

RIGHT ROAD FOR KIDS!

Episode 1:

YOU ARE SPECIAL!

One of our goals with the Right Road For Kids!™ DVD series is to bridge the gap and connect the lines between self-esteem and character development *and* educational learning and enrichment! We aim to educate and uplift the *whole* child – and be of support to the remarkable teachers around the country who, in their constant pursuit of teaching excellence, seek to do the same to inspire and uplift countless, shining young lives on a daily basis!

CALIFORNIA STATE EDUCATIONAL STANDARDS

Our program content is in line with and in support of California State Educational Standards. The following Standards are included in Episode 1 “You Are Special!” Some are touched upon, while others are covered in more detail. For optimum classroom benefit, teachers may find it valuable to use the presented Standards topics as a springboard to concepts more thoroughly covered in daily lesson plans. The strong self-esteem and character building elements of the program can be integrated in various ways through daily lessons as well.

Our sincerest hope is that the Right Road For Kids!™ episodes will support your classrooms and students in a myriad of ways and offer inspiration in terms of thinking outside of the box to provide “whole child” education in the best of times as well as in challenging situations.

HELPFUL KEY:

Black Text = Portion of Standard covered in episode

Gray Text = Portion of Standard not covered in episode

RIGHT ROAD FOR KIDS!™ EPISODE 1 “YOU ARE SPECIAL!” CALIFORNIA STATE EDUCATIONAL STANDARDS _ _ _ _ _

ENGLISH – LANGUAGE ARTS

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>

GRADE 2

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.3 Decode two-syllable nonsense words and regular multi-syllable words.

Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.9 Know the meaning of simple prefixes and suffixes (e.g. over-, un-, -ing, -ly).
- 1.10 Identify simple multi-meaning words.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.7 Interpret information from diagrams, charts, and graphs.
- 2.8 Follow two-step written instructions.

WRITING

1.0 Writing Strategies

Organization and Focus

- 1.1 Group related ideas and maintain a consistent focus.

Research

- 1.3 Understand the purposes of various reference materials (e.g. dictionary, thesaurus, atlas).

2.0 Writing Applications

- 2.1 Write brief narratives based on their experiences:
 - a. Move through a logical sequence of events.
 - b. Describe the setting, characters, objects, and events in detail.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Grammar

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

LISTENING AND SPEAKING

Organization and Delivery of Oral Communication

- 1.9 Report on a topic with supportive facts and details.

GRADE 3

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.2 Decode regular multi-syllabic words.

Vocabulary and Concept Development

- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- 1.7 Use a dictionary to learn the meaning and other features of unknown words.
- 1.8 Use knowledge of prefixes (e.g. un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g. -er, -est, -ful) to determine the meaning of words.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Use titles, tables, of contents, chapter headings, glossaries, and indexes to locate information in text.

WRITING

1.0 Writing Strategies

Organization and Focus

- 1.1 Create a single paragraph.
 - a. Develop a topic sentence.
 - b. Include simple supporting facts and details.

Research

- 1.3 Understand the structure and organization of various reference materials (e.g. dictionary, thesaurus, atlas, encyclopedia).

2.0 Writing Applications

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral Language Conventions

Grammar

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

Spelling

1.9 Arrange words in alphabetical order.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

GRADE 4

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Structural Features of Informational Materials

2.1 Identify structural patterns found in informational text (e.g. compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

3.5 Define figurative language (e.g. simile, metaphor, hyperbole, personification) and identify its use in literary works.

WRITING

1.0 Writing Strategies

Organization and Focus

- 1.1 Select a focus, and organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

Research and Technology

- 1.5 Quote or paraphrase information sources, citing them appropriately.
- 1.6 Locate information in reference texts by using organizational features (e.g. prefaces, appendixes).
- 1.7 Use various reference materials (e.g. dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

2.0 Writing Applications

2.1 Write Narratives:

- a. Relate ideas, observations, or recollections of an event or experience.
- b. Provide a context to enable the reader to imagine the world of the event or experience.
- c. Use concrete sensory details.
- d. Provide insight into why the selected event of experience is memorable.

2.3 Write information reports:

- a. Frame a central question about an issue or situation.
- b. Include facts and details for focus.
- c. Draw from more than one source of information (e.g. speakers, books, newspapers, other media sources).

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Spelling

- 1.7 Spell correctly roots, inflections, and prefixes, and syllable constructions.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

GRADE 5

READING

Word Analysis, Fluency, and systematic Vocabulary Development

Vocabulary and Concept Development

- 1.2 Use word origins to determine the meaning of unknown words.
- 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
- 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g. controversial).
- 1.5 Understand and explain the figurative and metaphorical use of words in context.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Understand how text features (e.g. format, graphics, sequence, diagrams, charts, maps) make information accessible and usable.

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.5 Describe the function and effect of common literary devices (e.g. imagery, metaphor, symbolism).

WRITING

1.0 Writing Strategies

Organization and Focus

- 1.1 Create Multiple-paragraph narrative compositions:
 - a. Establish and develop a situation or plot.
 - b. Describe the setting.
 - c. Present and ending.

Research and Technology

- 1.3 Use organizational features of printed text (e.g. citations, end notes, bibliographic references) to locate relevant information.

2.0 Writing Applications

- 2.3 Write research reports about important ideas, issues, or events by events by using the following guidelines:
 - a. Frame questions that direct the investigation.
 - b. Establish a controlling idea or topic.
 - c. Develop the topic with simple facts, details, examples, and explanations.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Spelling

- 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

- 1.1 Ask questions that seek information not already discussed.
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

GRADE 6

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

- 1.2 Identify and interpret figurative language and words with multiple meanings.
- 1.3 Recognize the origins and meanings of frequently used foreign words in English and use those words accurately in speaking and writing.
- 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- 1.5 Understand and explain "shades of meaning" in related words (e.g. softly, quietly)

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Identify the structural features of popular media (e.g. newspapers, magazines, online information) and use the features to obtain information.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Appropriate Text

- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- 3.7 Explain the effects of common literary devices (e.g. symbolism, imagery, metaphor) in a variety of fictional and nonfiction texts.

WRITING

1.0 Writing Strategies

Organization and Focus

- 1.2 Create multiple-paragraph expository compositions:
- Engage the interest of the reader and state a clear purpose.
 - Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.

Research and Technology

- 1.4 Use organizational features of electronic text (e.g. bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

2.0 Writing Applications

2.1 Write narratives:

- Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- Include sensory details and concrete language to develop plot and character.
- Use a range of narrative devices (e.g. dialogue, suspense).

2.3 Write research reports:

- Pose relevant questions with a scope narrow enough to be thoroughly covered.
- Support the main idea or ideas with facts, examples, and explanations from multiple authoritative sources (e.g. speakers, periodicals, online information searches).

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

- 1.1 Relate the speaker's verbal communication (e.g. word choice, pitch, feeling, tone) to the nonverbal message (e.g. posture, gesture).

MATHEMATICS

<http://www.cde.ca.gov/be/st/ss/documents/mathstandard.pdf>

GRADE 2

Number Sense

- 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
- Count, read, and write whole numbers 10 1,000 and identify the place value for each digit.
 - Use words, models, and expanded forms (e.g. 45 = 4 tens + 5) to represent numbers (to 1,000).
 - Order and compare whole numbers to 1,000 using the symbols <, =, >.

6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

GRADE 3

Number Sense

- 1.0 Students understand the place value of whole numbers.
 - 1.1 Count, read, and write whole numbers to 10,000.
 - 1.2 Compare and order whole numbers to 10,000.
 - 1.3 Identify the place value for each digit in numbers to 10,000.

GRADE 4

Number Sense

- 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.
 - 1.1 Read and write whole numbers in the millions.

GRADE 5

Number Sense

- 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.
 - 1.1 Estimate, round, and manipulate very large (e.g. millions) and very small (e.g. thousandths) numbers.

HISTORY – SOCIAL SCIENCE

<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

GRADE 2

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

- 1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g. map of the classroom, the school).
- 2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.

GRADE 3

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a special context.

GRADE 4

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

GRADE 5

5.9 Students know the location of the current 50 states and the names of their capitals.

GRADE 6

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

VISUAL AND PERFORMING ARTS

<http://www.cde.ca.gov/be/st/ss/documents/vpastandards.prf>

GRADE 2

2.0 CREATIVE EXPRESSION – Dance

Creating, Performing, and Participating in Dance

Creation/Invention of Dance Movements

- 2.1 Create and improvise movement patterns and sequences.

Application of Choreographic Principals and Processes to Creating Dance

- 2.3 Create a simple sequence of movement with a beginning, middle, and an end, incorporating level and directional changes.
- 2.4 Create shapes and movements, using fast and slow tempos.
- 2.5 Develop a dance phrase that has a sense of unity.

Communications of Meaning in Dance

- 2.6 Create, memorize, and perform original expressive movements for peers.

Development of Partner and Group Skills

- 2.7 Work cooperatively in small and large groups.
- 2.8 Demonstrate partner skills (e.g. imitating and leading/following).

2.0 CREATIVE EXPRESSION – Music

Creating, Performing, and Participating in Music

Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.

Compose, Arrange, and Improvise

- 2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

2.0 CREATIVE EXPRESSION – Visual Arts

Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

- 2.1 Demonstrate beginning skill in the use of basic tools and art—printing, crayon rubbings, collage, and stencils.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Derive Meaning

- 4.1 Compare ideas expressed through their own works of art with work of others.
- 4.2 Compare different responses to the same work of art.

GRADE 3

2.0 CREATIVE EXPRESSION – Dance

Creation/Invention of Dance Movements

- 2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.
- 2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g. find four different ways to combine a turn, stretch, and jump).

Application of Choreographic Principals and Processes to Creating Dance

- 2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.
- 2.4 Create a wide variety of shapes and movements, using different levels in space.

Communication of Meaning in Dance

- 2.5 Perform dances to communicate personal meaning, using focus and expression.
- 2.6 Compare and contrast the role of the performer with that of a member of the audience.

Development of Partner and Group Skills

- 2.7 Demonstrate a variety of partner skills (e.g. imitation, leading/following, mirroring).
- 2.8 Create, memorize, and perform original movement sequences with a partner or a small group.

2.0 CREATIVE EXPRESSION – Music

Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriately songs from memory, including rounds, partner songs, and ostinatos.

2.0 CREATIVE EXPRESSION – Visual Arts

Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

- 2.1 Explore ideas for art in a personal sketchbook.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Make Informed Judgments

- 4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Connections and Applications

- 5.2 Write a poem or story inspired by their own works of art.

GRADE 4

3.0 CREATIVE EXPRESSION – Dance

Creation/Invention of Dance Movements

- 2.1 Create, develop, and memorize set movement patterns and sequences.
- 2.2 Improvise extended movement phrases.

Application of Choreographic of Meaning in Dance

2.5 Convey a range of feelings through shape/posture and movements when performing for peers.

2.6 Perform improvised movement and dance studies with focus and expression.

Development of Partner and Group Skills

2.7 Demonstrate additional partner and group skills (e.g. imitating, leading/following, mirroring, calling/responding, echoing).

2.0 CREATIVE EXPRESSION – Music

Apply Vocal and Instrumental Skills

2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.

2.0 CREATIVE EXPRESSION – Visual Arts

Creating, Performing, and Participating in the Visual Arts

Communication and Expression Through Original Works of Art

2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.

GRADE 5

2.0 CREATIVE EXPRESSION – Dance

Creation/Invention of Dance Movement

2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.

2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.

Application of Choreographic Principals and Processes to Creating Dance

2.3 Describe and incorporate simple dance forms in dance studies (e.g. AB form, canon).

Communication of Meaning in Dance

2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

Development of Partner and Group Skills

2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g. leading/following, mirroring, calling/responding, echoing, opposing).

2.0 CREATIVE EPXRESSION – Music

Apply Vocal and Instrumental Skills

2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.

4.0 AESTHETIC VALUING – Visual Arts

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Derive Meaning

- 4.1 Identify how selected principals of design are used in a work personal responses to and evaluation of the work of art.
- 4.2 Compare the different purposes of a specific culture for creating art.

Make Informed Judgments

- 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

GRADE 6

2.0 CREATIVE EXPRESSION – Dance

Creation/Invention of Dance Movement

- 2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.
- 2.2 Compare and demonstrate the difference between imitating movement and creating original material.

Application of Choreographic Principals and Processes to Creating Dance

- 2.3 Describe and incorporate dance forms in dance studies.
- 2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g. ABA form, canon).
- 2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.

Communication of Meaning in Dance Through Dance Performance

- 2.6 Demonstrate and awareness of the body as an instrument of expression when rehearsing and performing.
- 2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.

Development of Partner and Group Skills

- 2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g. imitating, leading/following, mirroring, calling/responding, echoing, sequence building).

2.0 CREATIVE EXPRESSION – Music

Apply Vocal and Instrumental Skills

- 2.1 Sing a repertoire of vocal literature representing various genres and cultures with expression, technical accuracy, good posture, tone quality, and vocal shape – written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).

Compose, Arrange, and Improvise

2.6 Improvise simple melodies.

2.0 CREATIVE EXPRESSION – Visual Arts

Creating, Performing, and Participating in the Visual Arts

Communication and Expression Through Original Works of Art

2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.

2.5 Select specific media and processes to express moods, feelings, themes, or ideas.