

Space Place - Kindergarten - Standards (2005-06)	
The Arts (1997)	Program Correlation
STANDARD 1: Creating Art	
<ul style="list-style-type: none"> • 1AV-R1. Identify and use a variety of art media and techniques to communicate ideas, experiences and stories. 	Students use crayons, cardboard, mylar and tape to make their space helmets.
<ul style="list-style-type: none"> • 1AV-R2. Recognize that the visual arts are a form of communication. 	Students see photos of different space helmets that show symbols, such as a red stripe for the commander.
<ul style="list-style-type: none"> • 1AV-R3. Identify various subject matter, ideas and symbols used in own work and work of others to convey meaning. 	Students are encouraged to draw whatever meaningful symbols they want on their helmets to represent their "space voyage", such as planets, stars, the red stripe mentioned above, the flag, flowers, family members, etc.
<ul style="list-style-type: none"> • 1AV-R4. Begin to look at and talk about art. 	Students look at photos of historic helmets and discuss their own helmet designs with the instructor.
<ul style="list-style-type: none"> • 1AV-R5. Identify and describe safe and responsible use of tools and materials. 	Students are expected to use the art materials properly.
<ul style="list-style-type: none"> • 1AV-R6. Show respect for personal work and the work of others. 	Students are encouraged to do a good job and to share their designs with their small groups.
Comprehensive Health (1997)	
COMPREHENSIVE HEALTH	
<ul style="list-style-type: none"> • 1CH-R3. Identify basic anatomy. 	Students pretend to put various spacesuit parts on their bodies before their simulated space shuttle launch – i.e. helmet on their heads, gloves on their hands, etc.
<ul style="list-style-type: none"> • 3CH-R2. Identify behaviors that are safe and those that are harmful. 	Students discuss the need for a spacesuit and helmet when going on a spacewalk – i.e. to provide air, to protect the astronaut, etc.
<ul style="list-style-type: none"> • 5CH-R4. Identify how to communicate care, consideration, and 	Students watch a short video emphasizing teamwork and friendship.
<ul style="list-style-type: none"> • 5CH-R5. Identify characteristics of attentive listening skills that build and maintain healthy relationships. 	Students are expected to exhibit proper listening skills while the instructor reads the story.
PHYSICAL ACTIVITY STANDARDS	
<ul style="list-style-type: none"> • 5PA-R1. Apply, with teacher reinforcement, classroom rules and procedures and safe practices. 	Students are required to follow the rules and stay safe while they move to the different activity stations.
<ul style="list-style-type: none"> • 5PA-R2. Share space and equipment with others. 	Students must take turns using the resources available.
<ul style="list-style-type: none"> • 6PA-R1. Interact positively with students in class regardless of personal differences. 	Emphasized in video, also appropriate throughout the rest of the class.
<ul style="list-style-type: none"> • 6PA-R2. Demonstrate cooperation with others in group tasks. 	Students work in small teams of about 6 people per team to put together a puzzle of the solar system.

Reading Standard Articulated by Grade Level 2003 - Kindergarten	
Strand 1: Reading Process	
Concept 1: Print Concepts.	Students see by example that the book contains information and they see how it is read.
Concept 4: Vocabulary.	Students are exposed to new space words, which are either explained by the instructor or they can interpret through context.
Strand 2: Comprehending Literary Text	
Concept 1: Elements of Literature.	Students listen to a realistic story about the first moon landing and are exposed to characters, historical setting and the timeline of events.
Concept 2: Historical and Cultural Aspects of Literature	Students listen to a realistic story about the first moon landing and are exposed to characters, historical setting and the timeline of events.
Writing (2004)	
Strand 2: Writing Elements	
Concept 3: Voice	Students create pictures on their helmets with their own distinctive personal style and originality.
Concept 6: Conventions	Students are required to write their names on their helmets.
Language Arts (1996)	
STANDARD 3: LISTENING AND SPEAKING	
• LS-R2. Follow simple directions.	Students hear and follow directions from the instructor throughout the program
• LS-R3. Share ideas, information, opinions and questions.	Students engage in a discussion with the instructor about the use and necessity for spacesuits and helmets.
• LS-R4. Listen and respond to stories, poems and nonfiction.	Students are read a true story about the first moon landing.
• LS-R5. Participate in group discussions.	Students engage in a discussion with the instructor about the use and necessity for spacesuits and helmets.
Mathematics Standard Articulated By Grade Level 2003 - Kindergarten	
Strand 1: Number Sense and Operations	
Concept 1: Number Sense.	Students can count backwards to zero with the launch countdown.

Science Standard Articulated by Grade Level 2004 - Kindergarten	
Strand 2: History and Nature of Science	
Concept 1: History of Science as a Human Endeavor.	Students are read a true story about the people involved in the first moon landing.
Strand 4: Life Science	
Concept 1: Characteristics of Organisms.	Students must identify body parts as they "suit up" for launch.
Concept 3: Organisms and Environments.	Students discuss that spacesuits provide astronauts with the necessities of life: food, water, air, space (room to move), protection, etc.
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 2: Position and Motion of Objects.	Students are shown the physical layout of the space shuttle – i.e. boosters beside the external tank, commander sits on the left side, pilot on the right, satellites are inside the cargo bay, etc.
Strand 6: Earth and Space Science	
Concept 3: Changes in the Earth and Sky.	Students see a dust devil-like vortex, similar to the ones in Arizona and on Mars.
Social Studies (2000)	
STANDARD 1: HISTORY	
• 1SS-R1. Describe how history is the story of events, people and places in the past.	Students hear the true story of the first moon landing in 1969.
STANDARD 2: CIVICS/GOVERNMENT	
• 2SS-R2. Recognize national symbols and icons that represent American democracy and values.	Students are shown national symbolism on helmets and often put the American flag on their own helmets. They also see the flag on the moon in the story and learn that the first moon lander was named Eagle.

Technology (2000)	
STANDARD 1: FUNDAMENTAL OPERATIONS AND CONCEPTS	
<ul style="list-style-type: none"> • 1T-R1. Communicate about basic technology components using developmentally appropriate and accurate terminology. 	Students are exposed to space technology terms such as rocket, booster, fuel tank, engine, satellite, space station, etc.
<ul style="list-style-type: none"> • 1T-R2. Use input devices and output devices successfully to operate computers, VCRs, audiotapes and other technologies. 	Students have access to tablet-style computers that provide information about the solar system when used properly.
STANDARD 2: SOCIAL, ETHICAL AND HUMAN ISSUES	
<ul style="list-style-type: none"> • 2T-R2. Practice responsible use of technological devices. 	Students are expected to treat our computers and other equipment carefully and properly.
Workplace Skills (1997)	
STANDARD 1:	
<ul style="list-style-type: none"> • 1WP-R1. Follow simple directions. 	Students hear and follow directions from the instructor throughout the program.
<ul style="list-style-type: none"> • 1WP-R2. Rleate a personal experience or other information in proper sequence. 	Students are encouraged to ask questions or give information at various times throughout the program and have to distinguish between questions and statements.
<ul style="list-style-type: none"> • 1WP-R3. Speak in complete sentences. 	Students are expected and encouraged to speak properly.
STANDARD 4:	
<ul style="list-style-type: none"> • 4WP-R1. Interact positively with other students and work cooperatively as a team member on class projects. 	Students are expected to work well together throughout the program, especially during the helmets and puzzle activities.
<ul style="list-style-type: none"> • 4WP-R2. Demonstrate politeness and adaptability in their relations with other people. 	Students are required to be polite and get along with each other.
STANDARD 7:	
<ul style="list-style-type: none"> • 7WP-R1. Operate developmentally appropriate technologies. 	Students use our computer tablets, 3D glasses, binoculars, etc.
STANDARD 8:	
<ul style="list-style-type: none"> • 8WP-R1. Set short-term goals. 	Students have a limited time to finish the puzzle, so they have to delegate tasks in order to get the job done.
<ul style="list-style-type: none"> • 8WP-R2. Allocate the time, space and materials needed to accomplish classroom activities. 	Students have to complete the puzzle in a set amount of time, they must make sure they have enough room on the floor for the completed puzzle and they must check that all the pieces are present.