

STANDARDS

Standards as met through Paul Taylor's Australian Residency
at Westridge Elementary School
Rock Springs, Wyoming
October 2002

Even without supplementation in the classroom, Paul's residency provided support to the following core curricular areas:

Science benchmarks in Ecology and Adaptation
Social Studies benchmarks in Culture/Cultural Diversity
Social Studies benchmarks in Time Continuity and Change
Social Studies benchmarks in Geography
Language Arts benchmarks in New Vocabulary and Literary Forms
Physical Education benchmarks in Movement and Lifetime skills
Fine and Performing Arts benchmarks in every standard area
Health benchmarks in Personal and Consumer Health (circular breathing promotes health)

Many of Westridge's teachers used the Australia experience to supplement all core curricular areas:

(data from information volunteered by three Westridge Elementary teachers)

2nd grade:

Science:

1. Basic Concepts
5. Ecology
6. Adaptation

3rd grade:

Language Arts:

- 4.1.1.b Various literary forms-myths, fables (also studying nonfiction materials about Australia)
- 4.2.1 Writing process (creative writing project)
- 4.1.3 New vocabulary

Social Studies:

- 4.2 Cultural Diversity
- 4.3.a Compare holidays from other countries
- 4.5.1.a (Equator/some map skills)
- 4.6.a compare and contrast our community with others within our nation &

other countries

Science:

4.1.5.6.d Identify examples of animals which exhibit adaptations to their environment

4.1.5.6.c Food Chains

4.1.9.b Animal characteristics which serve as a function for survival

6th grade: (italics are teacher's notes)

Social Studies:

1. Citizenship/Government/Democracy

1.6. Students recognize and apply basic principles of the US Constitution Bill of Rights and other amendments to real life scenarios (freedom to travel to another country with limitations)

2.Cultural Diversity

2.1 Student explains how family systems, religion, language, literature and the arts contribute to the development of cultures.

2.1.a. knowing how and where key civilizations were formed and recognizes key features of a civilization including urban development system of writing, government and culture

2.1.b. knowing about the daily life of people at various points in world history

(books, videos, slide show)

2.2. Students explain how cultures and experience influence peoples's perceptions.

2.2.a. knowing about key world cultures throughout history

2.2.b.Knowing how key civilizations continue to impact the present world cultures

(importance of written or oral or pictorial history)

2.3.Describe cultural diversity and the interdependence of cultures.

2.3.a. Understanding the spread of language, religion, and customs, from one culture to another.

3. Production, Distribution, Consumption.

3.1. Students provide examples of how economic considerations influence personal, local, state, national, and international decision making.(national issue of loss of sheep industry in s/w Wyoming due to

international [Australia] competition due to cheaper help/better conditions)

3.2. Students describe the exchange of goods and services, past and present.

3.2.a.understands patterns of human settlement and their causes based on economic needs/is made aware of importance of agriculture in early civilization

3.2.b understands the effects of the Crusades on the spread of culture,

ideas, and trade (Australia tribes/ society change, loss)

3.4. recognize basic concepts of economic systems including bartering, needs and wants, supply and demand, public and private goods and services, boom and bust, and abundance and scarcity.

3.4.c. understands urban development of ancient civilization (e.g. need for a good supply, need for water & irrigation, etc.)
(transfer of industry & technology)

4. Time Continuity and Change.

4.1. Identifies people, events, problems, conflicts, and ideas and explains their historical significance.

4.1.a. knowing about key people, events, inventions and discoveries in the world.

(sheep industry change from Wamsutter era)

4.2. Students organize historical events, eras, and trends chronologically.

4.2.a. placing key influences on a time line of world history.

(rope time line--40,000 yrs)

4.4. Students analyze the impact of historical events and people on present conditions, situations and circumstances

4.4.a. knows that culture and experience influence people's perceptions of places and regions

4.4.b. knowing how key civilizations continue to impact the present world cultures.

(Europe claim over Australia)

5. People, Places and Environments

5.1. The student uses maps and other geographic representations, tools and techniques to acquire, process and report information.

5.1.a. understanding distortion of flat-map projections

5.1.c. understanding concepts of axis, seasons, rotations, revolution, and principal lines of latitude and longitude.

5.1.e. knowing concepts of hemispheres, regions within continents, countries, and cities

(book work with maps of Australia)

5.2. Students identify the five themes of geography (place, region, location, movement) and human/environmental interaction and apply them to the topic being studied.

5.2.a. understanding why some areas are more densely settled than others

(importance of the sea)

5.2.b. knowing that conserving and preserving natural resources are necessary to maintain or improve one's quality of life

(Aboriginal music, stories, dance)

5.2.c. knowing how the physical environment affects life in different regions

5.3. Students use mental mapping as a skill to organize and process

spatial information.

5.3.1.a. knows the location of places, geographic features and patterns of the environment (map work)

5.3.1.b. understands the characteristics & uses of spatial organizations of the earth's surface

5.4. Students define and apply technical vocabulary specific to the topic being studied.

5.4.a. shows and awareness of vocabulary appropriate to unit of study or a focus on skill development.

6. Process and skills.

6.3. Students evaluate factual information.

6.3.b. understanding the reasons for conflicting viewpoints regarding how resources should be used. (Arts/Sports/Aboriginal works)

7. Students demonstrate the ability to use the appropriate technology to access and process information applying a variety of resources to the study of

history, geography, economics, and social institutions.

7.1. Students use printed and electronic media to gather information.

Language Arts:

1. Reading

1.2. Students use a variety of comprehension strategies including prediction, sequencing, cause/effect.

(nonfiction) 1.2.f. asks questions to clarify confusing information in informational texts

1.2.g. makes inferences and predictions about real world events based on informational texts

(both fiction and nonfiction)

1.2.f. identifies similarities and differences in a variety of contexts (compare/contrast)

1.2.j. uses context clues or dictionary definitions to understand the meanings of words

1.3. Students analyze literature for the literary elements of theme, point of view, plot and conflict, setting and characterization.

1.3.b. (fifth grade benchmark) explains setting in terms of time and place, i.e. including a range of specific to general

(The Rosy Pod book change to native landscape)

1.5. Students recognize a universal theme in literature.

1.5.a. relates events and conflicts in a piece of fiction to personal experience

1.5.b. discusses the actions and beliefs of characters in comparison to personal experience (survival of plants)

1.6. Students explain how perspectives and purposes define or influence forms of media (i.e., biases, points of view, sensationalism,

entertainment, information and persuasion)

1.6.a. recognizes when a text is primarily intended to persuade, describe, inform or entertain. (Landscape of Australia class book)

1.8. Students read informational material to produce oral or written work that relates new information to prior knowledge and experiences, summarizes information, and makes connections to related topics.

1.8.a. uses the various parts of text, i.e., index, table of contents, glossary to locate specific information.

1.8.b. separates information gathered for a research topic into major components based on appropriate criteria

1.8.c. uses magazines, newspaper's dictionaries, schedules and journals to gather information for research topic.

(Australia workshops, slide show, art, & videos)

2. Writing.

2.1. Students use the writing process of pre-writing, drafting, revising, editing, and publishing to create descriptive, narrative, and expository writing for various purposes and audiences.

2.1.d. Discusses a variety of strategies to use to generate ideas for writing topics and to general ideas for writing to a specific topic

2.1.f. writes for public and private audiences.

(Evaluation of WRY Science as El Nino pertains to two different locations)

2.2. Students use thoughtful word choice/vocabulary, sentence variety, and standard language conventions including capitalization, punctuation, spelling and usage.

2.2.b. discusses the selection of and selects words to make his/her message clear

2.2.f. applies standard rules of usage in written communication

2.3. Students write logically, chronologically, and coherently with strong beginnings, supporting sentences, transition's and conclusions.

2.3.a. writes a piece that has an effective beginning with a clear middle and clear end

2.3.c. writes an essay with a majority of sentences that supports an explicit generalization and identifies a clear topic

(Australia follow-up)

5. Language Arts Integration

5.3. Students use library skills and multi-media tools to access information and enhance presentations in all content areas and for a variety of purposes.

Science:

1. Basic Concepts and Knowledge.

1.4. Ecology: Students explain the interrelationships of populations and ecosystems including:

Makeup and interdependence of populations and ecosystems
Role of producers, consumers, and decomposers in a food web
Sunlight as the major source of energy
Limiting factors of biotic and abiotic resources
Carrying capacity, population growth, and decline
1.4.a. names the main components of a typical plant and typical animal cells
1.7. Reproduction
1.7.a. (fifty) explains the life cycle of a chosen plant of animal.
(native and non-native plants & introduction from Europe)
1.9. Structure and Function. 1.9.b. Offers plausible explanations about what adaptive behaviors might be necessary in a given ecosystem (the desert)
1.10. Earth and Space. Students recognize the effects of gravity on motion, the sun as the major source of energy and the impact of space exploration.
1.10.a. explain the earth's tilt as the main factor of the seasonal changes on earth.
(in relation to what we are experienced with)

6. Science in Personal and Social Perspective.

6.4. Students apply the interdisciplinary relationships of science to social, economic, and political issues.
6.4.a. researches, summarizes and defends a position on local community or state issues that involve science. (human affects of native lands and people)
7. History and Nature of Science.
7.6. Students recognize that scientific knowledge changes and grows over time, building on earlier knowledge. (Aboriginal video and slide presentation)

FINE AND PERFORMING ARTS

Grade span K-4

1. Creative Expression through Production. Students create, perform, exhibit, or participate in the Arts.
1.1. Students use a variety of materials and resources to explore the Arts.
1.2. Students exhibit or perform artistic works.
1.3. Students collaborate with others in the creative artistic process.
2. Artistic Perception. Students process, analyze, and respond to sensory information through the language and skills unique to the Arts.
2.1. Students use basic terminology relevant to the art form.
2.2. Students recognize and describe the skills, techniques, processes, and technologies relevant to artistic works.
3. Aesthetic Valuing. Students respond to, analyze, and make informed judgments about works in the Arts.

3.1. Students explain their personal preferences for specific works and styles.

3.2. Students describe and idea or feeling connected with experiencing artistic works.

4. Historical and Cultural Context. Students demonstrate and understanding of the arts in relation to history, cultures and contemporary society.

4.1. Students explore specific artistic works belonging to particular cultures, times, and places.

5. Applications to Life. Students connect and relate the Arts to other disciplines and society.

5.1. Students demonstrate appropriate behavior for the context and style of art presented.

5.2. Students identify terms common to the arts and other disciplines.

Grade span 5-8

1. Creative Expression through Production. Students create, perform, exhibit, or participate in the Arts.

1.1. Students utilize a variety of materials, technical skills, elements, and principles to produce artistic works.

1.2. Students prepare or revise works for presentation

1.3. Students collaborate with others in the creative artistic process.

2. Artistic Perception. Students process, analyze, and respond to sensory information through the language and skills unique to the Arts.

2.1. Students describe the artistic works using concepts of composition, technique, medium, function, style, and presentation.

2.2 Students use materials, techniques, technology or processes to interpret artistic works.

3. Aesthetic Valuing. Students respond to, analyze, and make informed judgments about works in the Arts.

3.1. Students describe and analyze artistic choices in their own works and the works of others.

3.2. Students describe the influence of personal experience on the interpretation of artistic works.

3.3 Students develop and apply criteria for evaluating quality and effectiveness of artistic works.

4. Historical and Cultural Context. Students demonstrate and understanding of the arts in relation to history, cultures and contemporary society.

4.1. Students identify and describe specific artistic works as belonging to particular cultures, times and places.

4.2. Students describe how history, culture and the Arts influence each

other.

5. Applications to Life. Students connect and relate the Arts to other disciplines and society.

5.1. Students demonstrate appropriate behavior for the context and style of art presented.

5.2. Students identify elements common to the Arts and other disciplines.

5.3. Students develop an awareness of vocational, cultural, and recreational opportunities in the Arts.

Concepts pulled from workshops and presentations

OPENING PRESENTATION

songs

stories-- folk stories "dreamtime"

stories about Australia

stories from Paul's childhood

life style-- surf life saver

school uniforms

cricket

DANCE way to celebrate/people from many cultures

Kangaroo Hop K-2

Heel and Toe Polka 3-4

Zorba 5-6

PE--movement/rhythm/life skill

Music standards

DIDJERIDOOS

Creating musical instrument

playing musical instrument

playing instruments as a group

accompanying singers

ostinatos

creating sounds/tone color

new breathing technique

working with paint, sandpaper, etc. (hands on)

Aboriginal art

problem solving--color/design

CREATIVE WRITING

language arts

dreamtime--cultural diversity
creating one story as a group

CLAP STICKS

creating musical instruments
accompanying a spoken rhythm--ostinato
marching
working with color and design
Aboriginal art

SONGS performing

historical/cultural
created sung ostinato to Cooee
sign language with some songs/actions

SLIDE SHOW

geography
historical/cultural
connection to Science
animals/people/the outback/termite mounds/ eucalyptus trees
Cross cultural references--big flood
swallowed by a whale
life style--didgeridoo artists (from tree to finished product)
Aboriginal girl posing for camera without showing face
Rock art
science concepts--weather

BULLROARERS

historical/cultural
sound (primitive)
students accompany song
work with materials
color and design
Aboriginal symbols

MURAL

Aboriginal art
Planning/design/color
individuals coming together to create one final product
historical/cultural/folk lore

BOOMERANGS

historical/cultural

Aboriginal symbols
science/aerodynamics
demonstration of various boomerang types
planning/design/color
physical control
working with scissors/crayons