

Appendix 1

Implementing Common Core Standards

Speaking and Language

S.L.K.1 Students will participate in collaborative conversations with diverse partners about topics and texts about the brain and nutrition.

Visual Literacy

K.V.2.1 Students will recognize that artists may view or interpret art different media, sculpture, and ceramics to create art as they use clay to mold their model.

K.V.2.3 Students will create original art that does not rely on copying or tracing as they mold their clay brain model

K.V.3.2 Students will use a variety of media art such as drawing pictures of the brain.

K.V.3.3 Students will use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art. These are the standards we will use to create the paper mache head and the clay model of the brain.

Motor Skill Development

PE.K.MS.1.1 Students will execute recognizable forms of the basic loco motor skills during brain breaks.

PE.K.M.C.2.1 Students will understand the meaning of words and terms associated with movement while doing brain breaks

PE.K.M.2.3 Students will use teacher feedback to improve basic motor performance while learning about different brain breaks.

Health-Related Fitness

PE.K.HF.3.2 Students will identify opportunities for increased physical activity daily

PE.K.HF.3.3 Students will select moderate-to-vigorous physical activity (MVPA) and sustain for periods of accumulated time while collecting brain break data.

Dance Movement Skills

K.DM1.1 Students will illustrate the difference between whole body movement and isolation of body parts.

K.DM.1.2 Students will discriminate between moving and stillness while doing brain breaks.

K.DM.1.5 students will use directions, levels, and pathways in general space while exercising.

Writing Standards

W.K.1 Students will use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the journal they are writing about.

WK.2 Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing and supply information about the topic of the brain.

WK.3 Students will use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened learning about the brain unit.