

HANDS ON! exhibits correspondence to the NC Standard Course of Study

I. HEALTHFUL LIVING (Health Education + Physical Education)

(Hand washing station, grocery store, Toothy Tango, Dental chair, Pick-A-Portion Café, Finding Fitness Scavenger Hunt, *all exhibit areas)

Kindergarten

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

2.01 Predict situations that should include hand washing and demonstrate correct hand washing technique.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal relationships.

3.01 Demonstrate ability to share objects and time. *

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development and maintenance.

4.01 Recognize the categories of My Pyramid.

4.02 Explore a variety of foods and beverages for good health, including unfamiliar and culturally diverse foods.

4.03 Identify foods and beverages that are healthy choices for teeth and bones.

4.05 Demonstrate the ability to select a healthy breakfast and lunch with a variety of whole grains, vegetables, fruits, and low fat dairy products.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3)

8.02 Begin to identify opportunities for increase physical activity (e.g.- taking the stairs).

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

9.01 Identify physiological signs of moderate physical activity.

9.02 Recognize two appropriate sites on the body to monitor heart rate.

Grade 1

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

2.01 Describe and demonstrate measures of preventing the spread of germs.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development and maintenance.

4.01 Categorize foods into the appropriate groups of My Pyramid.

4.02 Identify a variety of foods that are healthy choices in each of the food groups.

4.05 Explore various movement activities and predict the benefits of physical activity.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activity (NASPE Standard 2).

7.01 Identify personal effort made that vary the quality of movement (speed up, slow down, pacing) .

7.02 Explain the importance of warm-up and cool down.

Grade 2

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

2.02 Summarize the methods for preventing the spread of germs through food, water, air, and touch.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

3.01 Demonstrate effective interpersonal communication skills.*

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management, skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

4.01 Identify the amount of food from each food group of My Pyramid needed each day to achieve and maintain good health.

4.02 Summarize the benefits of healthy eating.

4.05 Demonstrate the ability to plan an appealing, healthy meal and design an opportunity for an enjoyable physical activity.

COMPEPTENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

9.03 Recognize the relationship between nutrition and physical fitness.

Grade 3

COMPEPTENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

4.02 Explain and analyze the nutrient and caloric information found on Nutrition Fact label.

4.04 Demonstrate the ability to select a nutritious breakfast and describe the importance of eating breakfast daily.

4.05 Differentiate between a portion and a serving and explain how to plan meals and snacks using appropriate portion sizes.

Grade 4

COMPEPTENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

4.03 Utilize the basic information on food labels to make nutritional decisions about the nutritional values of food.

4.04 Demonstrate the ability to plan healthy meals and snacks that emphasize the principles of My Pyramid.

Grade 5

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same as time as values physical activity for health, enjoyment, challenge, self expression and for social interaction.

10.03 Display the ability to follow rules, procedures, and safe practices while working independently for short periods of time.

II. ARTS EDUCATION

Visual Arts (Tanagrams Magnet Wall, Creative Arts Area including: play-doh, Painting, Draw a Friend, Chalk Wall, Bubble Machine)

Kindergarten

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

1.02 Use imagination as a source of ideas.

1.06 Select color according to emotional appeal

1.07 Explore a variety of media

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard1)

2.02 Explore media freely.

2.03 Develop fine and gross motor control

2.07 Model clay by pressing; pulling, pinching, incising, stamping with found objects.

2.09 Render own thoughts and feelings visually.

2.10 Demonstrate proper use and care of materials and tools.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

3.01 Name and identify colors.

3.04 Identify different types of line: straight, crooked, curved, zig-zag, wide and thin.

3.05 Recognize that line can be used to define contour of shapes and forms.

3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.

3.10 Use the entire page as part of the composition.

3.13 Use his or her own ideas and feelings when creating artwork.

Grade 3

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

2.03 Demonstrate increased fine motor skills.

Theater Arts (Costume Theater & Puppet Theatre)

Kindergarten

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

- 2.01 Recognize that pretend play is dramatic.
- 2.04 Express various ideas and emotions through gestures, movement and voice.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

- 3.02 Adapt a space for playing out a story.
- 3.03 Distinguish between playing space and audience space.
- 3.05 Recognize the role of simple props, scenery and costumes in the dramatic process.
- 3.06 Imagine a variety of real and non-real environments.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.

- (National Standard 4)
- 4.02 Imitate the sounds and movements of objects, animals and people.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.

- (National Standard 5)
- 5.01 Manipulate simple props and costumes to support the character or story.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

- 6.02 Use puppets in dramatic play.

Grade 1

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

- 2.02 Express various characters, ideas, and emotions through gestures, movement and voice.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

- 3.05 Utilize simple props, scenery and costumes in the dramatic process.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.

- (National Standard 4)
- 4.02 Adapt sounds and movements to objects, animals, and people within a personal space.
- 4.06 Share playing space with other performers.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.

- (National Standard 5)
- 5.01 Utilize simple props and costumes to support a character or story.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

- 6.02 Utilize the art form of puppetry.

Grade 2

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

- 2.02 Demonstrate various characters, ideas and emotions through gestures, movement and voice.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.

- (National Standard 5)
- 5.02 Choose movement to support the playing of a character.
- 5.03 Choose vocal expression to support the playing of the character.

Grade 3

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

- 6.02 Incorporate puppetry and pantomime into simple dramas.

Grade 4

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)
2.04 Create characters and events to use in the dramatic process.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.
(National Standard 4)
4.02 Demonstrate responsible behavior such as sharing, flexibility, negotiating and teamwork.

Grade 5

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)
2.04 Create characters and events to use in the dramatic process.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.
(National Standard 4)
4.04 Apply sound and movement to display character, mood and actions.

MUSIC (Music Room, Lullabies in The Baby Place)

Kindergarten

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.
(National Standard 2)

Objectives

- 2.01 Recognize and play pitched and unpitched instruments.
- 2.02 Echo simple rhythmic patterns.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

- 3.01 Improvise a response by singing, playing, and or moving to given rhythmic and melodic phrases.
- 3.02 Improvise simple rhythmic and melodic ostinati.
- 3.04 Improvise short songs and instrumental pieces using a variety of sound sources.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.01 Identify same/different and call/response sections in music.
- 6.02 Identify sound sources visually and aurally.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

- 8.01 Identify commonalities between music and the other arts areas.
- 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

Grade 1

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)
Objectives

- 3.01 Improvise an appropriate response to given rhythmic and melodic phrases.
- 3.03 Improvise simple rhythmic variations of familiar melodies.
- 3.04 Improvise short songs and instrumental pieces using a variety of sound sources.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)
Objectives

- 4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

- 6.03 Identify a variety of instruments visually and aurally.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify commonalities between music and the other arts areas.

8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

Grade 2

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.04 Improvise simple rhythmic and melodic variations of familiar melodies.

3.05 Improvise short songs and instrumental pieces using a variety of sound sources including electronic media.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.04 Identify a variety of classroom, orchestral, band, and cultural instruments by their timbre.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify commonalities between music and the other arts areas.

8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

Grades 3 – 5

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise rhythmic questions and answer phrases.

3.03 Improvise simple rhythmic and melodic ostinato accompaniments.

3.04 Improvise simple rhythmic variations of familiar melodies.

3.05 Improvise short songs and instrumental pieces using a variety of sound sources, including electronic media.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.04 Use a variety of sound, notational, and technological sources to compose music.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.04 Identify visually and aurally a variety of instruments including many orchestra and band instruments, and instruments from various cultures.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify commonalities between music and the other arts areas.

8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify commonalities between music and the other arts areas.

8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

III. ENGLISH LANGUAGE ARTS (educational signage, dental books, nature books, lullaby song lyrics, grocery store, Lego letter boards, magnetic poetry)

Kindergarten

COMPETENCY GOAL 1: The learner will develop and apply enabling strategies and skills to read and write.

1.03 Demonstrate decoding and word recognition strategies and skills:

- recognize and name upper and lower case letters of the alphabet.
- recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
- recognize most beginning consonant letter-sound associations in one syllable words.

Grade 2

COMPETENCY GOAL 1: The learner will develop and apply enabling strategies and skills to read and write.

1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.

COMPETENCY GOAL 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

2.02 Use text for a variety of functions, including literary, informational, and practical.

COMPETENCY GOAL 3: The learner will make connections through the use of oral language, written language, and media and technology.

3.01 Use personal experiences and knowledge to interpret written and oral messages.

Grade 3

COMPETENCY GOAL 1: The learner will apply enabling strategies and skills to read and write.

1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).

Grade 4

Competency Goal 1: The learner will apply enabling strategies and skills to read and write.

1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).

IV. SOCIAL STUDIES (Grocery store, Post Office, Health/Dental area, The Baby Place, Lego Letter Wall)

Kindergarten

Competency Goal 6: The learner will apply basic economic concepts to home, school, and the community.

6.04 Give examples of how money is used within the communities, such as spending and savings.

6.05 Explore goods and services provided in communities.

Grade 1

Competency Goal 5: The learner will express geographic concepts in real life situations.

5.02 Investigate key features of maps.

Competency Goal 6: The learner will apply basic economic concepts to home, school, and the community.

6.03 Participate in activities that demonstrate the division of labor.

6.06 Identify the uses of money by individuals which include saving and spending.

Grade 2

Competency Goal 3: The learner will analyze how individuals, families, and communities are alike and different.

3.04 Identify multiple roles performed by individuals in their families and communities.

Competency Goal 5: The learner will understand the relationship between people and geography in various communities.

5.05 Interpret maps, charts, and pictures of locations.

Competency Goal 7: The learner will apply basic economic concepts and evaluate the use of economic resources within the communities.

7.03 Describe different types of employment and ways people earn an income.

Grade 3

Competency Goal 4: The learner will explain geographic concepts and the relationship between people and geography in real life situations.

4.01 Distinguish between various types of maps and globes.

4.02 Use appropriate source maps to locate communities.

Grade 4

Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.02 Identify people, symbols, events, and documents associated with North Carolina's history.

Grade 5

Competency Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.

1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.

V. SCIENCE (Vet Area, Lego Raceway, Simple Machines, Have a Ball, Exercise Equipment, Bike, Bubbleology, Geodes, Mountain)

Grade 3

Competency Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of the form and function of the skeletal and muscle systems of the human body.

4.01 Identify the skeleton as a system of the human body.

Grade 5

Competency Goal 4: The learner will conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs.

4.02 Evaluate how pushing or pulling forces can change the position and motion of an object.

4.05 Determine factors that affect motion including:

- Force
- Friction
- Inertia
- Momentum

4.06 Build and use a model to solve a mechanical design problem.

- Devise a test for the model.
- Evaluate the results of the test.

4.07 Determine how people use simple machines to solve problems.

VI. MATHEMATICS (Lego Walls & Ramp, Have a Ball, Post Office, Magnet Wall, Pendulum, Grocery Store, Build your imagination)

Kindergarten

COMPETENCY GOAL 3: The learner will explore concepts of geometry.

3.02 Compare geometric shapes (identify likenesses and differences).

COMPETENCY GOAL 5: The learner will model simple patterns and sort objects.

5.01 Sort and classify objects by one attribute.

Grade 1

COMPETENCY GOAL 3: The learner will identify, describe, draw, and build basic geometric figures.

3.03 Compare and contrast geometric figures.

COMPETENCY GOAL 5: The learner will demonstrate an understanding of classification and patterning.

5.01 Sort and classify objects by two attributes.

Grade 2

COMPETENCY GOAL 3: The learner will perform simple transformations.

3.01 Combine simple figures to create a given shape.