

## Cross Curricular Alignment

<b>Benchmarks</b>	<b>Art</b>	<b>Music</b>	<b>PE/Health</b>	<b>Media/Books</b>
<a href="#">SS.K.CG.1.1</a>	<p><b>VA.K.F.1.1</b>  <b>VA.K.S.3.3</b> - Specials classes could meet together on the first day of school, to introduce the teachers and go over the general rules for the specials classes. During the next class, each teacher can go over their own specialized rules for their classroom.</p>	<p><b>MU.K.F.3.1</b>            All special subject areas could meet with classroom teachers and identify common rules/necessities/consequences for all classrooms.</p>	<p><b>PE.K.C.2.2</b>  <b>PE.K.R.5.2</b> - rules and proper use of equipment is essential for safety in PE.  <b>HE.K.B.5.3</b>            Recognize the consequences of not following rules/practices when making healthy and safe decisions</p>	<p><i>If Everybody Did</i> by Jo Ann Stover  <i>That Rule Doesn't Apply to Me</i> by Julia Cook</p>
<a href="#">SS.K.CG.1.2</a>	<p><b>VA.K.H.2.3</b>            Identify that art can be viewed in a museum and that museum curators and workers are the authority in a museum. We have to listen to the rules to protect the artwork.</p>	<p><b>MU.K.F.3.1</b>            All special subject areas could meet with classroom teachers and identify common rules/necessities/consequences for all classrooms.  <b>MU.K.C.2.1</b>            Identify the Conductor as an authority figure in a musical ensemble</p>	<p><b>PE.K.C.2.4</b> - Identify that lifeguards make rules and enforce rules at pool/ocean areas.  <b>HE.K.B.4.3</b>            Identify the appropriate responses to unwanted and threatening situations (identify those in authority positions who can enforce rules &amp; laws like administration, police, SRO's and teachers_.</p>	<p><i>I Read Signs</i> by Tana Hoban  <i>Know and Follow Rules</i> by Cheri J. Meiners  <i>The Museum</i> by Susan Verde  <i>Anna at the Art Museum</i> by Hazel Hutchins and Gail Herbert</p>
<a href="#">SS.K.CG.2.1</a>	<p><b>VA.K.H.1.2</b>            Shows respect for others' art, doesn't make fun.</p>	N/A	<p><b>PE.K.R.5.3</b> - Being a respectful and responsible classmate</p>	<p><i>D is for Democracy: A Citizen's Alphabet</i> by Elissa Grodin  <i>Ish</i> by Peter H. Reynolds</p>
<a href="#">SS.K.CG.2.2</a>	<p><b>VA.K.O.2.1</b>            Students will make decisions on what subject matter to use when creating their artwork.</p>	<p><b>MU.K.H.3.1</b>            Have students make decisions as to which part they perform in the classroom.</p>	<p><b>PE.K.R.5.1</b>- cooperating with a partner/group to complete a task that involves decision making  <b>HE.K.P.8.1</b>            Help others to make positive health choices</p>	<p><i>Share and Take Turns</i> by Cheri J. Meiners  <i>Talk and Work it Out</i> by Cheri J. Meiners  <i>Be You!</i> by Peter H. Reynolds</p>
<a href="#">SS.K.CG.2.3</a>	<p><b>VA.K.H.1.3</b></p>	<p><b>MU.K.C.1.1</b></p>	N/A	<p><i>The Very First Americans</i> by</p>

## Cross Curricular Alignment

	<p>Show artwork that depicts important moments in history. Explain that painting and drawing were the ways of capturing moments in time because they did not have cameras yet so artists were an important part of history.</p>	<p>Have students move and march to patriotic parade music.  <b>MU.K.C.1.4</b>            Identify if the “Pledge of Allegiance” and “Star Spangled Banner” are spoken or sung.  <b>MU.K.O.3.1</b>            Ask students how patriotic music makes them feel.</p>		<p>Cara Ashrose  <i>I Pledge Allegiance</i> by Bill Martin Jr. and Michael Sampson  <i>A is for America</i> by Greg Paprocki</p>
<a href="#">SS.K.CG.2.4</a>	<p><b>VA.K.H.1.3</b>            Have students create artwork based off of an American symbol of their choosing. Have references available.</p>	<p><b>MU.K.O.1.1</b>            Respond to patriotic melodic line call and response. ie:What are the colors of the American Flag? The colors of the Flag are red, white and blue!</p>	N/A	<p><i>The Bald Eagle</i> by Norman Pearl  <i>D is for Democracy: A Citizen’s Alphabet</i> by Elissa Grodin  <i>Red, White, and Blue: The Story of the American Flag</i> by John Herman  <i>The Flag We Love</i> by Pam Munoz Ryan  <i>The White House</i> by Lloyd G. Douglas  <i>U.S. Symbols</i> by Ann-Marie Kishel  <i>American Symbols</i> by Melissa Ferguson</p>
<a href="#">SS.K.CG.2.5</a>	<p><b>VA.K.H.2.2</b>            Students will recognize that designing a flag is a job an artist does and will create their own flag that includes things that Florida is famous for.</p>	<p><b>MU.K.C.1.1</b>  <b>MU.K.C.3.1</b>  <b>MU.K.H.1.1</b>  <b>MU.K.H.2.1</b>  <b>MU.K.S.3.3</b>            Play, Sing and discuss Stephen Fosters “Way Down Upon the Swanee River”            Florida’s State Song</p>	N/A	<p><i>Welcome to Florida</i> by Asa Gilland  <i>Marjory Saves the Everglades: The Story of Marjory Stoneman Douglas</i> by Sandra Neil Wallace</p>
	Art	Music	PE/Health	Media
<a href="#">SS.1.CG.1.1</a>	<p><b>VA.1.S.2.1</b></p>	<p>All special subject areas could</p>	<p><b>PE.1.C.2.2-</b> Identify safety rules</p>	<p><i>Back to School Rules</i> by Laurie</p>

## Cross Curricular Alignment

	<p><b>VA.1.S.3.3</b> - Specials classes could meet together on the first day of school, to introduce the teachers and go over the general rules for the specials classes. During the next class, each teacher can go over their own specialized rules for their classroom.</p>	<p>meet with classroom teacher and identify common rules/necessity/consequences for all classrooms.</p>	<p>and procedures specific to PE, school common areas and classrooms.</p>	<p>Friedman</p>
<p><a href="#">SS.1.CG.1.2</a></p>	<p><b>VA.1.S.2.1</b> <b>VA.1.S.3.3</b> - Specials classes could meet together on the first day of school, to introduce the teachers and go over the general rules for the specials classes. During the next class, each teacher can go over their own specialized rules for their classroom.</p>	<p>All special subject areas could meet with classroom teacher and identify common rules/necessity/consequences for all classrooms.</p>	<p><b>PE.1.C.2.4-</b> identify that safe water activity rules would be the use of a life jacket and swimming near a lifeguard <b>HE.1.B.5.3</b> Explain the consequences of not following rules/practices when making healthy and safe decisions</p>	<p><i>A Day in the Life of a Police Officer</i> by Linda Hayward <i>A Day in the Life of a Teacher</i> by Heather Adamson <i>What's a Mayor?</i> by Nancy Harris</p>
<p><a href="#">SS.1.CG.2.1</a></p>	<p><b>VA.1.S.2.1</b> <b>VA.1.S.3.3</b> - Discuss how we share our supplies and take turns using them.</p>	<p>All special subject areas could meet with classroom teacher and identify common rights/responsibilities for all classrooms. How to be a good citizen with shared classrooms and equipment.</p>	<p><b>PE.1.R.5.2-</b> Discuss how to use physical-activity space safely and properly. Explain the responsibilities they have as school citizens to treat equipment respectfully. <b>HE.1.C.1.3</b> Describe ways to prevent common communicable diseases. Describe student responsibilities like handwashing, using tissues and covering the mouth when sneezing as ways to help prevent the spread of viruses like cold, flu and COVID.</p>	<p>N/A</p>

## Cross Curricular Alignment

<a href="#">SS.1.CG.2.2</a>	<p><b>VA.1.S.2.1</b>  <b>VA.1.S.3.3</b> - Treat others the way you would like to be treated goes with sharing and our communal supplies.</p>	<p>All special subject areas could meet with classroom teacher and identify common rights/responsibilities for all classrooms. How to be a good citizen with shared classrooms and equipment.</p>	<p><b>PE.1.R.5.3</b>            Demonstrate consideration of others while participating in physical activity.  <b>HE.1.B.4.3</b>            Describe ways to respond when in an unwanted, threatening, or dangerous situation. Describe responsible behaviors such as following rules for entry/egress, procedures during drills, etc...</p>	<p><i>We Share Everything</i> by Robert Munch</p>
<a href="#">SS.1.CG.2.3</a>	<p><b>VA.1.O.3.1</b>  <b>VA.1.S.3.4</b>            Show artwork that depicts important moments in history. Explain that painting and drawing were the ways of capturing moments in time because they did not have cameras yet so artists were an important part of history. Have them create art with their own personal symbols to represent them.</p>	<p><b>MU.1.S.3.1</b>            Sing simple Patriotic songs ie: "This Land is Your Land, or My Country Tis of Thee"             Play the National Anthem and explain why we stand.</p>	<p><b>HE.1.B.4.1</b>            Identify healthy ways to express feelings of patriotism.</p>	<p><i>The Star Spangled Banner</i> by Peter Spier  <i>Red, White, and Blue: The Story of the American Flag</i> by John Herman  <i>The Flag We Love</i> by Pam Munoz Ryan  <i>The Berenstain Bears Lend a Helping Hand</i> by Jan and Stan Berenstain  <i>Our Earth</i> by Anne Rockwell  <i>Wanda's Roses</i> by Pat Brisson</p>
<a href="#">SS.1.CG.2.4</a>	<p><b>VA.1.S.3.4</b>            Discuss portraits and show artwork that depicts important people throughout history. Explain that painting and drawing were the ways of capturing moments in time because they did not have cameras yet so artists were an important part of history.</p>	<p>N/A</p>	<p>N/A</p>	<p><i>A Picture Book of Benjamin Franklin</i> by David Adler  <i>Now &amp; Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta  <i>George Washington</i> by Philip Abraham  <i>Nico &amp; Lola</i> by Meggan Hill  <i>Tails are Not for Pulling</i> by Elizabeth Verdick</p>
<a href="#">SS.1.CG.2.5</a>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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<a href="#">SS.1.CG.3.1</a>	N/A	N/A	N/A	N/A
<a href="#">SS.1.CG.3.2</a>	<b>VA.1.S.3.3</b> Students will demonstrate being responsible in how they handle art tools and supplies.	N/A	<b>PE.1.R.5.1</b> -List a benefit resulting from cooperation and sharing during physical activity. <b>HE.1.B.4.2</b> Describe good listening skills to help when making group decisions.	<i>Red, White, Blue, and Uncle Who?</i> by Teresa Bateman <i>A Spot of Responsibility</i> by Diane Alber
	Art	Music	PE/Health	Media
<a href="#">SS.2.CG.1.1</a>	<b>VA.2.S.3.3</b> Go over rules of the classroom and how to use things properly so art class can be a safe, fun time.	N/A	<b>HE.2.C.2.4</b> Explain the ways that rules and laws make the community safer. Discuss scenarios to identify the impact of government on daily life (helmet laws, food safety laws, traffic laws, etc..)	<i>The Congress of the United States</i> by Christine Taylor-Butler <i>What is a Government?</i> By Baron Bedesky <i>Government Services</i> by Ann-Marie Kishel
<a href="#">SS.2.CG.1.2</a>	N/A	N/A	N/A	<i>A More Perfect Union: The Story of Our Constitution</i> by Betsy Maestro <i>Father of the Constitution: A Story about James Madison</i> by Barbara Mitchell <i>We the Kids: The Preamble of the Constitution of the United States</i> by David Catrow
<a href="#">SS.2.CG.2.1</a>	N/A	N/A	N/A	<i>A Very Important Day</i> by Maggie Rugg Herold <i>Becoming a Citizen</i> by Sarah E. De Capua
<a href="#">SS.2.CG.2.2</a>	N/A	N/A	<b>PE.2.R.6.3</b> Identify ways to contribute as a member of a cooperative group. <b>HE.2.C.2.3</b>	<i>Wanted Dead or Alive: The True Story of Harriet Tubman</i> by Ann McGovern <i>Susan B. Anthony: Fighter for</i>

## Cross Curricular Alignment

			Describe how the characteristics of responsible citizenship influence health behaviors	<i>Freedom and Equality</i> by Suzanne Slade <i>Vote!</i> By Suzanne Slade <i>The Very First Americans</i> by Cara Ashrose <i>We Live Here Too!: Kids Talk About Good Citizenship</i> by Nancy Loewen
<a href="#">SS.2.CG.2.3</a>	<b>VA.2.C.1.2</b> Identify some artworks that show patriotism. Ask students why they are important.	<b>MU.2.H.2.1</b> Ask students what patriotic music would be used in a celebration of America.	N/A	<i>Kid Presidents: True Tales of Childhood From America's Presidents</i> by David Stabler
<a href="#">SS.2.CG.2.4</a>	N/A	<b>MU.2.F.1.1</b> Create a short musical performance about an American symbol, individual or document. ie: The Statue of Liberty, Martin Luther King Jr., or The Declaration of Independence.	N/A	<i>The Congress of the United States</i> by Christine Taylor-Butler <i>The White House</i> by Lloyd G. Douglas <i>Declaration of Independence from A to Z</i> by Catherine Osornio <i>The Story of the Statue of Liberty</i> by Betsy and Giulio Maestro
<a href="#">SS.2.CG.2.5</a>	N/A	N/A	N/A	N/A
<a href="#">SS.2.CG.3.1</a>	N/A	N/A	N/A	<i>A More Perfect Union: The Story of Our Constitution</i> by Betsy Maestro <i>Father of the Constitution: A Story about James Madison</i> by Barbara Mitchell <i>We the Kids: The Preamble of the Constitution of the United States</i> by David Catrow

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	Art	Music	PE/Health	Media
<a href="#"><u>SS.3.CG.1.1</u></a>	N/A	N/A	N/A	<i>A More Perfect Union: The Story of Our Constitution</i> by Betsy Maestro
<a href="#"><u>SS.3.CG.1.2</u></a>	<b>VA.3.H.3.1</b> Have students identify ways that the visual arts rooms' rules can be used throughout the school and in other classrooms. The common thread is being responsible for your own actions. "Worry about yourself."	N/A	<b>PE.3.R.5.3</b> Identify ways to take responsibility for his/her own behavior.	<i>We the People</i> by Lynne Cheney
<a href="#"><u>SS.3.CG.2.1</u></a>	<b>VA.3.H.2.3</b> Artwork can be displayed for all to see. Where can you see art? How can this help a community?	<b>MU.3.F.2.1</b> Identify musical volunteers in your school and community <b>MU.3.F.2.2</b> Question: Can a student use music to show civic duty or help the community?	<b>PE.3.R.6.3</b> Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship. <b>PE.3.R.5.1</b> List ways to work cooperatively with peers of differing skill levels. <b>HE.3.P.8.1</b> Promote positive behaviors to others.	<i>We Live Here Too!: Kids Talk About Good Citizenship</i> by Nancy Loewen
<a href="#"><u>SS.3.CG.2.2</u></a>	<b>VA.3.C.1.2</b> Hold an election between famous works of art. However, instead of just a vote, have students vote and write WHY they are voting for that painting. (Using prior knowledge to assess the artist's skills and theme).	<b>MU.3.C.2.1</b> Use a class voting system to evaluate musical performance, value and appreciation	N/A	<i>Vote!</i> By Eileen Christelow

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<a href="#">SS.3.CG.2.3</a>	N/A	N/A	N/A	N/A
<a href="#">SS.3.CG.2.4</a>	<b>VA.3.F.2.1</b> Explain how artists have made an impact on America -- i.e: sculptor Gutzon Borglum carving Mount Rushmore.	<b>MU.3.H.1.2</b> Compare Composers life/musical work dates with important American Historical individuals/event dates. ie:Mozart and 1776/1787	<b>PE.3.R.6.2-</b> Discuss sport/athletic symbols, individuals,and events that represent the United States. I.e Olympics, MLB, NFL, NBA, etc...	<i>Susan B. Anthony: Fighter for Freedom and Equality</i> by Suzanne Slade <i>Father of the Constitution: A Story About James Madison</i> by Alex Tavoularis and Barbara Mitchell <i>A More Perfect Union: The Story of Our Constitution</i> by Betsy Maestro
<a href="#">SS.3.CG.2.5</a>	N/A	<b>MU.3.H.1.2</b> Compare Composers life/musical work dates with important Florida Historical individuals/event dates. ie:Verdi and 1845	<b>PE.3.R.6.2-</b> Discuss sport/athletic symbols, individuals,and events that represent Florida i.e- Tampa Bay Bucs & Rays, Miami Dolphins/Marlins, etc..	N/A
<a href="#">SS.3.CG.3.1</a>	N/A	N/A	N/A	<i>What are the Branches of Government?</i> By Ann Matzke <i>The Congress of the United States</i> by Christine Taylor-Butler
<a href="#">SS.3.CG.3.2</a>	N/A	N/A		<i>What are the Branches of Government?</i> By Ann Matzke <i>The Congress of the United States</i> by Christine Taylor-Butler
	Art	Music	PE/Health	Media
<a href="#">SS.4.CG.1.1</a>	N/A	N/A	N/A	<i>Florida</i> by Tamra B. Orr <i>Shh! We're Writing the Constitution</i> by Jean Fritz <i>The Constitution</i> by Warren Colman <i>The U.S. Constitution and You</i> by Syl Sobel



## Cross Curricular Alignment

				<i>The United States Constitution</i>
<a href="#">SS.4.CG.2.1</a>	<b>VA.4.F.2.1</b> <b>VA.4.F.2.2</b> <b>VA.4.F.3.1</b> - Have students identify local artists and what they are doing for the community. How are they helping to solve local issues?	N/A	<b>PE.4.L.3.6</b> - Discuss importance of helmet laws and other bike/ped safety laws. <b>HE.4.B.3.3</b> Examine resources from home, school and community that provide valid health information.	N/A
<a href="#">SS.4.CG.2.2</a>	<b>VA.4.F.2.1</b> <b>VA.4.F.2.2</b> <b>VA.4.F.3.1</b> - ask students to identify where they could volunteer time as artists.	<b>MU.4.F.3.1</b> Ask students for examples of where musicians would volunteer their talents. Both student musicians and professionals.	N/A	N/A
<a href="#">SS.4.CG.2.3</a>	N/A	N/A	N/A	N/A
<a href="#">SS.4.CG.3.1</a>	N/A	N/A	N/A	<i>What Are the Parts of Government?</i> By William David Thomas
<a href="#">SS.4.CG.3.2</a>	N/A	N/A	N/A	<i>What Are the Parts of Government?</i> By William David Thomas
	Art	Music	PE/Health	Media
<a href="#">SS.5.CG.1.1</a>	N/A	<b>MU.5.H.3.1</b> Students will apply music critical thinking skills in their Social Studies classes and compare the thinking of the Founding Fathers in respect to the Declaration of Independence as well as other Historical decisions.	N/A	<i>Declaration of Independence</i> by Elain Landau

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<a href="#">SS.5.CG.1.2</a>	N/A	<b>MU.5.H.3.1</b> <b>MU.5.F.3.2</b> Use critical thinking skills to discuss “Compromise” in Musical Performance, Composition, and legal acquisition of music. Relate to “Compromise” American History ie: Great Compromise, the Three-Fifths Compromise, the Electoral College	N/A	N/A
<a href="#">SS.5.CG.1.3</a>	N/A	N/A	N/A	N/A
<a href="#">SS.5.CG.1.4</a>	N/A	N/A	N/A	<i>The Bill of Rights</i> by Michael Burgan
<a href="#">SS.5.CG.2.1</a>	N/A	N/A	N/A	N/A
<a href="#">SS.5.CG.2.2</a>	N/A	N/A	N/A	N/A
<a href="#">SS.5.CG.2.3</a>	N/A	N/A	N/A	N/A
<a href="#">SS.5.CG.2.4</a>	<b>VA.5.C.3.1</b> Go over the Principles and Elements of Design	<b>MU.5.S.2.1</b> Are there “Rules and Law” for musicians, musical structure, notation and composition?	<b>PE.5.L.3.8</b> Discuss the importance of being visible, being predictable and communicating when cycling.	N/A
<a href="#">SS.5.CG.2.5</a>	N/A	N/A	N/A	N/A
<a href="#">SS.5.CG.2.6</a>	N/A	<b>MU.5.C.1.2</b> <b>MU.5.C.2.2</b> What are the words to the Star Spangled Banner? Why did Francis Scott Key compose these words? <b>MU.5.C.1.1</b> <b>MU.5.C.2.1</b> <b>MU.5.C.2.2</b>	N/A	<i>The Great Seal of the United States</i> by Terri DeGezelle <i>The Emancipation Proclamation</i> by Ann Heinrichs

## Cross Curricular Alignment

		<p><b>MU.5.F.2.2</b> Listen to different live and studio recordings and interpretations of The Star Spangled Banner. Compare and contrast these performances.</p>		
<a href="#">SS.5.CG.3.1</a>	N/A	N/A	N/A	N/A
<a href="#">SS.5.CG.3.2</a>	N/A	N/A	N/A	N/A
<a href="#">SS.5.CG.3.3</a>	N/A	N/A	N/A	N/A
<a href="#">SS.5.CG.3.4</a>	N/A	<p><b>MU.5.O.1.1</b> Define "Amend" Listen to early recordings of a song and later versions "covers". Point out what was amended. ie: lyrics, instrumentation, form etc.</p>	N/A	<i>The Reconstruction Amendments</i> by Michael Burgan
<a href="#">SS.5.CG.3.5</a>	N/A	N/A	N/A	N/A
<a href="#">SS.5.CG.3.6</a>	N/A	N/A	<p><b>HE.5.C.2.4</b> Give examples public health policies, state and federal laws that influence health promotion and disease prevention (anti-smoking laws, restaurant safety laws, seat belt laws, etc..)</p>	N/A