Arizona Educational Standards - Correlation for Destination Space Station at the Challenger Space Center of Arizona

GRADE 1 - Standards (2005-06)		**GRADE 2 - Standards (2005-06)**	
The Arts (1997)	**Correlations (1st grade standards)**	**The Arts (1997)**	**Correlations (2st grade standards)**
VISUAL ARTS		VISUAL ARTS	
STANDARD 1: CREATING ART (Visual Arts)		STANDARD 1: CREATING ART (Visual Arts)	
1AV-F1. Select and use subjects, themes and symbols in works of art	Students design space helmets and decorate them with their own designs.	1AV-F1. Select and use subjects, themes and symbols in works of art	Students design space helmets and decorate them with their own designs.
1AV-F2. Use additional arts media, techniques, and processes to communicate a variety of ideas, experiences and responses	Studens use cardboard, mylar, tape and crayons to make their helmets.	1AV-F2. Use additional arts media, techniques, and processes to communicate a variety of ideas, experiences and responses	Studens use cardboard, mylar, tape and crayons to make their helmets.
1AV-F3. Demonstrate knowledge and use of a variety of techniques, processes and media to create two- and three-dimensional artworks	Students design their helmets then roll them into a three-dimensional form that they can wear.	1AV-F3. Demonstrate knowledge and use of a variety of techniques, processes and media to create two- and three-dimensional artworks	Students design their helmets then roll them into a three-dimensional form that they can wear.
1AV-F7. Expand knowledge and use of different arts media	Studens use cardboard, mylar, tape and crayons to make their helmets.	1AV-F7. Expand knowledge and use of different arts media	Studens use cardboard, mylar, tape and crayons to make their helmets.
1AV-F8. Demonstrate responsible use of tools and materials	Students are expected to use equipment and supplies safely and correctly.	1AV-F8. Demonstrate responsible use of tools and materials	Students are expected to use equipment and supplies safely and correctly.

Comprehensive Health (1997)		**Comprehensive Health (1997)**	
COMPREHENSIVE HEALTH		COMPREHENSIVE HEALTH	
3CH-F1. Identify responsible health behaviors and compare them to risky/harmful behaviors	Students discuss the need for a spacesuit and helmet when going on a spacewalk – i.e. to provide air, to protect the astronaut, etc.	3CH-F1. Identify responsible health behaviors and compare them to risky/harmful behaviors	Students discuss the need for a spacesuit and helmet when going on a spacewalk – i.e. to provide air, to protect the astronaut, etc.
5CH-F5. Demonstrate attentive listening skills to build and maintain healthy relationships	Students are expected to exhibit proper listening skills while the instructor reads the story.	5CH-F5. Demonstrate attentive listening skills to build and maintain healthy relationships	Students are expected to exhibit proper listening skills while the instructor reads the story.
PHYSICAL ACTIVITY STANDARDS		PHYSICAL ACTIVITY STANDARDS	
1PA-F1. Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills	Students work together to assemble a "space station" that they can then crawl through.	1PA-F1. Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills	Students work together to assemble a "space station" that they can then crawl through.
1PA-F5. Apply critical elements to improve personal performance in fundamental and selected specialized movement skills	Students work together to assemble a "space station" that they can then crawl through.	1PA-F5. Apply critical elements to improve personal performance in fundamental and selected specialized movement skills	Students work together to assemble a "space station" that they can then crawl through.
5PA-F2. Utilize safety principles in activity situations	Students are expected to work together and take turns to safely build the "space station".	5PA-F2. Utilize safety principles in activity situations	Students are expected to work together and take turns to safely build the "space station".
5PA-F3. Work cooperatively and productively with a partner or small group	Students will work in small teams to build the station and to construct a puzzle of the solar system.	5PA-F3. Work cooperatively and productively with a partner or small group	Students will work in small teams to build the station and to construct a puzzle of the solar system.

5PA-F4. Work independently and on-task for short periods of time	Students are given time to work on their helmets and to explore the activities set up in the Rotunda.	5PA-F4. Work independently and on-task for short periods of time	Students are given time to work on their helmets and to explore the activities set up in the Rotunda.
5PA-F5. Interact with peers while participating in group activities	Students will work in small teams to build the station and to construct a puzzle of the solar system.	5PA-F5. Interact with peers while participating in group activities	Students will work in small teams to build the station and to construct a puzzle of the solar system.
6PA-F1. Participate in multicultural physical activities	All students are invited and encouraged to participate in the program activities.	6PA-F1. Participate in multicultural physical activities	All students are invited and encouraged to participate in the program activities.
Reading Standard Articulated by Grade Level 2003 Grade 1		**Reading Standard Articulated by Grade Level 2003 Grade 2**	
Strand 1: Reading Process		Strand 1: Reading Process	
Concept 1: Print Concepts - Demonstrate understanding of print concepts.	Students see by example that the book contains information and they see how it is read.		
Concept 4: Vocabulary - Acquire and use new vocabulary in relevant contexts.	Students are exposed to new space words, which are either explained by the instructor or they can interpret through context.	Concept 4: Vocabulary - Acquire and use new vocabulary in relevant contexts.	Students are exposed to new space words, which are either explained by the instructor or they can interpret through context.

Language Arts (1996)		**Language Arts (1996)**	
STANDARD 3: LISTENING AND SPEAKING		STANDARD 3: LISTENING AND SPEAKING	
3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information	Students must communicate effectively to contruct the space station properly.	3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information	Students must communicate effectively to contruct the space station properly.
3LS-F2. Give and follow multiple-step directions	Students hear and follow directions from the instructor throughout the program	3LS-F2. Give and follow multiple-step directions	Students hear and follow directions from the instructor throughout the program
Mathematics Standard Articulated By Grade Level 2003 - Grade 1		**Mathematics Standard Articulated By Grade Level 2003 - Grade 2**	
Strand 1: Number Sense and Operations		Strand 1: Number Sense and Operations	
Concept 1: Number Sense		Concept 1: Number Sense	
PO 3. Count aloud, forward or backward, in consecutive order (0 through 100).	Students can count backwards to zero with the launch countdown.	PO 3. Count aloud, forward or backward, in consecutive order (0 through 999).	Students can count backwards to zero with the launch countdown.

Science Standard Articulated by Grade Level 2004 - Grade 1		**Science Standard Articulated by Grade Level 2004 - Grade 2**	
Strand 1: Inquiry Process		Strand 1: Inquiry Process	
Concept 2: Scientific Testing (Investigating and Modeling)		Concept 2: Scientific Testing (Investigating and Modeling)	
PO 1. Demonstrate safe behavior and appropriate procedures	Students are expected and encouraged to use the equipment safely and properly.	PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.	Students are expected and encouraged to use the equipment safely and properly.
PO 2. Participate in guided investigations in life, physical and Earth and space sciences.	Students are shown the planets of the solar system in an interactive tour.	PO 2. Participate in guided investigations in life, physical and Earth and space sciences.	Students are shown the planets of the solar system in an interactive tour.
		Strand 2: History and Nature of Science	
		Concept 1: History of Science as a Human Endeavor	
		PO 2. Identify science-related career opportunities.	Students are read a book about the solar system and learn what an astronomer does.
		Concept 2: Nature of Scientific Knowledge	
		PO 1. Identify components of familiar systems (e.g., organs of the digestive system, bicycle).	Students are shown the planets of the solar system in an interactive tour. They also are shown the parts of the space shuttle and learn how it all works together.

Strand 5: Physical Science		Strand 5: Physical Science	
Concept 1: Properties of Objects and Materials	Students look at the shape and color of the puzzle pieces to determine how they fit together. They also see the characteristics of the different types of planets as shown on the puzzles and computer tablets, and learn about the planets from the instructor.	Concept 1: Properties of Objects and Materials	Students look at the shape and color of the puzzle pieces to determine how they fit together. They also see the characteristics of the different types of planets as shown on the puzzles and computer tablets, and learn about the planets from the instructor.
Strand 6: Earth and Space Science			
Concept 2: Objects in the Sky			
PO 1. Identify evidence that the Sun is the natural source of heat and light on the Earth (e.g., warm surfaces, shadows, shade).	Students learn about the sun in the bookabout the solar system that is read to them.		
PO 2. Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails).	Students learn about the planets in the bookabout the solar system that is read to them.		
Social Studies (2000)		**Social Studies (2000)**	
STANDARD 2: CIVICS/GOVERNMENT		STANDARD 2: CIVICS/GOVERNMENT	
2SS-F2. Identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and sense of community across time	Students are shown national symbolism on helmets and often put the American flag on their own helmets.	2SS-F2. Identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and sense of community across time	Students are shown national symbolism on helmets and often put the American flag on their own helmets.

Technology (2000)		**Technology (2000)**	
STANDARD 1: FUNDAMENTAL OPERATIONS AND CONCEPTS		STANDARD 1: FUNDAMENTAL OPERATIONS AND CONCEPTS	
1T-F1. Communicate about internal technology operations using developmentally appropriate and accurate terminology	Students are exposed to space technology terms such as rocket, booster, fuel tank, engine, satellite, space station, etc.	1T-F1. Communicate about internal technology operations using developmentally appropriate and accurate terminology	Students are exposed to space technology terms such as rocket, booster, fuel tank, engine, satellite, space station, etc.
1T-F2. Demonstrate functional operation of technology components	Students have access to tablet-style computers that provide information about the solar system when used properly.	1T-F2. Demonstrate functional operation of technology components	Students have access to tablet-style computers that provide information about the solar system when used properly.
1T-F3. Use developmentally appropriate technology resources to access information and communicate electronically	Students have access to tablet-style computers that provide information about the solar system when used properly.	1T-F3. Use developmentally appropriate technology resources to access information and communicate electronically	Students have access to tablet-style computers that provide information about the solar system when used properly.
STANDARD 2: SOCIAL, ETHICAL AND HUMAN ISSUES		STANDARD 2: SOCIAL, ETHICAL AND HUMAN ISSUES	
2T-F1. Demonstrate respect for other students while using technology	Students are expected to share our equipment and help their classmates if necessary.	2T-F1. Demonstrate respect for other students while using technology	Students are expected to share our equipment and help their classmates if necessary.
STANDARD 3: TECHNOLOGY PRODUCTIVITY TOOLS		STANDARD 3: TECHNOLOGY PRODUCTIVITY TOOLS	
3T-F2. Use prescribed technology tools for data collection and basic analysis	Students have access to tablet-style computers that provide information about the solar system when used properly.	3T-F2. Use prescribed technology tools for data collection and basic analysis	Students have access to tablet-style computers that provide information about the solar system when used properly.

Workplace Skills (1997)		**Workplace Skills (1997)**	
Standard 1: Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems		Standard 1: Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems	
1WP-F2. Respond to oral presentations by formulating relevant questions and opinions and summarizing accurately	Students are encouraged to ask questions or give information at various times throughout the program and have to distinguish between questions and statements.	1WP-F2. Respond to oral presentations by formulating relevant questions and opinions and summarizing accurately	Students are encouraged to ask questions or give information at various times throughout the program and have to distinguish between questions and statements.
1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively	Students are encouraged to ask questions or give information at various times throughout the program and have to distinguish between questions and statements.	1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively	Students are encouraged to ask questions or give information at various times throughout the program and have to distinguish between questions and statements.
STANDARD 3 Students apply critical and creative thinking skills to make decisions and solve workplace problems.		STANDARD 3 Students apply critical and creative thinking skills to make decisions and solve workplace problems.	
3WP-F1. Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action	Students must work together in small groups and as a whole class to construct a space station.	3WP-F1. Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action	Students must work together in small groups and as a whole class to construct a space station.

STANDARD 4 Students work individually and collaboratively within team settings to accomplish objectives.		STANDARD 4 Students work individually and collaboratively within team settings to accomplish objectives.	
4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others	Students must work together in small groups and as a whole class to construct a space station.	4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others	Students must work together in small groups and as a whole class to construct a space station.
4WP-F2. Identify the difference between decisions and accomplishments made by individuals and groups	Students must work together in small groups and as a whole class to construct a space station.	4WP-F2. Identify the difference between decisions and accomplishments made by individuals and groups	Students must work together in small groups and as a whole class to construct a space station.
4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure	Students must work together in small groups and as a whole class to construct a space station.	4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure	Students must work together in small groups and as a whole class to construct a space station.
4WP-F4. Recognize and participate in leadership roles	Students must work together in small groups and as a whole class to construct a space station.	4WP-F4. Recognize and participate in leadership roles	Students must work together in small groups and as a whole class to construct a space station.