, address, phone number, place of origin, general health/state of being; giving and asking for permission; using the telephone; making and responding to requests)
8. Uses the target language to express needs, feelings, and ideas related to everyday situations (e.g., enjoyment while playing a game, personal response to a movie, agreement or disagreement on a topic)
9. Asks and answers questions in the target language (e.g., clarifies word meaning, asks for assistance, answers questions about self or family)

Standard 2. Understands and interprets written and spoken language on diverse topics from diverse media (Reading)

1. Understands the basic ideas of oral messages and short conversations based on simple or familiar topics appropriate at this developmental level (e.g., favorite activities, personal anecdotes, simple instructions)
2. Understands the main ideas in ability-appropriate, highly illustrated texts that use many words that are similar to those in one's native language (e.g., stories, newspaper articles, advertisements)
4. Understands the main ideas and basic literary elements (e.g., principal characters, sequence of events, simple themes) in written poems, short folk tales, fairy tales, or illustrated stories that are appropriate at this developmental level
5. Understands brief written messages and personal notes on familiar topics (e.g., everyday school and home activities)
6. Understands common phrase groupings and voice inflection in simple spoken sentences
8. Understands oral and written descriptions of people and objects in the environment

Standard 3. Presents information, concepts and ideas to an audience of listeners or readers on a variety of topics (Writing)

1. Presents simple oral reports or presentations about family members and friends, objects present in the everyday environment, and common school and home activities
2. Recites poetry, songs, proverbs, or short anecdotes or narratives that are commonly known by same-age members of the target culture
3. Writes in a variety of forms (e.g., short, informal notes or messages, lists, letters, e-mail) to describe or provide information about oneself, friends and family, or school activities
5. Uses language conventions and style (e.g., phrases, structures, grammar, spelling, mechanics, commands, vocabulary, dialect, slang, idioms, humor, pronunciation, intonation, tone, stress) appropriate for different audiences (e.g., peers, adults) and settings (e.g., formal, informal, social, academic)

Standard 4. Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (Culture)

1. Knows various age-appropriate cultural activities practiced in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, role playing)
4. Knows basic expressive forms of the target culture (e.g., children's songs, simple selections from authentic children's literature, types of artwork or graphic representations enjoyed or produced by the peer group in the culture studied, dances) and how they compare to those in one's native culture
5. Knows basic cultural beliefs and perspectives of people in both native and target cultures relating to family, school, work, and play
7. Knows distinctive contributions made by people in the target culture
8. Knows basic geographical aspects of countries where the target language is spoken (e.g., major cities, rivers, mountains, climate)

Balboa Academy
Physical Education Standards and Benchmarks
Level I: Kindergarten – 2nd grades

Standard 1. Uses a variety of basic and advanced movement forms

1. Uses a variety of basic locomotor movements (e.g., running, skipping, hopping, sliding)
2. Uses a variety of basic non-locomotor skills (e.g., bending, twisting, stretching, turning, lifting)
3. Uses a variety of basic object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike)
4. Uses simple combinations of fundamental movement skills (e.g., locomotor, non-locomotor, object control, body control, and rhythmical skills)
5. Uses control in weight-bearing activities on a variety of body parts (e.g., jumping and landing using combinations of one and two foot take-offs and landings)
6. Uses control in balance activities on a variety of body parts (e.g., one foot, one hand and one foot, hands and knees, headstands)
7. Uses control in travel activities on a variety of body parts (e.g., travels in backward direction and changes direction quickly and safely, without falling; changes speeds and directions in response to various rhythms; combines traveling patterns to music)
8. Uses smooth transitions between sequential motor skills (e.g., running into a jump)
9. Uses locomotor skills in rhythmical patterns (e.g., even, uneven, fast, and slow)

Standard 2. Uses movement concepts and principles in the development of motor skills

1. Understands a vocabulary of basic movement concepts (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist)
2. Understands terms that describe a variety of relationships with objects (e.g., over/under, behind, alongside, through)
3. Uses concepts of space awareness and movement control with a variety of basic skills (e.g., running, hopping, skipping) while interacting with others

4. Understands the critical elements of a variety of basic movement patterns such as throwing (e.g., the ready position, arm preparation, step with leg opposite the throwing arm, follow-through, accuracy of throw)
5. Understands the importance of practice in learning skills

Standard. 3 Understands how to monitor and maintain a health-enhancing level of physical fitness

1. Engages in basic activities that cause cardiorespiratory exertion (e.g., running, galloping, skipping, hopping)
2. Knows how to measure cardiorespiratory fitness (e.g., listening to heartbeat, counting pulse rate)
3. Knows the physiological indicators (e.g., perspiration, increased heart and breathing rate) that accompany moderate to vigorous physical activity
4. Engages in activities that develop muscular strength and endurance (e.g., climbing, hanging, taking weight on hands)
5. Engages in activities that require flexibility (e.g., stretching toward the toes while in the sit-and-reach position, moving each joint through its full range of motion)
6. Knows how body composition influences physical fitness levels (e.g., proportion of lean body mass to fat body mass)
7. Knows similarities and differences in body height, weight, and shape

Standard. 4 Understands the social and personal responsibility associated with participation in physical activity

1. Follows rules and procedures (e.g., playground, classroom, and gymnasium rules) with little reinforcement
2. Uses equipment and space safely and properly (e.g., takes turns using equipment, puts equipment away when not in use)
3. Understands the purpose of rules in games
4. Understands the social contributions of physical activity (e.g., learning to cooperate and interact with others, having a role in team sports)
5. Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task
6. Understands the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration)
7. Understands the importance of playing, cooperating, and respecting others regardless of personal differences (e.g., gender, ethnicity, disability) during physical activity

Balboa Academy
Visual Arts Standards and Benchmarks
Level I: Kindergarten – 2nd grades

Standard 1. Understands and applies media, techniques, and processes related to the visual arts.

1. Knows the differences between art materials (e.g., paint, clay, wood, videotape), techniques (e.g., overlapping, shading, varying size or color), and processes (e.g., addition and subtraction in sculpture, casting and constructing in making jewelry)
2. Knows how different materials, techniques, and processes cause different responses from the viewer
3. Knows how different media (e.g., oil, watercolor, stone, metal), techniques, and processes are used to communicate ideas, experiences, and stories
4. Uses art materials and tools in a safe and responsible manner

Standard 2. Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

1. Knows the differences among visual characteristics (e.g., color, texture) and purposes of art (e.g., to convey ideas)
2. Understands how different compositional, expressive features (e.g., evoking joy, sadness, anger), and organizational principles (e.g., repetition, balance, emphasis, contrast, unity) cause different responses
3. Uses visual structures and functions of art to communicate ideas

Standard 4. Understands the visual arts in relation to history and cultures

1. Knows that the visual arts have both a history and a specific relationship to various cultures
2. Identifies specific works of art as belonging to particular cultures, times, and places
3. Knows how history, culture, and the visual arts can influence each other

Standard 5. Understands the characteristics and merits of one's own artwork and the artwork of others

1. Knows various purposes for creating works of visual art
2. Knows how people's experiences (e.g., cultural background, human needs) can influence the development of specific artworks
3. Understands that specific artworks can elicit different responses

Balboa Academy
Music Standards and Benchmarks
Level I: Kindergarten – 2nd grades

Standard 1. Sings with others, a varied repertoire of music

1. Sings ostinatos (repetition of a short musical pattern), and partner songs.

Standard 2 Performs on instruments with others, a varied repertoire of music

1. Echoes short rhythms (2-4 measure) and melodic patterns
Imitates environmental sounds using structural guidelines.

Standard 3. Composes and arranges music within specified guidelines

1. Uses a variety of sound sources when composing (e.g., classroom instruments, electronic sounds, body sounds)

Standard 4. Reads and notates music

1. Knows standard symbols used to notate meter (e.g., 2/4, 3/4, 4/4 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef), and dynamics (e.g., p, f, <, >) in simple patterns
2. Uses a system (e.g., syllables, numbers, letters) to read simple pitch notation in the treble clef in major keys

Standard 5. Knows and applies appropriate criteria to music and music performances

1. Knows personal preferences for specific musical works and styles
2. Identifies simple music forms (e.g., AB, ABA, call and response) when presented aurally
3. Responds through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections)

Standard 6. Understands the relationship between music and history and culture

1. Knows characteristics that make certain music suitable for specific uses
2. Knows appropriate audience behavior for the context and style of music performed

Balboa Academy
Technology Standards and Benchmarks
Level I: Kindergarten – 2nd grades

Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.

Basic Operations

- 1.1 Demonstrate beginning steps in using available hardware and applications (e.g., turn on a computer, launch a program, and use a pointing device such as a mouse).
- 1.2 Explain that icons (e.g., recycle bin/trash, folder) are symbols used to signify a command, file, or application.
- 1.3 Identify, locate, and use letters, numbers, and special keys (e.g., space bar, Shift, Delete) on the keyboard.
- 1.4 Recognize the functions of basic file menu commands (e.g., New, Open, Close, Save, Print).

Word Processing and Desktop Publishing

- 1.5 Use a word processing application to write, edit, print, and save simple assignments.
- 1.6 Insert and size a graphic in a word processing document.

Database and Spreadsheet (Tables/Charts and Graphs)

- 1.7 Explain that computers can store and organize information so that it can be searched.
- 1.8 Use a simple computer graphing application to display data.

Internet and Multimedia

- 1.9 Explain that the Internet links computers around the world, allowing people to access information and communicate.
- 1.10 Demonstrate the ability to use tools in painting and/or drawing programs.

Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.

Ethics

- 2.1 Follow classroom rules for the responsible use of computers, peripheral devices, and resources.
- 2.2 Explain the importance of giving credit to media creators when using their work in student projects.

Classroom/Society

- 2.3 Explain why there are rules for using technology at home and at school.
- 2.4 Identify the purpose of a media message (to inform, persuade, or entertain).
- 2.5 Describe how people use many types of technologies in their daily lives.

Health and Safety

- 2.6 Follow the school rules for safe and ethical Internet use. (Use of Internet in this grade span is determined by district policy.)
- 2.7 Demonstrate knowledge of ergonomics and electrical safety when using computers.
- 2.8 Explain that a password helps protect the privacy of information.

Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

Research (Gathering and Using Information)

- 3.1 Use various age-appropriate technologies to locate, collect, and organize information.
- 3.2 Review teacher-selected Internet resources and explain why each resource is or is not useful.

Problem Solving

- 3.3 Use age-appropriate technologies (e.g., a simple graphing application) to gather and analyze data.

Communication & Collaboration

- 3.4 Use a variety of age-appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas.

Balboa Academy
Health Standards and Benchmarks
Level I: Kindergarten – 2nd grade

Standard 14. Knows the availability and effective use of health services, products, and information

1. Knows community health service providers and their roles (e.g., paramedics, dentists, nurses, physicians, sanitarians, dietitians)

Standard 15. Knows environmental and external factors that affect individual and community health

1. Knows sources and causes of pollution (e.g., air, ground, noise, water, food) in the community

Standard 16. Understands the relationship of family health to individual health

1. Knows the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs taught, behaviors and values modeled)
2. Knows effective strategies to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, unemployment)

Standard 17. Knows how to maintain mental and emotional health

1. Identifies and shares feelings in appropriate ways

Standard 18. Knows essential concepts and practices concerning injury prevention and safety

1. Knows basic fire, traffic, water, and recreation safety practices
2. Knows precautions that should be taken in special conditions (e.g., bad weather, Halloween, darkness, staying home alone, being approached by strangers, avoiding conflicts)
3. Knows how to recognize emergencies and respond appropriately (e.g., uses a telephone appropriately to obtain help; identifies and obtains help from police officers, fire fighters, and medical personnel; treats simple injuries such as scratches, cuts, bruises, and first-degree burns)
4. Knows ways to seek assistance if worried, abused, or threatened (e.g., physically, emotionally, sexually)

Standard 19. Understands essential concepts about nutrition and diet

1. Classifies foods and food combinations according to the food groups

Standard 20. Knows how to maintain and promote personal health

1. Knows basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails)

Standard 21. Knows essential concepts about the prevention and control of disease

1. Knows the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing)

Standard 22. Understands aspects of substance use and abuse

1. Knows how to distinguish between helpful and harmful substances

Standard 23. Understands the fundamental concepts of growth and development

1. Understands individual differences (in terms of appearance, behavior)
2. Knows the cycle of growth and development in humans from infancy to old age