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Elementary education curriculum reform: Integration of the basic content areas

Karen Hartsuff Zak

ELEMENTARY EDUCATION CURRICULUM REFORM: INTEGRATION OF THE BASIC CONTENT AREAS

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Reading/Language Arts

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ABSTRACT

Educational reform has been a concern to many as the educational curriculums that are instituted into the public elementary schools lack substance. Instead, teachers have been presented with prescript language arts curriculums which they are mandated by the school districts to follow precisely as written and at the precise designated allotted times. The intention behind these programs is the belief that these new reading curriculums will lift the sagging academic scores and lagging interest for students to acquire a well-rounded education.

Creativity has become stifled and incentive to achieve has been reduced as witnessed by the continued low academic scores. My project will present research validating my contention that the basics that were eliminated to adopt these limiting curriculums, must be put back into the curriculum, not merely for a well-rounded greatly needed educational background for children to acquire, but also because all of these basic study areas of science, social studies, the arts, health and music, are intricately associated and help each of the other doctrines. Art can be associated with math, science and social studies. Music and dramatic arts are related to artistic endeavors and encourage creativity and reinforce language arts skills and strategies. Science and math are

intricately connected as is health with science. Therefore, the purpose of this study is to present my investigative study in order to validate the inclusion of the lost arts back into the elementary school curriculum.

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CHAPTER ONE

DEFINING THE PROBLEM

Introduction

With the indoctrination of new and "progressive" curricula throughout the State of California, educational packages are being created with a heavy emphasis on the subject matter of reading and writing at the cost of reduction and/or exclusion of other vital subject material. These packaged curricular programs are being put to use by school districts in the State of California whose educational goal for the children in California, is to increase reading scores by applying and focusing on acquisition of specific comprehension skills as well as decoding and word attack skills.

The concept of providing sound literacy instruction to all students through these progressive programs is admirable, but reform is needed in the types of educational programs selected as every child is entitled to an enriched, well-rounded curriculum. Educational programs should provide every student with a more in-depth and balanced education which would include the subject areas of art, music, dramatic arts, dance, social studies, science, and health, all of which used to be taught in schools, some twenty to thirty years ago.

Background

The Southern Valley School District[1] has adopted several specific programs for its teachers to use for their instruction. These programs relate to the language arts program, math program and social studies program, of which only two out of the three programs are mandated to be taught. The language arts program which takes up the majority of the instructional time, is discussed in detail in the next section.

Reading and Language Arts

The Houghton Mifflin Reading Program was selected by the Southern Valley School District as its reading program. The Houghton Mifflin's Reading Program is a very cumbersome program in which all teachers in the Southern Valley School District are mandated to teach. Teachers are required to teach specific lessons at designated times and for precise periods of time. Every teacher must follow the Houghton Mifflin Reading Program, "to the letter," regardless of the needs of the individual students within the classroom.

The Houghton Mifflin Reading Program is organized around several themes, which are to be taught in a specific

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[1] All names have been changed and do not depict actual school districts although similarities may occur they are not meant to depict a specific district.

sequence during the school year. For the first grade students, there are a total of ten themes. (See Table 1).

Table 1. Reading Themes for First Grade

Theme 1	All Together Now
Theme 2	Surprise
Theme 3	Let's Look Around
Theme 4	Family and Friends
Theme 5	Home Sweet Home
Theme 6	Animal Adventures
Theme 7	We Can Work it Out
Theme 8	Our Earth
Theme 9	Special Friends
Theme 10	We Can Do It

Houghton Mifflin Reading Program, (2003)
Houghton Mifflin Company

Each theme has a different teacher edition. The teacher edition gives the teacher daily, structured lesson plans that include scripted dialogue for every lesson that is to be taught.

Weekly vocabulary assessment tests are to be given at the end of every week and when all stories in the given theme have been read, a unit theme test is to be taken by the children.

Prior to Fall 2004, the theme test for first grade children consisted of approximately twenty to twenty-five pages. (See Appendix A). Although the test material was very basic, and margins, print size and illustrations were

all large, due to the length of the test, many children were overwhelmed by its size, or got bored which affected the children's test results.

For the school year beginning Fall 2004, the theme test for first graders was considerably condensed from the original twenty to twenty-five pages to four pages. (See Appendix B). In addition to the condensed version of the theme test, accompanying methods of testing were included: a timed reading test to determine the children's reading rate, and a writing prompt, to determine the children's writing capabilities. The timed reading test consisted of two timed readings, lasting one minute each. The two scores from the timed readings were than combined and then averaged for the final score. The writing prompt that was generated for the children to complete was scored and based upon several factors which were as follows: a) content, b) punctuation, and c)grammar. These scores were then averaged to attain a score for each content area. In total, the children spend approximately forty-five minutes on each theme test.

Houghton Mifflin Reading Program provides predetermined lesson plans for every teacher on a reusable CD-ROM. The plans give detailed information of what each lesson entails along with providing which California State

Standards each lesson supports, as well as what the exact objective is behind each lesson. Standards are guidelines that have been established by each State to define the educational content of what each child is expected learn, what children should know, and what each child will be able to do. Simply put, "standards aim to represent the common core knowledge that all citizens ought to possess" (Gibbs and Howley, 2000 p.1). These standards are designed to ensure precise academic content is being taught and raise expectations for all students. The lessons combine whole group work; small group work and independent work from designated workbooks, anthologies, and teacher instructed lessons (see Appendix C).

Each of the ten themes has what are referred to as Phonics Library books. (See Appendix D). These are small paperback booklets that contain two to four page stories that reinforce the skills, new vocabulary words as well as the new high frequency words that the children learned in the morning opening routine. In addition to the phonics library books, there are black and white printable paper booklets that are included in the teacher's reading material for the teacher to reproduce for each child (see Appendix E). These booklets are in two pre-bound packets and the stories are arranged by each theme. These booklets

are referred to as the "We Love to Read" booklets. These booklets corroborate what the children have been exposed to in their daily lesson and their anthology. The booklets contain short stories that are three to four pages long. At the end of every story is a section providing the new vocabulary words along with the new high frequency words. Furthermore, for continuous reinforcement of vocabulary word recognition, all the high frequency words the children have been exposed to, to date, are listed alphabetically on the back of every booklet. Children in first grade will be exposed to well over 500 high frequency words during their school year (see Appendix F). Booklets are given to the children to read on a daily basis. These booklets are to be taken home by the children, to read to their parent/s to reinforce the reading skills they are learning in school and as a means of increasing the children's reading fluency. The Houghton Mifflin Reading Program is highly structured and inflexible.

Spontaneity for teachers in teaching the Houghton Mifflin Reading Program has been eliminated as teachers have been instructed to implement the program in the morning and for specific allocated time periods.

The morning instruction begins with what is referred to as the "Learning to Read" portion of the lesson. This

particular segment is to be taught for 90-110 minutes, and starts with what is called the "Opening Routine." The Opening routine begins with the "Daily Message." This message is pre-written for the teacher's use, in the teacher edition, and the teacher is to write the daily message on the board for the children to read aloud as a group. The daily message contains the new high frequency words that will be introduced in the new story the children will read for the day.

During this time in the lesson, phonemic awareness and phonics skills are taught. In this exercise, the teacher will use single letter cards that are placed on the word chart board, in order for the teacher to demonstrate to the children how words are formed. This part of the lesson is basically teacher directed with little interaction with the children.

After Phonemic Awareness and Phonics skills are taught, the teacher then begins the reading lesson by briefly relating what the new story for the day is about. This is referred to in the lesson as "Building Background." Following the children's exposure to the story background and to the new vocabulary words that have been introduced, children are to orally read a particular story in their anthologies.

On occasion, in place of hearing the children read the story in their anthology, a story is read to the children by the teacher. This is a short story which the teacher reads aloud to the children and this story is initially found in the teacher's "Big Book." The Big Books are used only with the first four themes. After completion of the fourth theme, the Big Books are replaced by what is referred to as "Teacher Read Alouds" found in the teacher's theme book.

Before beginning the story, the teacher discusses which comprehension skill and strategy focus will be used for the lesson. (See Table 2).

Table 2. First Grade Skills and Strategies

COMPREHENSION SKILL	STRATEGY SKILL
Sequence of Events	Predict and Infer
Cause and Effect	Evaluate
Noting Detail	Question
Making Predictions	Monitor and Clarify
Categorize and Classify	Summarize
Drawing Conclusions	
Compare and Contrast	
Drawing Conclusions	
Making Generalizations	

Houghton Mifflin Reading Program, (2003)
Houghton Mifflin Company

These skills and strategies enable the children to better understand the story. The children are then exposed to the same story the following day. This action is

referred to in the teacher's edition as the "Reread" or "Reteach" portion of the lesson.

After completion of the Learning to Read portion of the lesson, "Word Work" is presented to the children. Word work is to be taught for approximately thirty to forty minutes. Word Work consists of spelling and phonics, again using the word pattern charts. Some of the word work is derived from workbooks. Houghton Mifflin's Reading Program provides two workbooks for every child, and these workbooks are called Practice workbooks.

Specific spelling word lists are used on a weekly basis. These spelling lists are located in the back of the practice books. The spelling words consist of six words and two challenge words. Children are given a pretest on the new spelling words in the beginning of the week. Then children are expected to take the spelling lists home to memorize the correct spelling of each of the words. Mid-week children are again given a spelling test on these words, and at the end of the week, a spelling post test is given.

Thirty to forty minutes of grammar and writing follows Word Work. This is referred to the "Writing and Language" portion of the lesson. During this part of the lesson, students are introduced to grammar, writing, listening and

speaking skills as well as viewing word work completed by the teacher on the board or designated transparencies. Much of the lesson is contained in the practice workbooks. Children are also given a daily written prompt on the board which they are expected to respond to by writing in their journals. An example of what a writing prompt for a first grade child might say could be: "The story you read today was about special friends. Write about one of your special friends."

With completion of the morning lessons, the agenda for the afternoon's instruction begins with what is called "Universal Access" time. Houghton Mifflin provides four handbooks for the teacher to use during this period of instruction time. These workbooks are called: a)the Extra Support Handbook that includes daily lessons, skill support and blackline masters, b) a Challenge Handbook that includes independent activities, instructional support and blackline masters, c) a Classroom Management Handbook that includes daily activities, assignment planners, management support and blackline masters, and d) a handbook for English Language Learners that includes daily lessons, blackline masters for read alouds, story summaries and picture word cards.

During Universal Access, the teacher meets with small groups of children to provide more individualized instruction. As it is State mandated first grade teachers cannot have more than twenty students per classroom, the small groups of children consists of four children per group. The lessons taught during this time usually are teacher directed with some interaction from the children. The instruction can be based upon lessons provided in the ELL Teacher Handbook for the English Language Learners or the teacher may choose to read with all the children from the reading booklet that they will be taking home as part of their homework packet. These booklets are four pages long with approximately two to three sentences per page.

Lessons last approximately fifteen minutes per group. Those children not working with the teacher are to be completing work from the morning lessons or they will be completing worksheets which reinforce the skills and vocabulary introduced in the morning lesson. When Universal Access time has ended, the math lesson begins and continues through the end of the school day. Math is scheduled for approximately one hour of instructional time which includes teacher directed instruction and then group and individual work. The next section details the math program adopted by the Southern Valley School District.

Math

The Southern Valley School District has adopted the Harcourt Math Program. This program provides two workbooks per child and one teacher edition. The teacher is also given six additional support workbooks. The first workbooks is called the Family Involvement Activities workbook which contains letters to be sent to the parent/s detailing what the child will be learning for a given week along with a math activities, games and practice homework for the family to do together with their child. The second workbook is called Intervention Strategies and Activities. This workbook provides practice skill sheets and provides alternative teaching strategies for the teacher to use. The third workbook is called Problem Solving and Reading Strategies and this workbook provides problem-solving worksheets for every lesson, writing opportunities along with worksheets for test preparation. The fourth workbook is called Reteach. This workbook provides several additional worksheets per chapter for implementing and reteaching new concepts for a given chapter. These worksheets can be used for additional class work or given for additional homework. The fifth workbook is called Success for English Language Learners workbook and this workbook provides modified instructions to meet students

diverse language needs. The last workbook is the Teacher's Resource Book which provides blacklines to be given to the children to provide additional support for various math problems. Blacklines could be reproducible versions of time clocks, addition flash cards, subtraction flash cards, photocopies of coins and so on.

Some teachers may integrate other subject areas to fill the afternoon time schedule. If the teacher is interested in teaching any additional subject areas, the teacher may include social studies or science into the lesson. The State of California has created standards for social studies in first grade, (see Appendix G) however, as there is no mandatory requirement to teach social studies many teachers choose not to teach this subject stating there is not enough time allotted to teach it or materials are limited to nonexistent. The next section will detail the components of the Harcourt Brace Social Studies curriculum presently in use.

Social Studies

In the event the teacher does choose to include social studies in the first grade curriculum, the material provided as mentioned is limited. In the Southern Valley School District, the first grade teacher may be given four "Big Books," and a teacher's edition in which lessons are

uncomplicated and lack historical value. Some of the topics included are defining school workers, people in the community and how to utilize good manners.

The teacher might also receive supplemental books for this program. These are: a) Take Home Review Books, b) Game Time workbooks, c) an assessment program workbook, and d) Support for English Language Learners SDAIE workbook. The Take Home Review Books are similar to the We Love to Read booklets, as they are black and white reproducible booklets that relate to a particular subject form the units, for the children to take home to read for homework. The Game Time workbook provides worksheets or games for the children to play that relate to a particular subject of the social studies unit. The Assessment Program workbook provides tests to be given at the completion of every unit in order for the teacher to measure the children's comprehension of the subject matter of the given unit. The Support for English Language Learners SDAIE workbook includes strategies, guided instruction as well as activities for English language learners.

The various lessons to be taught really have very little to do with the history of the United States or with the famous historical people that children in first grade learned about twenty to thirty years ago. Instead of

teaching historical facts, the first grade social studies curriculum deals with the eloquence of good manners, playground protocol, school employee job descriptions and some map work.

The Social Studies curriculum provided by Southern Valley School district is devoid of any reading books for the students to read. Further, the teacher may or may not be provided with social studies workbooks as these are dependent upon whether or not the school has budgeted for the cost of these workbooks. The only material that does exist for teaching social studies are cassette tapes designed to coincide with reading the social studies books. As the reading books have not been provided, the tapes are of no use to the teachers.

In the Southern Valley School District, if the teacher does teach Social Studies, creating lessons for this discipline are based upon but not limited by the Standards established for first grade children in the State of California. If the teacher wishes to go beyond what the standards provide for a more in depth presentation of historical facts, as materials are limited, the teacher must appropriate whatever materials the teacher intends to use to teach the social studies curricula, and at the teacher's expense. In order to teach social studies to the

first grade children, the teacher is only limited in how much time and money the teacher wishes to spend consequently this endeavor might be time consuming and costly. This factor is also applicable in teaching science to first grade children which will be discussed in the next section.

Science

There is no designated curriculum to teach science to first grade children although the State of California has created Grade One Science Content Standards in the areas of Physical Science, Life Science, and Earth Sciences. (See Appendix H). If the teacher is to implement any science within the classroom, using the designated standards given by the State of California, it is the responsibility of the teacher to create lessons and provide any and all materials needed for the lessons. Again, this is done at the teacher's expense. Due to the lack of resources provided by the district to the teacher, science is not taught in many classrooms, therefore first grade children in the Southern Valley Unified School District are missing out on valuable content instruction in both Science and Social Studies. Given the increased technological demands in today's society and the globalization of the business community, our students are not being provided with a sound

education that will allow them to be competitive in the future. This project attempts to address these issues by developing an expansive integrated curriculum.

Statement of the Problem

Houghton Mifflin's Mission statement reads as follows: "Houghton Mifflin gives shapes to ideas that educate, inform and delight a new era of publishing; our legacy thrives as we combine imagination with technology bringing you new ways to know. We work closely with authors to turn ideas into publications quality and distinction. For over a century and a half it has been our mission to enter peoples lives by satisfying the lifelong need to learn and be entertained" (Houghton Mifflin Website, 2003, www.eduplace.com.).

Education should be interesting in order to encourage children to have a positive outlook towards learning and become intrinsically motivated to learn on their own. It should also enable children to become successful within our ever-changing world. By utilizing the Houghton Mifflin Program as the sole focus for children's education, the curriculum for the children has been greatly minimized due to the elimination of the important curricula of the arts, Science, Social Studies and Music. Creativity and personal

growth has become stunted as the main focus of the current educational curriculum is solely focused on the instruction for teaching reading, writing and math.

If Houghton Mifflin truly stands behind it's statement "We strive to surpass each customer's expectations, [wherein] we encourage and foster creativity and personal growth, into a variety of forms to satisfy the life-long needs of people to learn and to be entertained," (Houghton Mifflin Website, 2003 www.eduplace.com.), as Houghton Mifflin's program is limited, I believe a new reform needs to be established so that teachers can teach the District's mandated required material more creatively, by implementing a broader, and more diverse educational curriculum that includes the needed subjects that have been eliminated. In addition, teachers need to be allowed to create a schedule of their own choosing, wherein the teacher can teach the designated course work during the time the teacher feels would be most beneficial.

Purpose of the Study

Due to low test scores, the movement towards implementing Title 1,(see Appendix I), Reading First Schools, (see Appendix J) and most importantly, with the implementation of the No Child Left Behind Act (NCLB

2001),(see Appendix K) there is a demand for stronger accountability by the schools and teachers. Title I was established to increase the academic achievement of the disadvantaged students, by meeting the needs of the low achieving children which would close the gap between high and low performing children. Although this act calls for flexibility for schools and teachers, through utilization of the prescribed Houghton Mifflin Reading Program, there is no flexibility afforded to teachers.

The Reading First Initiative is aimed at high need schools who must meet specific criteria in relation to the students' economic status and reading performance. The program has federal mandated guidelines for schools to follow, one of which is teachers must teach the five essential components of reading in order to achieve successful reading instruction. Those components are: a) phonemic awareness, b) phonics, c) fluency, d)vocabulary and e) comprehension.

Phonemic awareness is the child's ability to hear, identify, and play with individual sounds or phonemes, in spoken words. Phonics is the relationship between the letters of written language and the sounds of spoken language. Fluency is the child's capacity to read text silently and aloud, as quickly and accurately as possible.

Vocabulary refers to the words children must know in order to communicate effectively, and comprehension refers to the child's ability to understand and gain meaning from what has been read (Armbruster, Lehr, & Osborn, 2001). In addition to teaching the five components in a specific reading program, such as the one provided by Houghton Mifflin, teachers must become involved with a specific professional developmental program at either a state or a local level, which provide teachers with the opportunity for lifelong expansion and improvement of their teaching skills. As previously mentioned, a school that receives the designation of being a Reading First school, must strictly adhere to the mandated Federal guidelines and because of this, many teachers are not interested in working at First Schools.

The No Child Left Behind Act (NCLB) is also based upon stronger accountability and closure in the gap between high and low achieving students, and guidelines support scientifically based instructional programs under the Reading First Program. It is the contention of NCLB using scientific research has shown specific reading programs help improve student achievement. The problem with this argument is that by using specific reading programs, such as Houghton Mifflin, it is done so at the omission of the

other areas of science, social studies, music and the arts. Research for this project indicates the opposite to be true, that being by using the reading programs it is done at the omission of the other areas of science, social studies, music and the arts, and these programs don't enhance education but in fact detract and limit it.

As many public schools are using scripted reading programs such as Houghton Mifflin, studies over the past ten years have brought to light that the education provided to the children of today, is inadequate and scores and academic achievement are not going up. Schools are producing students who are not educated to effectively function in the "real world" as qualified, well-rounded citizens (Tierny, 2005). The majority of school districts in California have eliminated the content areas of the arts; that being music, art, dramatic arts and dance, along with the subject areas of science, social studies and health education, for students at the elementary level and in doing so, the California school districts have "dummied down" the educational curriculum that children receive today.

Evidence taken from studies involving data on students graduating from high school, indicate students lack the necessary knowledge and skills to successfully become well-

rounded, proficient citizens due to the inadequate educational backgrounds (Tierney, 2005). As these students lack necessary academic and technological skills, the percentage of students who attend college today has dropped considerably in comparison to the number of students who attended college 20 to 30 years ago. This was verified in a study comparing the percentage of high school "graduates that attended a four year college in 1980 to those of 2000; attendees dropped from 62.6% to 46.4%" (Tierny, 2005, p.4). As a teacher involved in a K-12 school, I noticed many students graduating from high school today, lacked desire and motivation to pursue higher academic success by attending a four year college yet twenty years ago, not to pursue greater enlightenment by attending college, was inconceivable to graduates of my high school.

In spite of the Reading First mandates and the No Child Left Behind Act, children are given substandard educational programs at the expense of denying them well-rounded, and rewarding curriculums. Research I have incorporated into my project verified for children to become prosperous, intelligent, creative and independent citizens, schools must take immediate action to ensure all children receive quality education by including the arts and lost subject areas into the curriculum.

Theoretical Bases for the Study

It is my theory that education has become extremely limited in its focus, thus challenge and creativity for children has also been greatly reduced. I based my theory on the educational curriculum I received when I was in early elementary school and compared that with the elementary curriculum for children today. It was my theory that the less academics that children are exposed to, motivation and interest are also greatly reduced. Children are not being challenged and today, when technology is becoming a predominant influence in the workforce, children are being deprived of a well-rounded education.

Limitations of the Study

There was a vast amount of research and investigative studies on the implementation of the arts, social studies, science and health into the school curriculum. A potential limitation to this study was I based my project on my first grade students at the school where I taught. I excluded first grade students from other schools in other states as well as first grade students from other countries. My research did not focus on one specific entity such as a specific culture or distinct socio-economic level nor a religious affiliation. My research included all entities.

CHAPTER TWO

LITERATURE REVIEW

Introduction

There has been an ongoing "national preoccupation with school curriculum reforms, standards and test scores" throughout the 20th Century, reports Kathleen Manzo (1999) in her article, "The State of Curriculum." Despite this current effort to reform elementary education, what is happening in spite of the preoccupation with the curriculum standards is test scores are not going up. College admissions have gone down. When questioning graduating seniors, it was divulged that many students no longer have any interest in pursuing higher education as there is no desire to attain a professional position in life. Instead when asked who wants to attend college, less than 10% responded. Those that did want to go on to higher education stated they wanted to go to college to become a doctor, a lawyer or a policeman. As the desire to continue on with one's education has dropped, the rate of high school drop outs has increased as well.

We are not meeting the needs of our students. Schools need to go beyond the standards and accountability stressed in the No Child Left Behind Act, the mandates to become a

Reading First School as well as the specified guidelines for the Title One schools, to enhance and enrich education for students in order for them to achieve academic success.

Paul Barton, (2001) wrote there are many obstacles today that affect student achievement. One obstacle is lack of interest from parents in their child's academic program as many parents have no idea what their child is doing in school or what the child is being taught.

Another obstacle according to Pearson and Fuller, (1999), authors of "Education in the States: Development Since 1900," is due to the more active role in which States are taking in deciding what is to be taught in the public schools, "as once the States realized their growing financial investment in public education, an awareness for curriculum reform prompted implementation of new curriculums" (p.67). Unfortunately with the implementation of new curriculums, content subjects were eliminated in favor of limited curriculums as these subjects were deemed unnecessary "luxuries." The States believed by adopting specific textbooks, it would ensure a particular curriculum would be implemented thereby establishing the school district's authority over the subject matter to be taught in the schools. This approach however is not a novel one as Michael W. Apple, (1990) professor of Education at the

University of Wisconsin-Madison, reported as far back as 1919, when the State of Kentucky believed "the only hope [for educating children] was [for the State] to adopt textbooks that had been screened to guarantee and promote [specific criteria] by having designated textbooks lay out, in meticulous detail, the topics, historic events and figures to be covered" (p.75). Kentucky believed teachers were so "ill-prepared," that it was more advantageous to base teaching on limited curriculum programs with designated textbooks and in doing so, this would minimize the demand on teacher expertise while also reducing the time commitment required for teachers to develop their own curriculum and materials. (Labaree, 1999).

This new way of teaching is often referred to as thematic teaching or the integrated curriculum. Richard Kellough (1997) felt this kind of teaching approach was "both a way of teaching and a way of planning and organizing the instructional program so the discrete disciplines of the subject matter are related to one another in a design that (1) matches the developmental needs of the learners and (2) helps to connect their learning in ways that are meaningful to their current and past experiences (p.251). The rational for integrated curriculums sounds impressive except that these are often

implemented at the exclusion of the content subjects areas of the arts, science, social studies and health. Any kind of curriculum that restricts learning by selective curriculum programs will fail as "even the most thoughtfully chosen textbook, [offers] no guarantee for improving education, and evidence has shown this type of curriculum reform has in fact, failed" (Manzo, 1999 p.5). Nonetheless, school districts continue to adopt limited and biased curriculum study for their students, and in doing so, all of the content areas, other than reading, writing and arithmetic, have been eliminated.

In the next section evidence will be provided to support the need for implementing, for all children, a well-rounded curriculum that embraces the arts programs as well as the content subject areas of science, health and social studies.

The Arts

According to a summary issued by the Carnegie Council on Adolescent Development (1995) "in any civilization, the arts are inseparable from the very meaning of the term "education." (p.1). Dr. Ernest Boyer, member of the Carnegie Foundation for the Advancement of Teaching Academic Achievement and the Arts, (1995) commented that during his visits to schools across the nation, he noted

"the arts to be shamefully neglected, as courses in the arts were the last to come and the first to go, [and] "the arts are essential parts of the human experience, they are not a frill," (1995, p.1). Boyer strongly recommended schools realize the importance of the arts as through his study, students "discover how human beings communicate not only with words, but through music, dance, and the visual arts." (1995, p.2). Key factors for combining the arts into the school curriculum were published in the reports compiled in the publication of The Arts Education Partnership, (AEP) titled "Champions of Change: The Impact on Learning" (1998). In this vast study, seven teams of researchers investigated a diversity of arts teaching programs to determine whether or not the arts programs did indeed have an impact on improving social skills as well as comprehensive learning of students. "These Champions of Change studies [demonstrated] how involvement with the arts [provided] unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement [and] the research provided examples and evidence of why the arts should be more widely recognized for its current and potential contributions to the improvement of American education" (p.1).

James Catterall, (1999) another prominent researcher, provided evidence in his essay published in "Critical Links: Learning in the Arts and Student Academic and Social Development" that academic scores were significantly higher in the area of reading proficiency along with higher standardized test scores for those children who were involved in an arts program and lower for those children not involved in an arts program. These results of his findings held true for both high and low socioeconomic groups. Three areas of learning that were affected through the utilization of arts program were basic reading skills, language development and writing skills (Catterall, 1995).

Further evidence of greater reading proficiency was disclosed in the 1992-1993 study conducted by the Office of Educational Research and the New York Board of Education. The purpose of the study was to see if there was any relationship between reading proficiency and those children who participated in a project called "Learning to Read through the Arts," which held an intense arts program. Results of the study revealed those children in the program had better reading and writing skills, and these skills continued to improve while they remained in the program. Students designated as English language learners who also participated in the project, 89% of these learners mastered

the targeted reading skills needed for their grade level. (Office of Educational Research, 1993). In another study where 84% of the elementary children came from families below the poverty line and 30% of the children did not speak English, the number of children at grade level in reading and math was compared to the number of children at grade level after an art curriculum was integrated. Children reading at grade level went from 38% to 60%, whereas the number of children at grade level in math went from 49% to 68%. (Leroux, Grossman 1999). Edward B. Fisk, internationally known lecturer, former Education editor for the New York Times, and author of "Smart Schools, Smart Kids," (1999) summarized the benefits for integrating an arts program into the school curriculum as learning was academically and socially higher for those children exposed to an arts program. (See Table 3).

Another patron for the necessity of the arts in the school curriculum, Eric Oddleifson, in 1989, created the Center for Arts in the Basic Curriculum (CABC). Results of his investigations on the benefits of the arts in the school curriculum, illustrated those students exposed to an arts program not only realized greater achievement in all academics, those students acquired greater enhancement of cognitive and perceptual skill.

Table 3. The Values for Implementing the Arts

The arts reach students not ordinarily reached, in ways not normally used. This keeps tardies and truancies and, eventually, dropouts down.
Students connect to each other better—greater camaraderie, fewer fights, less racism, and reduced use of hurtful sarcasm.
It changes the environment to one of discovery. This can re-ignite the love of learning in students tired of being filled up with facts.
The arts provide challenges for students at all levels, from delayed to gifted where all students can find their own level, automatically.
Arts connect learners to the world of real work where theater, music, and products have to appeal to a growing consumer public.
Students learn to become sustained and self-directed learners, not a repository of facts from direct instruction for high-stakes test
Students of lower socioeconomic status gain as much or more from arts instruction than those of higher socioeconomic status. This suggests the gifted programs need to expand their target audiences.

Fisk, E. (Ed) (1999) *Champions of Change: The Impact of Arts on Learning.* Washington, DC: Arts Education Partnership and the President's Committee on the Arts and the Humanities, p.10

Some of the results from Eric Oddleifson's studies in 1991 are as follows:

> St. Augustine School (K-8) in Bronx, New York, which was in danger of being closed, as a result of introducing arts to the curriculum, 98% of its students' reading and math scores were at grade level. St. Augustine is one of only three public schools in metropolitan New York City to attain this level of student achievement (p.46).

> Once in the bottom 10% of the district after Elm Elementary School in Milwaukee incorporated the arts into its curriculum, the school, scored first of 103 schools in academic performance (p.46).
>
> One year after the Anza School in Los Angeles developed its visual arts curriculum, its students' reading scores increased twofold (p.46).

In a report issued by the Arts Educational Partnership (AEP) in May of 1995, the connection between children needing remedial instruction and economically disadvantaged students and the arts, was studied. The statistics showed that children experienced the most gains when an arts education was included as part of the curriculum. Those children who received art tools with instruction, including discussion, observation, touch, and technical training results also indicated a greater improvement in cognition.. These findings were also validated by another study which was printed in an article in the Chicago Tribune, (Leroux and Grossman, 1999, October 21). The title of the article was: "Arts in the Schools Paint Masterpiece: Higher Scores." The article reported that "a Chicago elementary school whose population, in essence, consisted of 84% of

its students from families below the poverty line and 30% not speaking English. Prior to arts education, 38% of the students were reading at grade level; 49% were at grade in math level. After the school added art to its curriculum, 60% of the students are reading at grade level and 68% are at grade level in math" (p.A-1).

In another analysis by researchers from the Center of the Arts, Oddleifson wrote that graduates from Thomas Jefferson High School for Science and Technology, Alexandria, Virginia), were consistently favored by the most illustrious and prestigious colleges, as Jefferson held national prominence for excellence resulting from its arts programs (1996, p.1).

In California Educator (June, 2005) the cover headline asked; "Is It Curtains for the Arts in California's public schools?" Articles in the publication authenticated the urgency to retain or reinstate the arts into the schools and the following summaries were highlighted in the article Research Validates the Role of Art:

> According to the College Board, SAT scores in 2001 were 57 points higher on the verbal portion and 41 points higher on the math portion for students who studied the arts for more than four years. The arts connected students to

> themselves and to one another, transformed the environment for learning, provided new challenges for students already considered successful and reached students who otherwise were not reached according to researchers from Harvard, Stanford and UCLA. The arts also reinforced positive social behavior by promoting confidence self-control and teamwork (2005, p.16).
>
> Certain forms of arts instruction enhanced basic reading instruction aimed at helping children "break the phonetic code" that unlocked written language (2005, p.16).
>
> Business Week reported the nation's top business executives agreed arts educational programs could help repair weaknesses in education and better prepare workers for the future (2005, 16).

Judith Burton, Robert Horowitz and Hal Abeles (1999) from the Center for Education, did a comparison study of students who received the arts and those who did not. The focus for their study was whether exposure to the arts affected children's learning abilities. Results significantly reported in favor of including the arts into the curriculum as the arts appeared to enhance other areas of learning by increasing over all scores. (See Table 4).

Table 4. Academic Scores With and Without Arts Curriculum

ATTRIBUTE STUDIED	WITH AN ARTS PROGRAMS	WITH LITTLE TO NO ARTS PROGRAMS
Self-confidence physical ability	30%	20%
Physical appearance self-confidence level	27%	24%
Peer Relations self-confidence level	29%	23%
Parent relations self-confidence level	35%	24%
General self-confidence level	37%	27%
Reading level	40%	20%
Mathematics level	30%	24%
Total Non-academic self-confidence level	33%	19%
Total Academic self-confidence level	41%	18%
Total self-confidence level	34%	18%

Burton J., Horowitz R. and Abebeles H. (1999) Learning in and through the Arts Curriculums Implications in E. Fiske *Champions of Change: The Impact of Learning (pp.35-47)*. Washington DC: The Arts Education Partnership

There is a wealth of information supporting the arts for young children and one very effective website on the Internet was created by the Journal of the National Association for the Education of the Young Children (NAEYC). This website listed online resources that related to the arts which could be found under Americas for the Arts, Arts Education partnership (AEP), Institute for Early Learning Through the Arts, International Child Art Foundation, The National Art Education Association (NAEA) and VSA Arts. The National Association for the Education of the Young Children website provided over four pages of

books and articles that supported implementation of an art program in the elementary school.

Arts programs have been effective in not only developing children's creativity but also improving skills in reading, writing, math, science and social studies (Sidel, 2001). Just as studies support the assertion that the arts have created dramatic results for students and their scholastic achievement, the same held true with the effect of music on children and their academic achievements.

Music

Music is part of a productive arts program, and is omnipresent, yet music is also often ignored as a pertinent subject when districts choose school curriculum. Districts have ignored research that showed music was relevant to subjects of arithmetic and social studies, as well as the fact music contributes to children's intellectual and social growth. School Districts that provide only the basics; reading writing and arithmetic, exclude a much desired influence on sensory perception; the expression of emotion and use of imagination which stem from well developed music programs. Through a well developed music program, children experience a varied repertoire of music and children take pleasure from being able to experience a

variety of songs and being able to perform spontaneous and uninhibited movements when they listen to the melodies.

Children can learn to recognize beat and rhythmic patterns and have the opportunity to lose themselves in listening to, contrasting, and describing music. In a study conducted by Draper and Gayle (1987) music was found to have substantial educational benefit when music was included into the elementary education curriculum (See Table 5).

First graders exposed to rhythm and melodies for forty minutes every day over a seven month period, produced substantially higher reading scores than first graders who received no music of any kind. (Dickerson 1997).

Table 5. Reasons to Teach Music to Young Children

Helps Teach Social Skills
Promotes Abstract Thought
Promotes Cognitive Development
Promotes Greater Self-Expression and Creative Pleasure
Develops an Aesthetic Sense
Higher Motor and Rhythmic Development is Exhibited

Draper, T.W. & Gayle C. (1987) *An Analysis of Historical Reasons for Teaching Music to Young Children: Is it the same song?* In: J.C. Peery, I.W. Peery & T.W. Draper (Ed.), *Music and Child Development*, New York: Springer-Verlag pp.194-205

In another study on the effect of music in education, the communicative behavior of autistic children was

investigated. This study dealt with a group of eleven autistic children who were exposed to music therapy for a time period of ten consecutive weeks. The communicative behavior of those children exposed to music therapy was compared to behavior of children without music therapy. At the end of the ten week sessions, results of the study showed a relevant and positive increase in the children's communicative behavior who were exposed to music therapy therefore giving support to the effectiveness musical therapy had on those children. (Edgerton, 1994).

For those school districts whose curriculums integrate a music program, researchers produced data verifying that children developed a better sense of self-discipline as well as enthusiasm towards learning, when the children were exposed to music and in doing so; the children exhibited a greater sense of balance and appearance.

When first grade children were exposed to music as part of their school curriculum, studies brought to light that music education facilitated the ability to read. (Hurwitz, Bornick and Kokas, 1975). Other studies that investigated the affects of incorporating music into the daily curriculum proved that music also facilitated better reading skills and fluency by improving phonemic awareness (Firth, 1985: Lamb and Gregory, 1993).

The Mozart Effect was the name of a project that investigated whether or not there was any significant improvement in social and academic skills when listening to Mozart while studying. Although there has been much written on this controversial subject, teachers that did use Mozart in their classrooms, found significant improvement in students' reading proficiency as well as in students' math test scores. (Campbell, D. 1991, Rauscher et al 1995, Krakovsky M., 2005, Haroutounian, J., 2001). This was evident by the experiment conducted by three researchers, Rauscher, Shaw and Ky, (1993) wherein it was determined that students exposed to ten minutes of Mozart's Sonata for Two Pianos in D Major, "increased their scores on a spatial IQ test by eight to nine points. From this experiment, they concluded that Mozart triggers the firing patterns of neurons in the cerebral cortex, [and] these patterns induce creative right brain activity associated with spatial-temporal reasoning" (p.611).

As music has been determined to be an excellent tool to help children grasp more easily other classroom activities, a project called Opening Minds through the Arts, (OMA) was created. OMA was aimed towards at-risk children's neurological development through actively engaging the children in all subjects in the arts

(Implications of Music and Brain Research, Music Educator's Journal, September 2000). Researchers at Brown University investigated the effects of music on first grade children who were academically falling behind their peers. After seven months of musical exposure, results proved the premise that those children exposed to music had better classroom attitudes and behavior, and not only caught up to their peers in reading but were more advanced than their peers in mathematics. (Fox, Gardiner, Jeffrey & Knowles 1996). "Children, who were unable to learn in a traditional school setting, were able to learn skills set to music" (Habermeyer, 1999, p. 151) and "children that sang their sight words learned them faster than those who read sign words. (Habermeyer 1999, p. 131). In a report published in "Champions of Change, James S. Catterall of the Imagination Project at the University of Los Angeles, (1999) found significant results when he analyzed the data that involved over 25,000 students from the National Educational Longitudinal Survey (NELS). From this survey Catterall determined there was a strong and highly significant relationship on the impact of student performance and exposure to music. Based on this study, seven additional studies followed. One study noted that 21% of students from low socioeconomic groups who were

exposed to music, scored higher in math. Through continued exposure to music, their math scores increased significantly. As these students grew older, their scores continued to be higher through prolonged exposure to music. (Catterall, Chapleau and Iwanaga, 1999). Other studies agree with the assertion that music education helped to improve math scores (Maltester 1986, Begley, 2000).

It was also reported that through exposure to music, children demonstrated improvement in reasoning capacity as well as problem solving skills in math and language arts performance. They also exhibited better skills with memorization and greater social and team member skills (Catterall, 1999).

A strong advocate for music in children's education, Bill Williford, Educational Director of the Dallas Warehouse, researched numerous studies that supported the advantage of incorporating music into the curriculum. In his website called "Reasons to Study Music," (www.winstonmusic.net) Williford published a table he compiled that consisted of twenty-eight pages of research which verified the contribution music made in children's ability to think, communicate, read and express themselves.

> Music is a moral law. It gives soul to the diverse, wings to the mind, flight to the imagination,

a charm to sadness, gaiety and life to everything. It's the essence of order and lends to all that is good and just and beautiful - Plato (Music Makes you Smarter, 2005).

Music encourages movement and dance which is closely connected to music, is also considered to be a largely relevant factor in contributing to children's ability to communicate.

Dramatic Arts and Dance

Due to regimental reading programs, creative dramatic arts has all but disappeared from the elementary school curriculum of Southern Valley School District, despite the fact that dramatic arts motivates and encourages children to learn. In a compilation of over nineteen studies involving the affect that drama has on learning, evidence presented from these studies disclosed that by teaching different kinds of drama to elementary children, there was a noticeable improvement in children's understanding, comprehension, language skills and in the ability to recognize words. (Deasy, 2002). As dramatizations tend to engage children more readily than the act of mere reading, through dramatizations children can more clearly recognize key elements of a story, as well as the main idea and characters all of which leads to better reading

comprehension for children (Page, 1983). Ann Podlozny, (2001) discovered similar results when she examined the effects of drama on children from lower socioeconomic families and who were slower in their development of reading skills. Podlozny found a direct correlation between integrating dramatic arts and improvement in children's reading proficiency and comprehension. In a study involving first grade children who took part in thematic-fantasy play, researchers found children produced substantially higher scores in comprehension, story recall, retelling sequence of events, and answering questions than those children who were not involved with thematic-fantasy play. (Pellegrini and Galda, 1982).

Thematic-fantasy is fun for children, as through role-playing, children experience the joy of creating. They are able to release their creative energies and use their imagination. By integrating dramatic arts into the lessons, children also manifest more enthusiasm towards learning. Dramatic arts helps build self confidence in children and also encourage the children to work well with partners or small groups. When children present skits or short plays, children learn the essential skill of memorization which is an important skill required in other key areas of learning as math, spelling and writing. Drama

allows students the opportunity to test and revise ideas prior to any writing, consequently improving written results. When children participated in theater and activities of pantomime, improvisation, movement and games, the narrative writing abilities of these children improved over the narrative abilities of children who participated solely in discussion groups. (Caldwell and Moore, 1993).

As schools today have an ever changing and growing diversity of students from different, social, and economic cultural backgrounds, Dee Dickerson, (1997) concluded that "school systems that rely on teaching primarily through the spoken and written word simply do not reach all these kinds of students" (p.1). Dickerson goes on to note that "if students are to fully embrace the rich and diverse cultures of the world; live up to their full cognitive potential; if they are to be prepared for living and working in a technologically driven world" dramatic arts must be included into the curricula (p. 1). Podlozny, (2000) supported Dickerson's conviction on the benefits of dramatic arts when he reported his findings of children from lower socioeconomic groups and children who were delayed in their development of reading skills, that once these children were exposed to drama, their reading, writing and oral skills improved.

Additional research validating the benefits for dramatic arts came from Sherry Dupont's report called "The Effectiveness of Creative Drama as an Instructional Strategy to Enhance the Reading Comprehension skills of Fifth-grade Remedial Readers." Dupont determined that students who were exposed to drama time and again, consistently scored higher on comprehension tests than those students who had no exposure to dramatic arts. Rey E. de la Cruz (1995) tested the effect of drama on social and oral skills of children with learning disabilities of dramatic arts and concluded "this experiment contributes relatively "hard" quantitative evidence that both linguistic and social skills increase through creative drama (p.3).

Another benefit for integrating dramatic arts was that it encouraged movement. According to Anne Green Gilbert, (1977) author of "Teaching the Three R's Through Movement," movement is the key to learning. Gilbert conducted a study of 250 students randomly selected from four different elementary schools, and for a time period of twenty weeks, students were exposed to dance and movement activities. Her findings indicated that due to exposure to these activities, students exhibited an increase in their scores in language arts. Gilbert's study furnished evidence that

there was a direct relationship between movement and higher scores in language arts scores. Her findings were validated by another study where elements of originality and imagination were examined. Those children who participated in a dance program, scored substantially higher than those children in a physical education program. (Jay 1991). In a third study, greater improvement was evident when children were given instructions for their daily lesson assignments through dance and song (Mojanty and Heymadi 1992).

Further research illustrates that through exposure to dance once a week, children also learned math concepts faster. Results also suggested that those children exposed to dance, were able to apply math skills more successfully than those children with no involvement with dance (Werner 2001, Nave 1983).

Another area that has proven beneficial to children's movement and physical interaction with one another is the science curriculum and in the next section, explanation will be provided that clearly indicates the solid urgency for science education for elementary children.

Science

Reports were compiled from different organizations and agencies including government agencies, after the well

publicized report, "A Nation at Risk: The Imperative for Educational Reform (National Commission of Excellence in Education, (1983) came to the public's awareness. Many of these reports focused on the indispensability for science in the educational curriculum for today's children. Significant reports showed students are not learning the science they need to know in order for them to function realistically in the current technological world, and that the preparation of students to become effective decision makers, is far below what students are expected to learn.

Research has shown that science is a vital subject area for all school aged children as "it develops an appreciation for understanding various concepts in life and encourages a creative and independent thinking ability which fosters necessary skills towards becoming independent thinkers" (Mechling and Oliver, 1983, p.4).

Ted Bredderman, (1982) studied elementary students and the effects of activity-based elementary science programs on student outcome. In his article, "Activity Science-the Evidence Shows it Matters," Bredderman reported "research on strategies and methodologies for teaching science in elementary schools has produced clear evidence students learn academically more when given science programs than do

students who have no science programs and are locked into pre-scripted textbook-based programs" (p.39).

Science provides a "hands on" learning experience which affords children the opportunity to learn through trial and error, to engage in experimentation by utilizing scientific methods in which to formulate their answers as well as the benefit of working with other children in their experimentation and this encourages classroom organization. As provided by in successful art programs, science education yields creativity and imagination.

In her book "What the Research Says about Science Process Skills," Dr. Karen Ostlund (1998) reported that the process-approach programs of the sixties and seventies, Elementary Science Study (ESS), Science Curriculum Improvement Study (SCIS), and Science-A Process Approach (SAPA), were more effective in raising student performance and attitudes than the traditional reading-based programs of today.

Barufaldi and Swift (1977) examined the effectiveness of science curriculums, and reported that "a definite trend emerged showing science experience enhances reading readiness skills and oral communication skills among children" (p. 392). Osborne and Freyberg (1985) presented findings in their book, "Learning in Science: The

Implications of Children's Science," that the subject of science stimulated the students' interest in their world consequently when a teacher helped students develop the scientific processes through implementation of a science curriculum, the reading processes were simultaneously developed and enhanced.

Francis Sutman (1990) reported ESL students strongly benefited from a Science program, from a language acquisition perspective. "A Science program can serve as a focal point around which oral language and literacy in ESL can develop" (p.1). "By integrating language learning with science, [along with social studies], it helps smooth the transition for the English language learner to the mainstream classroom" (Crandall, 2004 p.2). According to the National Standards, students can "develop appropriate tools and techniques to thinking critically and logically as well as improve their methods of communication by promoting English language proficiency, through the inclusion of a science program" (Sutman 1990, p.9).

In "Handbook I: Science Teaches Basic Skills," Mechling and Oliver (1983) reported research had also shown that science could be used to broaden the current approach to teaching problem-solving in mathematics, and that through exposure to science experiments, children were able

to apply mathematics to real-world problems. Mechling and Oliver went on to relate that at the elementary level, hands-on science activities facilitate learning of abstract arithmetic concepts such as regrouping, number sequencing and fractions. Children also learn the mathematical concepts of patterns, sorting, classifying, and categorizing through manipulation of objects.

Without a Science program, valuable skills will not become embedded in children and these skills and abilities are mandatory to live successfully due to the aforementioned influence technology has on modern society.

Through science education, children learn the fundamental importance of good hygiene and good personal health which integrates the need for implementing health education into the curriculum, discussed in the next section.

Health

The American School Health Association's peer-reviewed Journal of "School Health" (1989) published research indicating that there was a growing concern in respect to the health issues of school-aged youth of today citing there was a lack of effective programs for promoting students' health. By adopting restrictive programs that teach only reading, writing and arithmetic, schools

districts have turned away from using health education and health textbooks which inform children about healthful living and good nutrition, both of which play an important role in helping children maintain their health throughout their lives.

Prevalent in current public awareness is the fact that obesity has become the number health problem amongst children, and much of this problem can be attributed to the fact that the school districts have eliminated Health education as part of the school curriculum. The high percentage of obese children and "the reason for the higher rate of obesity is due, according to the National statistics, [was] not merely to heredity and the lowered activity level of today's children, but the fact that Health Education is no longer taught in the school systems" (School Health, 1999 p.62).

Children are no longer being instructed on the pros and cons of good eating habits, and consequently children's weights are skyrocketing and their health as well as their academics, are suffering because of it. Poor eating habits are analogous to poor nutrition; poor nutrition has been linked to poor study skills. Children's performance in school is directly affected by whether or not a child has breakfast. Studies have shown that children who skip

breakfast were found to have had an adverse influence on their performance on tests. (Pollitt et al., 1991). Other studies have shown that overweight adolescents may also suffer long-term social and economic discrimination. (Boreham and Riddoch, 2001)

A well balanced health curriculum covers current issues concerning family life and positive personal relationships which provide a foundation that promotes healthy development. According to Jerry Swaim, (1999) Director of the Comprehensive School Health Education, co-author of "Tennessee Coalition for Promotion of Health," "the Standards for healthful living and personal health and wellness is influenced by individual heredity and involves a lifelong process of choices and behaviors that lead to healthful living and disease prevention" [and] "emotional, social, and mental health, [Swain reported] is dependent upon a healthy self-concept and communicating needs, wants, and feelings in a healthy manner" (p.2). The National Health/Education Consortium strongly urges that schools offer a comprehensive health education program, in order to foster children's knowledge of healthful living (Troccoli 1993). In today's world, multitudinous reports have been published that indicate there has been an increase in violence among school aged children. The American Journal

of Health Promotion (1989) indicated "a change in our students can be facilitated through a combination of efforts to enhance awareness, change behavior and create environments that support [and promote] good health practices" (p.4). Studies attest to the fact that when combining a productive health curriculum which has embedded vital components which teach skills for healthy living such as conflict resolution, anger management, and stress management, violence among elementary students has decreased (Smith, Kahn and Borowsky 1999).

"Accessing valid health information is important for all children as it provides children with a foundation to becoming health literate and responsible, productive citizens (The National Health Education Standards-Achieving Health Literacy, 1999).

Although many states separated standards for health and physical education, the State of New Jersey did not separate standards for health and physical education but combined the standards for health and physical education under the State of New Jersey's Comprehensive Health Education and Physical Education Curriculum Framework. Examples of how an effective health curricula could be implemented into every facet of the content areas was provided and this framework could easily be modified even

though some of the ideas for lessons appeared to be more advanced and not suitable for lessons for first grade children.

With school districts' failure to incorporate health programs, many children today are left in the dark as to the effects of poor nutrition, poor hygiene and the effects improper diets have on healthful living. These items are important for good social awareness and these items are further enhanced when a good social studies curriculum is integrated as well.

Social Studies

Social studies along with the other content subject areas, utilizes critical thinking. Critical thinking is an essential element in children's education as children learn cognitive processes and strategies involved in decision making, problem solving and exploration. (Patrick, 1986). Children's "capabilities to think critically are likely to be increased if they practice strategies and skills systematically and extensively in all subjects of the social studies curriculum." (Patrick 1986, p.30). Yet in a nationwide study investigating how different teachers taught social studies, through his observation of those classrooms, John Goodlad (1984) noted there was a deficiency in teaching critical thinking. Critical

thinking is needed not just for social studies but also for science, mathematics and language arts, as they all relate to reading, analyzing, and asking questions, discussing and arriving at conclusions (Patrick 1986).

In "Social Studies: Charting a Course for a Field Adrift," (1989) John O'Neill wrote that the "primary purpose of a Social Studies program is to help children develop the ability to make knowledgeable and reasoned decisions for the public good as future citizens of a culturally diverse, democratic society in an interdependent world" (p.2). According to the National Council for Social Studies, (1992) the "more accurately the program addresses the contemporary conditions of real life and of academic scholarship, the more likely such a program will help students develop a deeper understanding of how to know, how to apply what they know, and how to participate in building a future" (p.1) Albert Shanker, (2003), stated that the Fordham Foundation asserts few schools today teach as much history as children need to learn, and Kenneth Jackson (1989) took that stance even further when he wrote that social studies has become a forgotten subject in the elementary schools because the "expanding environmental approach assumed preadolescents could not understand historical concepts" (p.11).

National Council for Social Studies, (1992) produced surveys of civic knowledge, attitudes, and actions that revealed serious deficiencies in the citizenship education of young Americans. "Reports on civic learning by the National Assessment of Educational Progress (NAEP), (1990) indicated that the majority of 12th graders had a rudimentary knowledge of government and citizenship in the United States. However, half of the students in grade 12 failed to demonstrate knowledge needed for responsible participation in the political system." (National Assessment of Educational Progress 1990, 13).

In the Bradley Commission's Historical Literacy "Building a History Curriculum: Guidelines for Teaching History in Schools," (1989) the report strongly urged establishment of a social studies curricula as social studies, as well as science and health, is vital for a well balanced curricula as it helps children "make informed and critical decisions about the relationship between human beings and their environment, and provides appropriate content from the humanities, mathematics, and natural sciences" (O'Neil 1989, p.25). Social studies, therefore, is not a segregated area of study but transfers learning to the other disciplines of science, health, music, drama and

the arts, and in doing so gives children what Schubert (1993) referred to as "a true window on the world."

Children should read, and be exposed to, stories about the people involved in building our country's heritage. Through dramatization children can re-enact historical moments which will give them a deeper understanding of what went on. Through role playing activities, children can take on the roles of leaders of their community and through experience, learn the importance of the role of civic leaders. Children can learn about songs that were written in the past and explore the historical meaning behind them, such as how the Star Spangle Banner was written.

Through an effective social studies curriculum, children will become critical thinkers, and knowledgeable individuals capable of making independent decisions, all of which are necessary for their future educational endeavors.

Research Questions/Hypothesis to be Answered

It is my contention science, social studies, health, art, music and dramatic arts are essential educational disciplines that enhance a child's educational experience. A discipline must serve distinct cultural needs, encourage improvement of children as well as the local cultures. (Jensen 2001). With the yearly increase in the number of

people migrating into California, all with many different cultural backgrounds and attending schools in California, schools are experiencing mixed ratio of cultures. (See Table 6).

Table 6: The Southern Valley School District Demographics

ETHNIC BACKGROUND	PERCENTAGE OF POPULATION
American Indian or Alaska Native	.04%
Asian	.01%
Pacific Islander	.01%
Filipino	.02%
African American	.02%
White (Not Hispanic)	1.4%
Hispanic	97.3%
No response	.03%

Southern Valley Unified School District website*
Published 2005

Research has shown through awareness of cultural diversities and their arts, schools implementing Art programs and including science, social studies and health into the curriculum, have benefited by producing higher academic scores as well as producing more knowledgeable students. Because of this fact these disciplines are culturally necessary. Also reported was greater success in academic achievements amongst English language learners when the arts were brought into the classroom (Corbett et al., 2001). Schools integrating the arts also reported a

more balanced and positive atmosphere amongst both its students and its staff (Nature Magazine, 1996).

Will the addition of an arts curriculum increase student motivation to learn and in turn, improve their attendance rates?

Studies have proven by including the arts in the school curriculum, test scores overall had improved; students exhibited a greater desire to learn and stay in school, therefore lower absences were reported and incidences of conflicts arising between students, decreased (Fisk, 1999).

Can learning music help under-performing students to improve in other subject areas?

As noted above regarding the numerous studies showing the positive effects on learning for children who have received some kind of arts program, those children exposed to a music program have repeatedly outscored in all areas such as reading, comprehension, and mathematics than those children who have received little to no exposures music.

As teachers are being held more accountable for children's education, teachers need to make every effort to incorporate the eliminated arts. There is monumental evidence that working in the arts, develops students' minds

and bodies in ways that enable these students to learn better in all of their academic subjects. (Sidel, 2001).

Are health and science education really necessary in today's schools? Why or why not?

Research studies reveal that students without health and science in their curriculums are ill-equipped to effectively deal with the demand our society places upon them, as students lack necessary knowledge and skills that these subject content areas provide in order for students to function in the technological world we now live in. Effective health programs reinforce positive behaviors, build self esteem and emphasize the intrinsic value of wellness, which in turn correlates to higher school attendance. Science curriculums use discovery and hands-on learning strategies, involve group or partner activities which promote social interaction with peers, enhance problem solving and critical thinking, and both disciplines incorporate reading, writing, speaking, listening and viewing.

Is teaching social studies fundamental in early elementary education? Why or why not?

Social studies is as children develop an understanding of chronological thinking and acquire an understanding for the important connection between our country's past

experiences and those experiences in the present day. It is important children develop an appreciation for the heritage of their country as well as becoming acquainted with the different cultures and to recognize the contributions each cultural group provided in building this country. By laying an early foundation of social studies, children develop an interest in history, develop an appreciation and understanding for their community as well as acquire the necessary skills for reading maps, charts and graphs.

Without a complete and thorough educational background that encompasses where we came from, the importance of our society and its makeup, as well as the teachings of our county's leaders and their political effect on our nation, children lack the necessary fundamentals of the disciplines of history, geography and economics, which flow into the other subject areas of math, art and music.

In the next section I will present my project where I integrated the eliminated areas of science, social studies, music, art and dramatic arts, back into my daily lessons to see if there was a significant change in the behavior, academic scores and attitudes towards learning of my first grade students.

CHAPTER THREE

METHODOLOGY

Introduction

Philip Schlechty, (1990) author of "Schools for the 21st Century" wrote "the curriculum is the raw material upon which the students work, and all parts of the school system are to be organized in whatever fashion produces the greatest likelihood that they will be successfully engaged in working on and with knowledge." (p.6)

Research clearly points to the fact that a solution for reform in education is clear; we need to go back to the basics, which mean school districts' incorporate the lost content areas of the Arts, Health, Science, and Social Studies, into their school curriculum.

Upon reflecting on Schlechty's question: "Is the proposed change possible at the present time, or will it lack support and eliminate the possibility of success?" (p.7). Based upon the vast studies citing the positive results of implementing an integrated curriculum containing reading, math, science music and the arts, this reform project mandates that school districts put the eliminated content subject areas back into the school curriculum. Districts can no longer use the pretext that spending an

abundant amount of money on reading programs which eliminate content areas, and deprives children from receiving quality education, is all the best they can do to provide children with a sound educational program.

This reform is "district-possible" in spite of the fact that Southern Valley School District has adopted the Houghton Mifflin Reading Program which does not allow for the other content areas, and teachers have limited time in which to do anything else over and above what the district has mandated the teachers do. It is up to the teachers to make adjustments in their schedules to fulfill this reform, by incorporating the arts, health, science, and social studies into their teaching.

This project will outline a sound instructional program that integrates music, art, science, social studies and health into the language arts curriculum in order to engage and motivate students in the primary grades to want to achieve high academic success.

The State of California has provided specific standards for all the content areas but many of these content areas are not mandated for first grade teachers to teach. This project integrates the content area standards into the Language Arts Curriculum, providing children with a rich learning experience. While this reform is geared

towards first grade children, this type of integrated curriculum will work at all grade levels.

After teaching for one year the specified program of Southern Valley Unified School District, I believed the children needed more education that what the prescribed program allowed. The following year, I effectively integrated all the eliminated subjects of art, music, dramatic arts, dance, social studies, science and health, into my first grade lessons. This reform was well worth the time and effort I put into changing my schedule to accommodate these eliminated subject areas as I witnessed a tremendous difference in not just the attitudes, but the academics of my first grade students. I began every day with music and ended every day with a game or short story.

Instrumentation

During the beginning of every morning, for anywhere between fifteen to twenty minutes, I introduced music to the children, and in doing so children began their day on an energetic, enthusiastic note with singing, movement and dance. While the children were singing, dancing and moving, I took the attendance, collected homework and wrote the daily Morning Message on the Board.

Children were allowed the opportunity to choose the songs they wished to sing along with from various sources

and they were allowed to choose three to four songs for their morning selections. I found an excellent music source on the internet which was located at http://www.intelli-tunes.com.music. The name of the web site was called Intelli-Tunes This website provided musical sources that were theme-based songs as well as songs that related to language arts and music. In addition, Intelli-tunes provided ways to integrate music "across the curriculum."

The best musical source I used, however, were songs created by "Greg & Steve." These two vocal artists have produced five CD-ROMS which are geared towards the early elementary age groups, and consist of basic skills, rhythm and movement, sing-a-longs, call and response, and creative play. The music and songs are upbeat, educational and children love them as they can move with the lyrics and express their own creativity.

Overwhelming requests from the children were for "The Freeze." This song had the children moving around the room as they sang along. When the children were instructed by the singers to "freeze," the children had to immediately stop moving and wait until they were instructed to move again. The children delighted in this activity, and some of the children became more creative in their "freezing" as

they chose not to just stand still, but make obvious gestures as if they were statues, while others found themselves in diverse and unusual positions such as being on their knees with arms and legs situated in differing directions; each child daring the other children to be more creative in their "freeze" positions.

The second most requested song was "Listen and Move," to which the children were to walk, skate, hop, walk backwards, skip or run to specific beats of music as they sang. In place of running, walking fast had been substituted to avoid possible accidents. The second part of the song didn't have the singers instructing the children as to what moves they were to make, but instead, the music was played without verbal instructions to see if the children could remember what the correct movement was that matched the tune. This was an excellent song to use for memory recall as well as their third favorite song which was called "What If..." This song had children role playing a) as if they were trees in the wind, b) deep sea divers who were swimming under the water and experiencing contacts with different kinds of sea life, c) pretending to be a famous rock star out on the stage performing in front of an audience and d) a famous tap dancer, dancing with a top hat and cane. As this song involved role playing and

movement, children loved to role-play as well as create different movements in many different manners.

Other songs by Greg and Steve are geared to being more educational such as "The Number Rock" which had the children repeat counting numbers from 1 to 20. For those children who had trouble remembering their number sequence, this song proved to have tremendous success for children to memorize the correct number sequence. "Months of the Year," is sung both in English and then in Spanish. As the makeup of my classroom tended to be 85% Hispanic children, this song was met with great enthusiasm as the children knew the months of the year in Spanish and delighted in singing in their native language. The transfer to knowing the months in English was made easier by singing this song in Spanish and English.

"Hand Jive" was another excellent song to introduce rhythms and patterns to children. In this song, children must pay close attention to the number of claps and the rhythm involved and then the children must duplicate the exact clapping rhythms.

The children were exposed to these songs every day and each time they participated in "music time" they became more creative, and more spontaneous as they thoroughly enjoyed listening and creating to the music. This was a

time for the children to be free to express themselves in whatever fashion they chose, and the children's mornings began on a cheerful, happy, upbeat and positive note.

I noticed distinct changes in the children's academic performance as well as attitudes, on the mornings I eliminated music. I found the children's performance was not as productive as on those days when they had music.

I utilized Greg and Steve's songs, in addition to other music artists whose music was geared to the early elementary grade level and I introduced other types of music such as classical, rock, and the blues when the children were working on their Houghton Mifflin practice workbooks. I again, noticed a distinct very positive difference in the children's performance as well as work when I introduced the different types of music. It was amusing to watch the children take a break, put down their pencils and stand up and wiggle around or just clap their hands at their desks in tune with the beat of the music of the blues. The children's favorite blues artist was John Lee Hooker, whose music dates back to the 1940's.

Music was also being incorporated into the other discipline of language arts. During "Learning to Read," I put up musical posters that have chants or musical lyrics on them. Children read the lyrics of songs and then they

sang the songs. Some of these posters related to dance steps so the children could read the words and then learn the dances. I also created my own posters and had the children create posters around their favorite songs.

During writing time, children could write while listening to music. When completing a journal assignment, children were encouraged to act out what they had written for the other children to guess what the child wrote about. Children liked to create and write their own lyrics to their favorite songs or they made up their own tunes, and then produced posters with pictures to go with their writing. Children could also write about how different musical arrangements make them feel, draw pictures to go with their writing, and through dramatic arts they could act out how music made them feel.

Through the generosity of my church's thrift shop, I was given and purchased, over 30 teddy bears of all shapes and sizes. Each first grade child chose a teddy bear that the child wanted to write stories about and once a week, fifth grade students would come to the classroom and work with the first graders on writing a new chapter for their bear book. This was an ongoing project throughout the school year, and this activity included a) art as the children had to draw pictures to go with each chapter's

adventure story, b) it strengthened social skills through the interaction between the fifth grade and first grade students, and c) it developed better writing skills for both the first grade children and the fifth grade students.

During "learning to read," I also included dramatic arts. After doing a "quick read" of their specific anthology, the children chose characters from the story and acted out the different roles of the characters. The children loved to improvise and by role playing, children were more motivated to become better readers in order for them to be able to read their chosen character's part with minimal or no miscues. Role playing also employed the use of working with a partner or in a group which reinforced good social skills.

Occasionally the children would use the collection of puppets I purchased for the classroom, and for children who were more timid than others, using puppets had been an easier way for those children to get involved in role-playing. Many of the children became so enthusiastic about role-playing that they asked to present skits of their own choosing to the class. Being able to use their creativity was highly encouraged as I believe in empowering children to utilize their artistry and not stifle their desire to share their artistic endeavors with their classmates.

During lunch hour, my classroom was open to all children who wished to eat in my room. During that time I played music from various artists. The children's favorite song was "We will Rock you," by Queen. This song has an incessant, methodical beat that inspired the children to dance, clap and sing along to the song. I wish I had had a video camera to film these children dancing and singing, free from any restraints, as it was truly wonderful to see the joy they experienced with song and dance.

After lunch and physical education, in addition to mathematics, I included social studies, science and health to be taught on alternate days, as the National Council of Social Studies (NCSS), recommends 20% of the academic day should be devoted to social studies.

In the Southern Valley Unified School District, children were in school from 8:15 a.m. until 3:00 p.m. approximately 6 hours and 45 minutes. Based upon the recommendation of the NCSS, there should be at a little over one hour applied to social studies every day. With the time constraints created by the Houghton Mifflin Reading Program and the school's scheduled times for lunch, physical education and recesses, (see Table 7) that only left approximately 1 hour and 45 minutes to teach science, health or social studies and to include Universal Access.

Table 7: Designated times for First Grade Activities

Reading	90-100 minutes per day
Word Work	30 minutes per day
Writing	30 minutes per day
Mathematics	60 minutes per day
Lunch & lunch recess	30 minutes per day
Physical Education	30 minutes per day
Morning & afternoon Recess	30 minutes; 15 minutes 2x a day

Southern Valley Unified School District

Teaching one hour of social studies every day was feasible only if the teacher did not implement any science or health lessons.

I implemented Universal Access for approximately forty-five minutes each day. Children were divided into four groups and each group was to complete an activity provided at each of the four learning centers. At the conclusion of the allotted time for each center, the children rotated to the next learning center. This routine continued until the children had been to each of the four learning centers. During this time period, I was able to use my creativity by deciding what would take place at each of the learning centers. This proved to be a great time to integrate various content areas into the curriculum. While I met with one group of children for reading instruction, the other three groups of children went to one of three other different learning centers that I arranged around

three of the following content areas: math, science, health, social studies or specific computer activities.

I noticed that most first grade children were not yet self-disciplined at this particular stage of their development, so for that reason children could not remain on their own, unsupervised, for any lengthy period of time. I therefore scheduled these lessons around fifteen minute increments. This was also due to the fact that as the children did not have a teacher to directly oversee them and their activity, children had a tendency to get off track, bored or occasionally "goofing off" might take place. If the children did not complete an activity at the center, the children could either complete the activity at his or her desk when all other work was completed or the children would take the activity home for them to complete for homework.

I organized learning centers where the first center was a teacher-directed activity. I would either Reteach a portion of an earlier lesson to reinforce designated skills, or I used Challenge activities to provide enrichment to the children. Both Reteach and Challenge activities were provided by the Houghton Mifflin Reading Program in the teacher edition workbooks. I could choose from a number of given activities to combine into my

teacher-directed activity or I would have the children read their We Love to Read booklet and then they would color it.

Another learning center consisted of some kind of writing activity. I would either post a writing prompt for them to respond to, and as previously mentioned they could use dramatic arts to act out what they wrote, use puppets or draw pictures after their written response. In addition, I purchased several sets of small white plastic squares, similar to the letter squares used in the game called Scrabble, for the children to use to create sentences or to spell their vocabulary and/or spelling words. The activity of using the letters to spell or create sentences in place of the student writing on paper was met with great success as the children viewed this activity as a game.

A third center would have something to do with science, health or social studies, while the last center would be an activity utilizing the computer. I had four computers in the center and educational games were downloaded for the children to play. These "games" involved language arts, science, math or social studies activities. In my research I found two excellent websites one called Starfall.com and the other was "Knowledgebox." Starfall.com has language arts lessons for the children to

complete relating to the alphabet, phonemes, and rhyming words and some of the lessons had music incorporated into them. Knowledgebox offered activities in all of the subject areas, organized around each grade level. It also had 1 minute educational videos relating to science, social studies, math and health. The teacher could schedule assignments up to a week or more in advance. Each child was given an individual log-in name and was to complete a given number of the assignments. The teacher had access to each child's log in, and could check to see if the assignments were completed. The children loved this center because both Knowledgebox and Starfall had fun-filled activities.

Depending upon the activities that were being used during Universal Access time, different kinds of music such as jazz, blues, symphony, "oldies but goodies" were played on tapes or CD-ROMS in the classroom. Playing music during this time allowed for additional exposure to the children of a diversified assortment of music.

After Universal Access time, there was sixty minute block to teach math. In addition to the regular math lessons, children could sing songs reinforcing math skills as well as create dances, hop or clap patterns for math problems. This is done by listening to several excellent

musical sources. One such source, previously mentioned was the Gregg and Steve CD-ROM. They create several songs around counting, clapping and structured movement. Another excellent source was created by Rock and Learn called "Addition and Subtraction Rock). Math problems are sung to the children and the children are expected to respond using the correct answer to the mathematic problem. There are many other suitable tapes and CD-ROMS that reinforce mathematic as well as other subject skills and these can be researched and located on the internet based upon a search for elementary education music. Math lessons also included activities where children used manipulatives, sorted or grouped items learned to recognize patterns or categorized items. Similar activities were also found in the children's science lessons. As time was limited in what could be covered, I chose to teach Science and Health every Monday, Wednesday and Friday, and on alternating days, I taught Social Studies. Then the following week, the subject area was changed to different days. Social Studies was taught on Monday, Wednesday and Friday and the Science lessons were provided on the two alternating days. By alternating the content area instruction each week, students were assured of receiving a well balance educational program.

As there was no science material provided by my district, I used the internet as a source to formulate lessons to teach my first grade children based upon the Standards established by the State of California. An area in the classroom was organized for science materials. In this area were library books that related to science, an aquarium filled with frogs and different kinds of fish, microscopes, magnets, and clear plastic frogs that showed internal organs which the children liked to take apart and reassemble. Dinosaurs were a favorite topic for first grade children so I created another aquarium filled with sand and many different kinds of plastic dinosaurs, rocks and trees.

Initially, establishing the science area was a costly venture to obtain the materials I needed for my science reform, but as these materials were re-useable items, it was well worth the expense. First grade children are filled with curiosity and science lessons were well received. The internet offered a wealth of information for the teacher to derive science lessons and these lessons could be intertwined with art projects and language arts activities.

I was also very fortunate that the surrounding area of the school grounds had a great deal of barren land. My

request for permission to plant a garden in between my first grade portable and the Resource portable was granted. This 20' x 12' dirt area was transformed into a luscious garden. The creation of the garden began with eight car loads of vegetation from my home garden. The plants ranged from spider plants, asparagus ferns, ficus trees, agave cacti, miscellaneous other types of cacti, aloe vera, succulents, cannas, numerous avocado seeds, several trees (names unknown), wandering jew and geraniums. If a teacher wishes to implement a garden and doesn't have the resources like I did due to an abundance of vegetation at my home, funds could be obtained for supplies through bake sales, car washes or donations. Many parents like to get involved in school activities, so parents could be contacted to ask to help in creating the garden or to donate a plant, and in some cases, there might grants to assist in the cost.

I purchased flats of mums, geraniums, roses and marigolds to give the garden color, along with several different kinds of shrubs. I also purchased three wrought iron bird sculptures and 5 ceramic turtles of varying sizes to give the garden a decorative look, along with a large wrought iron arch, a bird planter and wind chimes.

The children became fascinated as they watched the barren ground turn into an awe inspiring garden and at

every recess; children of all ages came and asked to participate in creating the garden. One child brought two bamboo chairs with a matching table from her home, to be placed inside the garden. Another child brought an old picnic table bench which was painted to improve its' looks and an old dilapidated fence found lying behind a portable, was recovered and painted and put in the garden. The fence made an attractive rear wall and it also closed the area off to prevent children from crossing through.

As enthusiasm for the garden project grew, children brought seeds of vegetables and flowers to be planted in the garden. Lessons were developed on how plants grew what kinds of things encouraged or discouraged growth, what pests could damage plants. Research was done on the various types of insects found in the garden, and some items were viewed under the microscopes. These activities led to journal writing activities, art projects and reading books about gardens and plants. Songs were learned that related to plants and gardens.

There was so much enthusiasm for this garden that the following year I created three additional gardens; one that consisted of desert plants such as cacti and succulents, another garden that had a small "lagoon" that the children dug a surrounding island area with over 14 rose bushes and

the third garden area had cannas, spider plants, alyssum and miscellaneous shrubs. An art project ensued where the children painted signs that named the gardens.

Maintenance of the garden was the responsibility of all the children but "head gardener" was the position children looked forward to as each one of the participants took great pride that he or she had helped make the area become alive and beautiful. Every week a different child was designated as "head gardener" and the children enjoyed the daily routine of watering and raking the area.

The garden was initially created to beautify the school area but this activity culminated in many lessons in art, science and health. This project created a desire in the children to learn more about nature. The garden gave birth to many different learning experiences for the children and as author Seymour Papert, (1992) wrote in his book "my learning of flowers began with a narrow "curriculum:" learning to name flowers. In the end, the experience widened and left me a different person in more dimensions of life than anything that is measured by standardized tests" (p.11).

The garden project created lessons in math, as the children made graphs of plant growth and plant activity. I established a math center and displayed the graphs as an

ongoing project. The math area also had sets of flash cards, other manipulatives and puzzles. Children loved puzzles and this activity provided them with recognition of patterns that incorporated scientific pictures or math functions. Children also learned how to create their own personalized puzzles through an art activity.

Along with the activities that were created through the various learning centers, lessons on good hygiene and health habits were discussed on a daily basis. These discussions were included in a) reading about good habits, b) journal writing and c) art projects that displayed proper nutrition, good dental care, playground safety and other related material. Additional activities for lessons in health could be found on the internet and downloaded for teacher use.

On the alternate days when social studies was taught, I used the Harcourt Brace Social Studies curriculum. This program had four "Big books" and although these books lacked in-depth material, the teacher's edition did provide some activities from which to choose from. These activities coordinated with the given topic discussed.

As social studies has become a fading, forgotten subject in the elementary schools due to the "expanding environmental approach [which] assumed preadolescents could

not understand historical concepts (Jackson, 1989). If given the necessary skills needed for critical thinking, children can in fact understand historical concepts, therefore it is the teacher's responsibility to go beyond what is presented in the book and create lessons that actually had something to do with history.

I found several sites on the internet that provided free lesson plans and I downloaded many of these or I recreated the suggested plans to accommodate whatever I decided to teach on that day. I created a social studies unit about the children's "community" and this became an on-going project during the school year which included all the subject areas. For language arts there were books relating to the community and its activities, in addition to various writing assignments. To incorporate dramatic arts, the children enacted plays created about people or events of long ago. Music was included wherein children learned songs about the community and a comparison of music of long ago to music of today. Art was utilized by having the children create help wanted posters for employment in the community, along with creating a wall mural that depicted the various people and buildings found in a community. Social studies was used through comparing communities from the 1800's to present day, and health

activities were developed where diseases of long ago were discussed and compared to diseases of today. Science activities were developed that related to animals in the community and how their presence impacted the environment. Avenues a teacher could take using the topic of community, are endless, and as social studies is vital for a well balanced curriculum, it is up to the teacher to ensure children receive instruction in this forgotten area.

Another area that has all but been eliminated from the school curriculum as a "luxury or frill," is art. The State of California has first grade standards for teachers to teach art (see Appendix L)and I used art by integrating it into language arts, social studies, science, math and even during recess. I obtained a lot of supplementary materials I either purchased, or downloaded from the internet. This material consisted of projects that correlated to the lesson being taught and the children could work on the projects when they had completed their daily school work.

The garden areas we created were an excellent subject for drawings and paintings of the different vegetation and the wild life that came to visit it. The cemented area of the playground was also used wherein children created artistic "sidewalk murals" using oversized colored chalk.

Data Analysis

In order to assess the academic success of the children, periodic quizzes were used. Quizzes consisted of 3-5 pertinent questions relating to what they children had been introduced to in order to check for understanding. This helped me keep track of what areas needed more reinforcement and what areas exhibited the most benefit to the children when checking for comprehension and understanding.

Writing in their journals was another exercise to have them share with me what their understanding of a particular subject matter was. As this was a first grade class, writing consisted of 1-2 sentences explaining what they thought of the specific topic. For example, for science there might have been a question, "how do we grow plants?" The children would then draw and label the various parts and write brief sentences explaining the sequence. For language arts, they were tested on their knowledge of specific terms such as the "food chain," environment, habitat, or community.

Another assessment might be a brief meeting with the child and myself where I would ask the child to explain something to me so I could test his or her verbal skills as

well as his or her written skills. Other assessments were included in the lessons I downloaded from the internet.

I also compared over all scores of the children who received inclusion of the arts, science, social studies, health and music against first grade scores from students I had previously taught who had not received inclusion of the arts, science, social studies, health and music into their lessons. The results showed those students who received a broader educational background through inclusion of the arts, science, social studies, health and music, showed significantly higher scores in their academic testing than those without any of the arts along with a higher rate in comprehension skills, more creativity was exhibited and there appeared a more pronounced desire to learn and achieve greater academic success.

CHAPTER FOUR

FINDINGS AND RESULTS

Introduction

This reform project was developed over a two year period and compared to findings from the previous year. With the current focus in education being centered on teacher and school accountability, this reform was well worth the time and effort as the results proved what my theory was. Education needs to go back to basics and my findings validate this theory.

Presentation of the Findings

Based upon my findings and the research I accumulated, indications were that children learned more and performed better through the implementation of an arts program that included art, music, dance and drama, as well as the content subject areas of social studies, science and health. These findings were verified when I implemented my own curricula that included these disciplines.

When I compared the work produced from my first grade children who had not been exposed to the arts and content subject areas, to those children who did receive these disciplines when I began my reform, I noted a distinct difference in the quality as well as quantity of work that

was produced. By integrating the eliminated disciplines into my teaching lessons, children improved in their writing abilities, and more creativity was exhibited. There was an obvious desire for the children to go beyond the scope of what I presented which was evident when children requested to do additional assignments, go beyond in the mathematics workbooks, read extra books and present reports to the class or create plays.

Through integrating my reform, I witnessed a difference in the attitudes and behavior of the children. Petty bickering and fighting that were common place in first grade fell to a minimum. Children were more enthusiastic towards learning and chose to do more buddy work in order to help each other with their assignments, and, when children completed their assignments, rather than taking "free time" children volunteered to go around the classroom to assist other children who were not finished with their assignments. Prior to my reform children chose "free time," where they could play or do whatever they wanted.

Reading became a much more comfortable activity for children as it afforded different opportunities for the children to learn through using dramatic arts and music. Dramatic arts enabled children to release their creative

energies by using role playing. I discovered that by having the children create their own plays or skits, these activities instilled self confidence in even the most timid of the first grade children.

Children manifested more enthusiasm for learning, in particular in the area of social studies. Through their desire to learn more about their community and country, children were exposed to more background knowledge which in turn opened the door to learning other facets of history and this intermingles with other areas in language arts, music, dramatic arts, dance, technology and health.

When the eliminated disciplines were reinstated into my lessons, I noticed absenteeism was reduced to a minimum as children preferred to come to school rather than miss a day of the activities they looked forward to. Experimentation and curiosity were rewarded when science was integrated into the lessons, and the garden opened up opportunities for the children to learn using hands on activities, about nature. The success of the garden project created such enthusiasm that many children began small gardens in their yards at home. The success of this project was evident when, at the end of this year, one of the kindergarten teachers approached me, with several of her students following closely behind her. The teacher

inquired as to whether or not I knew who was going to be in my class for the upcoming school year. When I told her I was not sure, and inquired why she asked, she smiled and replied that the children standing behind her wanted to make sure that they were in my class because they wanted to work in the gardens!

Every study I encountered in my research stated much of the same results, that being children who were exposed to these disciplines, increased in their reading proficiency and comprehension, mathematical skills and concepts were more readily understood, imagination and curiosity was sparked to new levels and social skills were increased.

Summary of Conclusions

In my conclusion, I chose to add a statement made by Schlechty, (1990) to be found at the conclusion of his book: "school reform movement depends, in large measure, on the ability of strong leaders to find their voice in the national debate on education reform, [as] this voice [has been] mute" (p. 153). I believe in my reform and see it as an on going project and by including the eliminated content areas into the classroom; I believe one voice will no longer be mute.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Introduction

When I initially taught first grade, I had been frustrated as I was expected to teach a prescribed and scripted program to my first grade children which allowed for little creativity outside its realm and I was forced to abide by a restrictive time line in which to present my lessons, per district policy. Included in this restrictive curriculum came the realization that school districts have had a propensity for eliminating the arts, social studies, science and health from the school curriculum in favor of restrictive curriculums.

Research Questions and Hypothesis

Through my research I learned that what I hypothesized to be true, that children of today are being "short-sheeted" in their education because of the elimination of these disciplines. Science, social studies, health, art, music and dramatic arts are essential educational disciplines that enhance a child's educational experience. By incorporating awareness of cultural diversities and their arts, higher academic scores were produced. Students appeared to be more motivated to learn, thus attendance

rates were improved. Because of these results, reform needs to take place, even more so when teachers and schools today are being held more accountable for the children's education with Title 1 and Reading First schools as well as the No Child Left Behind Act. Research showed academic scores improved greatly with the implementation of the arts program and these disciplines can easily be intermingled to benefit each other. Research proved: a) science could improve mathematical scores as well as increase reading score b) dramatic arts could improve reading comprehension c) dance and song could improve mathematic abilities d) health could be incorporated in every aspect of the content areas and e) social studies improved critical thinking which was also need for mathematical reasoning.

The curriculums that are presently adopted for use in elementary schools are extremely limited at the expense of our children, and research has shown children, if presented with the right opportunity to learn through a well developed curriculum that includes social studies, science and health into the school curriculum, statistics verified children learned at a faster rate.

Through my research I learned that each of the content areas assisted other areas and due to this fact, statistics verified children learned at a faster rate. I saw a change

in my first grade children when I implemented a more diverse curricula than the stifled one presented by the district; reading, writing, arithmetic; and there was more eagerness towards learning exhibited from the children once these content subject areas of art, music, dance, drama, social studies, science and health.

I believe other teachers can benefit by improving and expanding their curriculum when they integrate the eliminated content areas back into their classroom. They will experience a difference in the attitudes and academic achievements of their children once their children are exposed to the arts curricula. Teachers will be able to tap into those areas that have been left dormant in children due to the stale and stifled currently adopted curriculum, through inclusion of a science and social studies curricular. The children will reap the benefits of a more interesting, more challenging curriculum that enhances learning.

Limitations of the Study Design and Procedures

This study was limited to a study of two years and the comparison of first grade children who had not been exposed to the effects of the arts, science, social studies, and health against those first grade children exposed to the discipline being included in their curricular.

There was a vast amount of research and investigative studies on the implementation of the arts as well as social studies, science and health into the school curriculum, as many private schools continue to utilize all of the content areas in their curriculum, my research was based solely upon information derived from public schools and not private schools. There were a profuse number of studies investigating academic scores of middle schools and high schools that implemented the arts as well as social studies, science and health into the school curriculum, against those schools that did not include the arts, social studies, science and health. With a few exceptions, my primary focus of research was on the effects of the disciplines on elementary school children.

There were many findings on the benefits of the disciplines on preschool children, however, other than one study; I did not include the research that focused on the effects of the disciplines on this age group.

There were studies taken in foreign countries and the effects of the arts on the children in all grade levels, however as there was an overwhelming amount of research conducted on the effects of the arts on children in the United States, I narrowed my focus to children in the United States.

Another limitation of my study was that I did not narrow my research to focus on one specific entity such as: a) a specific culture, b) a distinct socio-economic level or c) by religious affiliation. The focus of my research incorporated all entities of culture, religion and socio-economic levels.

Future Research and Recommendations

It would be my recommendation to get a statistically relevant amount of participants in a study, with the perimeters set, to investigate the effects of content enriched curricula against the present and restrictive curricula currently adopted. Further to evaluate those concepts against the socio-economic strata of households to see if the effects of the reform are in fact beneficial for all. Upon receipt of the documentation, it would be my recommendation that school districts across the nation review the advantages of including the lost content areas back into their curriculums; they are not a "luxury" but a necessity.

APPENDIX A

THEME TEST

Let's Look Around!

Level 1, Theme 3

Theme Skills Test Record

Student _____ Date _____

Student Record Form

	Possible Score	Criterion Score	Student Score
Part A: Blending More Short *a* Words	5	4	
Part B: Blending More Short *i* Words	5	4	
Part C: Double Final Consonants	5	4	
Part D: Plurals with *-s*; Verb Endings *-s, -ed, -ing*	5	4	
Part E: Clusters with *r*	5	4	
Part F: Possessives with *'s*; Contractions with *'s*	5	4	
Part G: High-Frequency Words	5	4	
Part H: Topic, Main Idea, Details/Summarizing	5	4	
Part I: Making Predictions	5	4	
Part J: Categorize and Classify	5	4	
Part K: Spelling	5	4	
Part L: Grammar	5	4	
TOTAL 60	48		
Total Student Score x 1.67 =			%

A

Name _____

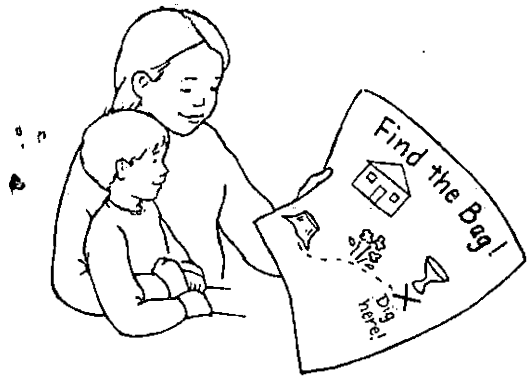
Blending More Short *a* Words

1. Nat sat on Pam's _____.

   ○ lip
   ○ pass
   ○ lap

2. Pam had a _____ for Nat.

   ○ map
   ○ wax
   ○ mop



Go on

B

Name _____

Blending More Short *i* Words

1. Is my cat _____?

   - ○ sack
   - ○ sick
   - ○ sock

2. We will get _____ to the vet.

   - ○ him
   - ○ miss
   - ○ ham

Go on

Name_____

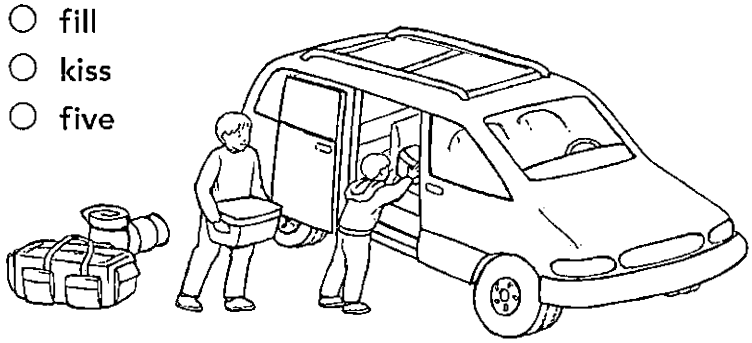
Double Final Consonants

1. Ben and I will go on a trip. We _____ one brown bag.

   ○ tack
   ○ pack
   ○ pull

2. We _____ the van.

   ○ fill
   ○ kiss
   ○ five



Go on

3. What is the naming part of this sentence?

Pat looks at the bug.

- ○ looks at
- ○ the bug
- ○ Pat

4. What is the action part of this sentence?

The cat jumps at the bug.

- ○ jumps
- ○ cat
- ○ at the bug

5. What is the naming part of this sentence?

The bug gets away!

- ○ gets
- ○ away
- ○ bug

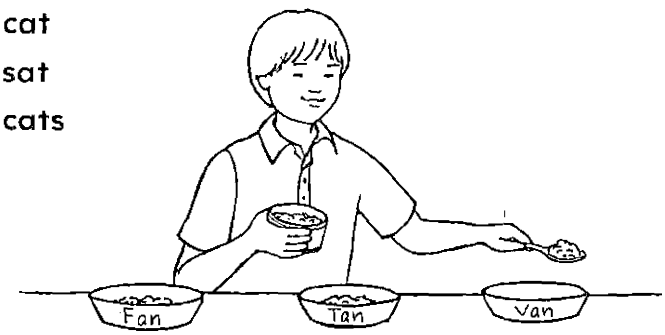
D

Name_____

Plurals with *-s;* Verb Endings *-s, -ed, -ing*

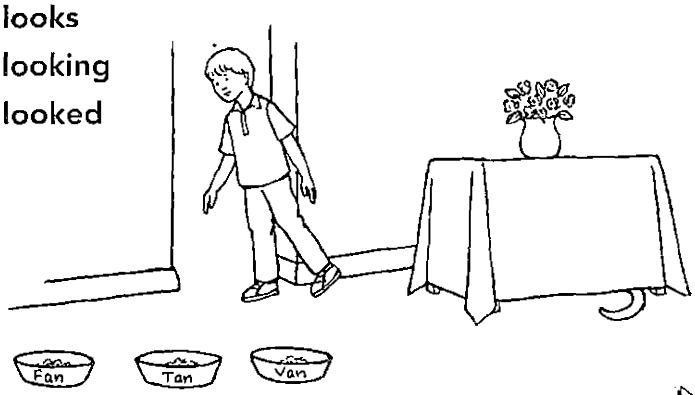
1. Dan has three _____.

   ○ cat
   ○ sat
   ○ cats



2. Dan is _____ for his pets.

   ○ looks
   ○ looking
   ○ looked



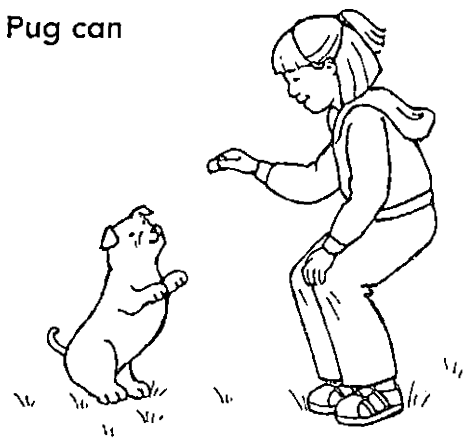
Go on

Name_____

Clusters with *r*

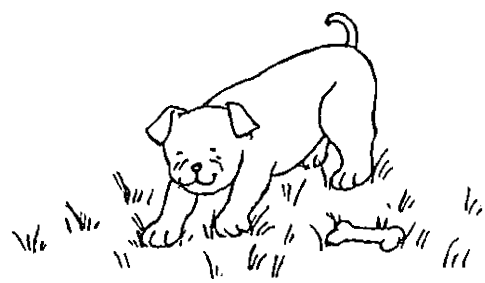
1. Pug is my pet. Pug can do a _____.

   ○ trick
   ○ brick
   ○ tick



2. Pug likes to dig in the _____.

   ○ brass
   ○ grass
   ○ gas



Go on

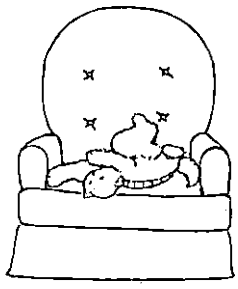
F

Name_____

Possessives with *'s*; Contractions with *'s*

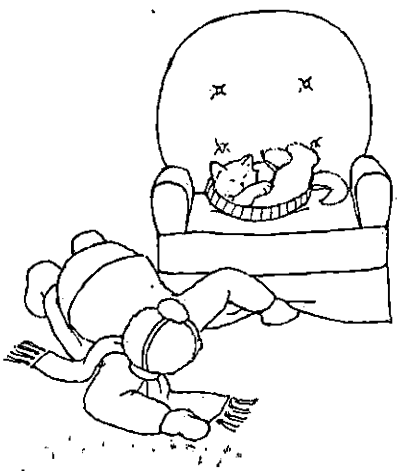
1. Jan said, "_____ look for my hat!"

   ○ It's
   ○ Let's
   ○ He's



2. "_____ hat is not here," said Tim.

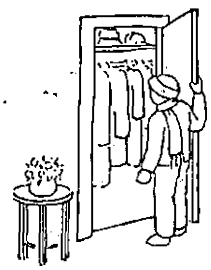
   ○ Jan's
   ○ Jan
   ○ Jigs

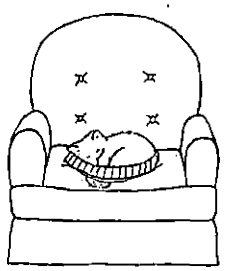


Go on

3. "And _____ not here," said Ken.

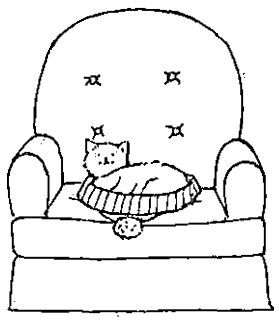
- ○ let's
- ○ it
- ○ it's





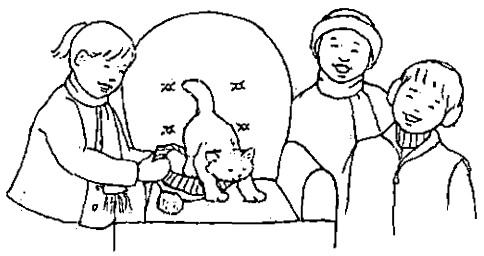
4. "_____ my hat!" said Jan. "Mitt has it."

- ○ He's
- ○ Who's
- ○ Here's



5. "_____ a cat on a hat!" said Tim.

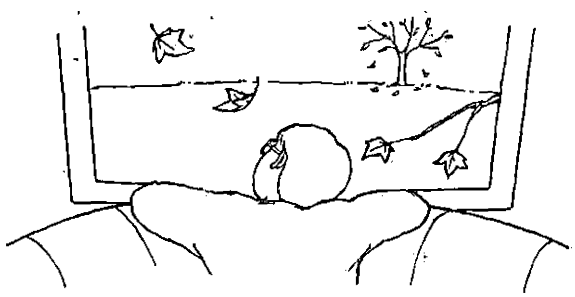
- ○ He's
- ○ Let's
- ○ He



G

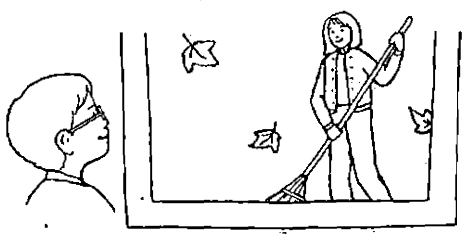
Name_____

High-Frequency Words



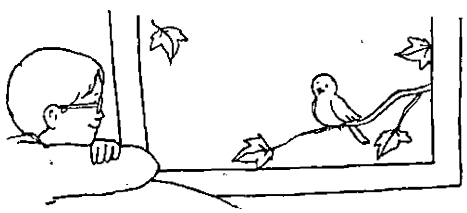
1. It is fall, but it is not too _____ yet.

   ○ eat
   ○ call
   ○ cold



2. What can I see in the fall? I see a _____.

   ○ blue
   ○ bird
   ○ funny



Go on

H

Name_____

Topic, Main Idea, Details/Summarizing

Some pets are cats.
Cats like to nap.
Cats nap, nap, nap.
Cats like to sit and lick.
Cats lick, lick, lick.
Some cats can do tricks.
My cats can!

I like cats a lot!
You can hug a cat.
You can pat a cat.
A cat will lick you.
A cat will sit on a lap.
A cat is a pal!
As I said, I like cats, cats, cats!

Go on

1. Which words best tell what the story is mostly about?

   ○ all pets
   ○ a girl
   ○ pet cats

2. What is one thing the storyteller says that cats like to do?

   ○ nap
   ○ drip
   ○ hiss

3. What is one thing the storyteller can do with a cat?

   ○ mix it
   ○ hug it
   ○ grab it

Go on

Name_____

Making Predictions

Dad will cut some flowers.

1. Which picture shows what Dad might ask Sam to help him do?

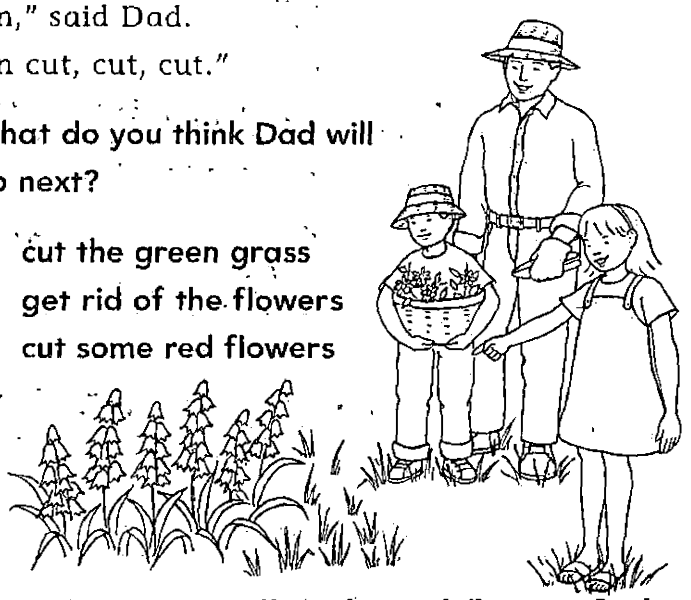
Go on

"Look at the big red flowers," said Pat.
"Can you cut some, Dad?"

"I can," said Dad.
"I can cut, cut, cut."

2. What do you think Dad will do next?

- ○ cut the green grass
- ○ get rid of the flowers
- ○ cut some red flowers



Pat said, "Do not cut all the big red flowers, Dad.
But you can trim the grass. Trim it, Dad."

3. What do you think Dad will do next?

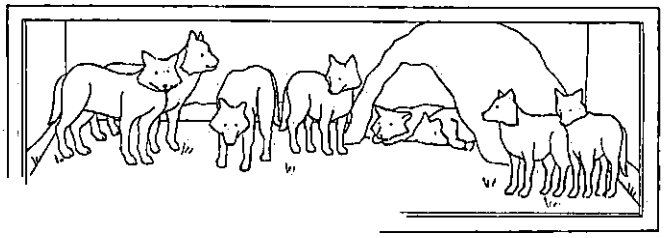
- ○ cut the grass
- ○ color the grass green
- ○ cut some flowers for the birds

Go on

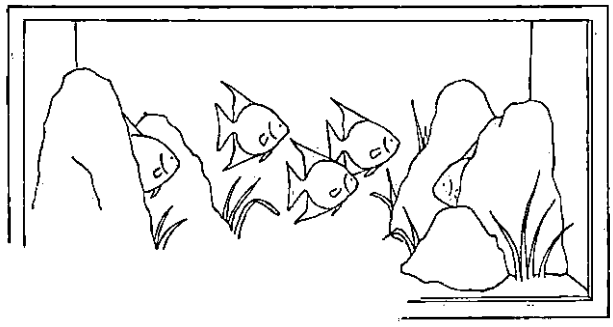
J

Name_____

Categorize and Classify



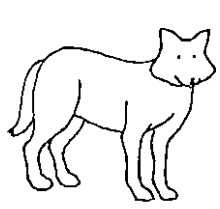
I live in a big pack.
I can get in a den.
I nap in a den.
What kind of animal am I?

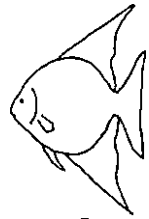


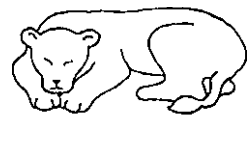
I live where it is wet.
I have fins.
I can fit in cracks.
What kind of animal am I?

Go on

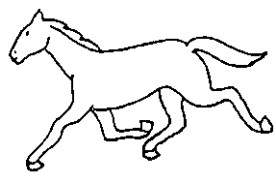
1. Which kind of animal lives in a pack?

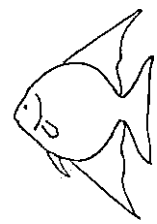






2. Which kind of animal lives in the water?

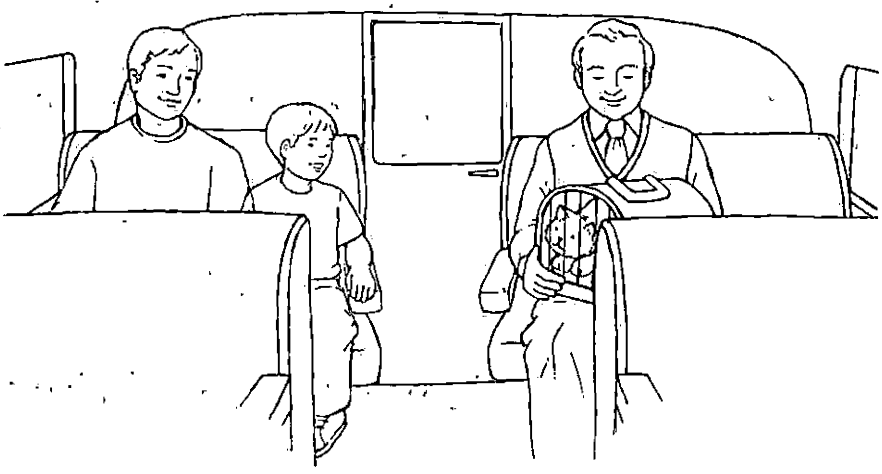




Go on

Name _____

Spelling



1. Dick and I are going on a _____.

   - ○ tirp
   - ○ trip
   - ○ tripp

2. We _____ in the back.

   - ○ sitt
   - ○ ist
   - ○ sit

Go on

Name _____

Grammar

1. Which one of these is a sentence?

   - ○ Pat and Tim
   - ○ Pat and Tim sit here.
   - ○ sit here

2. Which one of these is not a sentence?

   - ○ at a big bug
   - ○ They look at a bug.
   - ○ They like the bug.

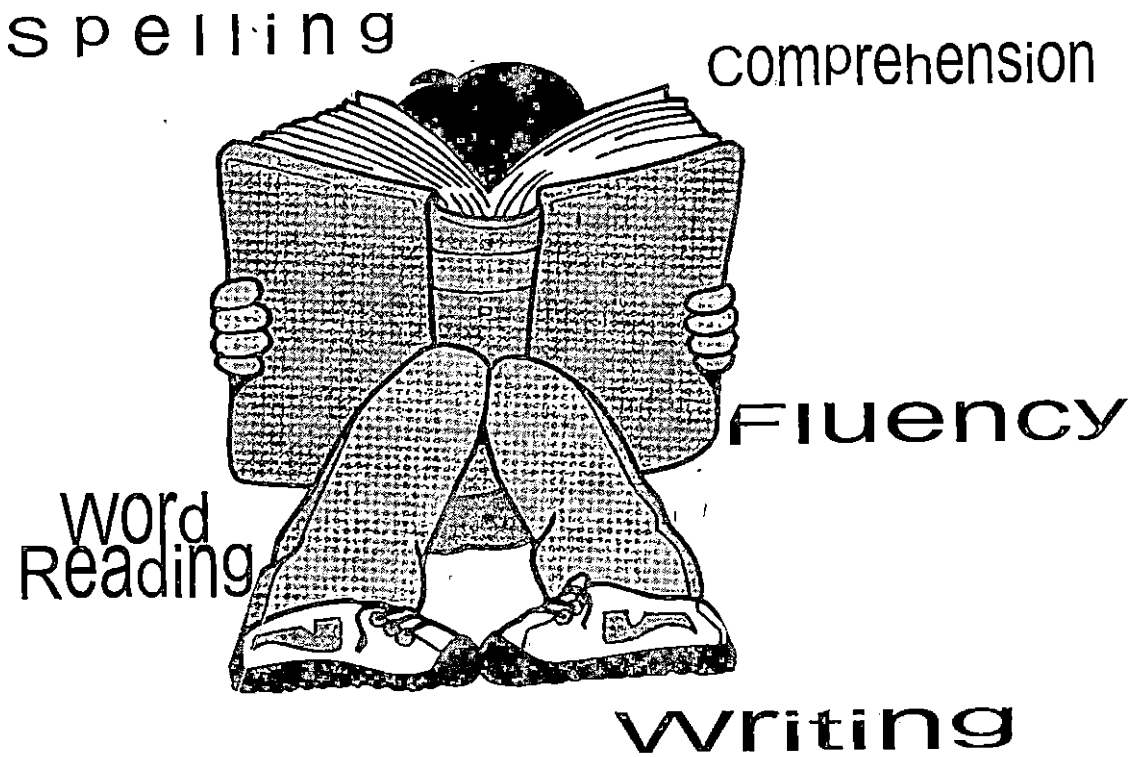
Go on

APPENDIX B

REVISED THEME TEST

STUDENT TEST BOOKLET

Skills Assessments Developed for
Districts Using Houghton Mifflin Reading



GRADE 1
THEMES 3 & 4

GRADE 1 - Themes 3 & 4 SPELLING/PHONICS

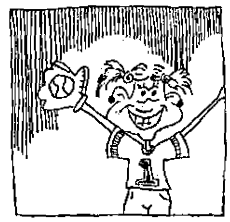
DIRECTIONS: Your teacher will say a word. Choose the correct spelling for that word. Fill in the bubble below the word you have chosen.

1.	fox A. ○	fix B. ○	figs C. ○
2.	bond A. ○	pod B. ○	pond C. ○
3.	bill A. ○	bel B. ○	bell C. ○
4.	top A. ○	tub B. ○	tp C. ○
5.	mn A. ○	men B. ○	man C. ○
6.	stmp A. ○	stamp B. ○	stap C. ○
7.	mast A. ○	mut B. ○	must C. ○
8.	plums A. ○	plus B. ○	plmz C. ○
9.	grn A. ○	grin B. ○	gren C. ○
10.	truck A. ○	jruck B. ○	trc C. ○

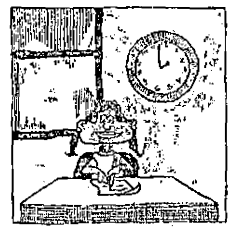
TOTAL SCORE:____/10

GRADE 1 - Themes 3 & 4 WORD READING

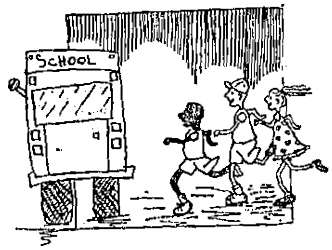
DIRECTIONS: For each section, choose one word in each line that tells something about the picture. Then fill in the bubble below the word you have chosen.



1.	box A. ○	mitt B. ○	web C. ○
2.	kick A. ○	dress B. ○	ball C. ○
3.	jog A. ○	glad B. ○	drip C. ○



4.	clock A. ○	animal B. ○	nest C. ○
5.	scrub A. ○	desk B. ○	hop C. ○
6.	write A. ○	buzz B. ○	yell C. ○



7.	car A. ○	jet B. ○	bus C. ○
8.	run A. ○	eat B. ○	mix C. ○
9.	two A. ○	three B. ○	six C. ○
10.	slept A. ○	children B. ○	frogs C. ○

TOTAL SCORE: _____/10

Optional Passage #1

Refer to "General Directions for One-Minute Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). *Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

A black bird sat in a nest of sticks and twigs.	11
She left the nest to zap at bugs.	19
Birds must be quick to get bugs.	26
Next, the bird hopped on a rock to rest in the sun.	38
A smug cat ran at the bird.	45
But, the cat had a bell on his neck.	54
He went splat on the rock.	60
He did not get the black bird.	67
It was too quick.	71
"Drat," said the cat.	75
The bird went back to her nest and hid.	84
The cat jumped on a big log.	91
He was not glad.	95
The mad cat ran back and hid in a box.	105

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly

blue ^ sky (^) inserted word

(□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: ____

Number of Errors: — ____

Number of Words Read Correctly: ____

Passing Criterion (50th %ile) = 30

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #2

Refer to "General Directions for **One-Minute** Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). *Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Tim has a drum.	4
A strap holds it on his neck.	11
He is in the band.	16
Tim hits his drum with two sticks.	23
He is quick and has fun.	29
Tim's band pants are black, and his vest is red.	39
His gold band hat flops in the wind.	47
It is too big for his head.	54
Pam has a brass horn.	59
Her hat flops in the wind, too.	66
Tim stands at the back of the band.	74
Pam is next to her pal.	80
The rest of the kids get mixed up.	88
The band zigs and zags in the grass.	96
Tim yells, "Stop!"	99
The first kid stops.	103
The rest drop.	106
It is such a mess.	111

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly

blue ^ sky (^) inserted word

(]) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: ____

Number of Errors: — ____

Number of Words Read Correctly: ____

Passing Criterion (50th %ile) = 30

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

APPENDIX C

HOUGHTON MIFFLIN LESSON PLAN

EXAMPLE OF A DAILY LESSON PLAN
FOR FIRST GRADERS - HOUGHTON MIFFLIN

Theme 1: All Together Now

STANDARDS

R1.10 Blend sounds to read words
R1.15 Read common word families
R1.17 Classify categories of words
R2.2 Respond to factual questions
R2.6 Relate prior knowledge
R2.7 Retell central ideas
R3.3 Speak/write about books
LC1.1 Use complete sentences
LS2.1 Recite poems/songs/stories
LS2.3 Relate personal experiences

LEARNING TO READ
90-110 minutes

Opening Routines: Daily Message;
Phonemic Awareness, T116-T117
Preparing to Read *We Can!*
·Building Background, T118
·Story Vocabulary, T118, T1: Practice Book, 31
T1: Transparency 1-8 **(example attached)**
·Get Set to Read, T118
·Strategy/Skill Preview: Summarize, T119
Reading the Anthology *We Can!*
·Comprehension/ Critical Thinking, T121, T122, T123, T124
·Strategy Focus: Summarize, T121
·Responding, T124, T1: Practice Book, 32
Reading the Music Link
·"The More We Get Together," T125

OBJECTIVE

Strategy Focus
Children read the selection to practice summarizing.

WORD WORK
30-40 minutes

Spelling and Phonics
·Word Slides with Short *a*
Vocabulary
·School Words

OBJECTIVE/S

Spelling and Phonics
Children build, read, write and spell *man, can, tan, fan,* and *pan.*
Vocabulary
Children identify and name common classroom objects.

WRITING & LANGUAGE
30-40 minutes

·Things We Do at School, T127
·T1: Practice Book, 33

OBJECTIVE/S

Writing
Children write about things they do at school.

APPENDIX D

SAMPLE OF PHONICS LIBRARY BOOKLET

Dot Fox got hot.

Dot Fox got a fan.

APPENDIX E

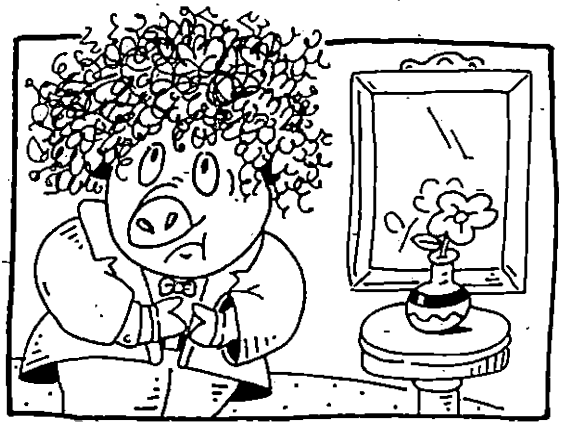
SAMPLE OF WE LOVE TO READ BOOKLET

Wag Pig got a big hat.
Wag Pig can go to the Pig Hop!

consonant w

REVIEW BOOK 12

Wag Pig and the Wig



Wag Pig has a wig.
It is a bad wig.
Wag Pig can not go to
the Pig Hop.

Can we fix his wig?

We pin the wig.
Pin! Pin! Pin!
We wax the wig.
Wax! Wax! Wax!

Wa! Wa! Wa!
Wag Pig is sad.
Wag Pig hid the wig.

APPENDIX F

LIST OF HIGH FREQUENCY WORDS

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8	Theme 9	Theme 10
go	five	animal	children	grow	by	again	about	around	began
on	four	bird	come	light	climb	both	because	dance	break
the	in	cold	family	long	morning	gone	draw	ever	divide
and	once	fall	father	more	found	hard	happy	else	head
here	three	flower	love	other	out	or	part	ocean	laugh
jump	two	full	mother	right	shout	turn	teacher	open	second
not	upon	look	people	room	show	want	tiny	talk	sure
too	what	of	picture	small	cow	afraid	always	though	above
we	do	see	your	these	door	any	arms	after	against
a	for	every	friend	could	horse	bear	body	before	already
find	I	first	girl	house	now	follow	eight	done	begin
have	is	all	know	over	table	idea	ready	buy	caught
one	me	call	play	how	there	most	seven	off	minute
to	my	eat	read	own	through	tall	warm	pretty	able
who	said	never	she	so	wall	water	butter	school	eye
	you	paper	sing	world	been	build	carry	wash	present
	are	shall	today	fly	evening	old	kind	baby	thoughts
	away	why	write	give	far	piece	person	edge	
	does	also	car	good	forest	shoe	put	enough	
	he	blue	down	her	goes	start	saw	garden	
	live	brown	hear	little	hungry	under	were	only	
	pull	color	hold	our	near	very	work	sharp	
	they	funny	learn	try	soon	wear		together	
	where	green	hurt	was				watched	
		like	their						
		many	walk						
		some	would						

APPENDIX G

GRADE ONE HISTORY-SOCIAL SCIENCE STANDARDS

A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").

2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

APPENDIX H

GRADE ONE SCIENCE CONTENT STANDARDS

Grade One

Physical Sciences

1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:
    a. *Students know* solids, liquids, and gases have different properties.
    b. *Students know* the properties of substances can change when the substances are mixed, cooled, or heated.

Life Sciences

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
    a. *Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
    b. *Students know* both plants and animals need water, animals need food, and plants need light.
    c. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
    d. *Students know* how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
    e. *Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

Earth Sciences

3. Weather can be observed, measured, and described. As a basis for understanding this concept:
    a. *Students know* how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
    b. *Students know* that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
    c. *Students know* the sun warms the land, air, and water.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

Science Content Standards.

a. Draw pictures that portray some features of the thing being described.
b. Record observations and data with pictures, numbers, or written statements.
c. Record observations on a bar graph. d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
d. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

APPENDIX I

TITLE ONE PROGRAM

Title I: Key Performance and Evaluation Issues

As the largest single federal investment in schooling, Title I of the Elementary and Secondary Education Act (ESEA) [P.L. 103-382] provides almost $7 billion to school systems across the country to improve education for children at risk of school failure who live in low-income communities. It reaches over 6 million children annually, primarily in the early elementary grades; one in every five first graders participates. Typically it supports supplemental instruction in reading and math.

Although Title I has operated for more than 30 years, its reauthorization in 1994 redesigns the program in fundamental ways. Congress also mandated a **National Assessment of Title I (NATI)** to evaluate the progress of the redesigned Title I in achieving its aim of helping children at risk of school failure to meet high standards.

Reauthorization of the Chapter 1 program as Title I relied heavily on the findings of the previous national assessment to help inform its redesign. Evaluation of the reauthorized Title I will necessarily examine:

- How the program has been restructured to support state and local efforts to help at-risk students meet high academic standards,
- The extent to which that support contributes to changes in schools and classrooms, and
- The extent to which academic performance of at-risk students improves as a result of the new program structure.

The NATI's Independent Review Panel , also mandated by Congress, has reiterated the importance of these concerns and has advised the Department of Education on evaluation questions and research strategies to address the most significant areas.

The redesign of the Title I program offers a challenge and an opportunity to rethink how the evaluation of the program is planned and conducted; changes to the program's structure and key provisions will mean changes in how the program is evaluated and how progress is assessed. In particular:

• **The mandate in Title I requires the NATI to examine both student and system performance at the national level.** This involves mapping back from the key objective of the program?to improve student performance?to the kinds of supports that will be needed at the classroom, school, district, and state levels to achieve improvement.

Indicators that measure planning and early implementation are essential for providing policymakers at all levels?from the classroom up to the federal level?with information on where they are in the reform process, how far they need to go, and where they need to make mid-course corrections. These performance indicators, as required under the Government Performance and Results Act (P.L. 103-62), will be used to report the program's progress in achieving its objectives. The Department seeks the active participation of state and local school systems in developing indicators that provide information that is useful for continuous improvement at all levels.

• **Title I is no longer conceived of as an isolated supplement, operating separately from regular instruction. Rather it is to serve as an integral support for states and local school systems as they seek to improve teaching and learning through standards-driven reforms.** Because Title I standards, curriculum, and instruction are tied to those developed within each state for all children, evaluations cannot assess the program in isolation from state and local reform efforts.

As a consequence, evaluations of Title I must assess the federal program in relation to the impact of state and local content and performance standards on high-poverty schools and at-risk students. To the extent feasible, national evaluations need to be conducted in collaboration with state and local agencies responsible for overall educational improvement in the states.

• **Changes to key provisions of Title I should result in service to broader categories of children, substantial improvements in curriculum and instruction, and greater innovation in services provided.** These changes would be a radical departure for a program that has been characterized by narrow targeting on individual children, a remedial focus in instruction, and well-established procedural compliance. The extent to which changes in the Title I law will translate into changes in practice is largely unknown. Title I is expected to operate both as a fully mature program and as one in which basic components remain to be tried out and tested.

Adding uncertainty is the changing state and local context in which Title I operates. Schools, school systems, states, and federal officials will need to learn as they go. Several elements will be in transition throughout the reauthorization cycle. Standards are now in the process of being developed and adopted by states; assessments aligned to these standards are not required to be in place until the year 2001, after the next ESEA reauthorization.

Evaluations of Title I that summarize outcomes at the end of a five- or six-year reauthorization cycle come too late to affect changes in program implementation and operation that can have an impact on results. Consequently, evaluations of Title I must provide information throughout the reauthorization cycle so that policymakers and practitioners can make midcourse corrections to improve program performance.

- **Improved student performance will demonstrate the success of Title I, but improvement takes time.** Student performance will need to be assessed incrementally over the long term. We should not expect achievement gains to occur overnight, and not without sustained policy and programmatic changes at the federal, state, local, and school levels.

When large federal programs go through as radical a restructuring as Title I has, the full effects of reforms are not known for years. Indeed, the principles of systemwide improvement and the provisions new to the reauthorized program have yet to be fully implemented on a national scale or even?in their entirety?at the state, local, school, or classroom levels. In addition, many basic concepts such as "alignment" and "comprehensive approaches" are not yet well defined and are consequently difficult to measure. The challenge for the NATI is to first develop working definitions and to then translate these concepts into specific indicators, study questions, and analyses.

Accordingly, the NATI will need to be cautious in evaluating student performance and ascribing changes prematurely to the success or failure of the program. Tracking the implementation of the important changes in policy and program operations that support improved student learning will be essential to provide indicators of intermediate outcomes.

New Title I evaluations will emphasize obtaining information that can support continuous performance improvement. This means concentrating on the performance of key educational and administrative processes as well as on the end result?improved student learning. Monitoring these intermediate outcomes

will provide early warning of problems in implementation and offer guidance on policies and practices that appear most promising.

The NATI will draw on a variety of evaluations, including: quick-turnaround surveys of Title I customers, program administrators, and representatives of families and communities; focused in-depth studies of the implementation of critical processes, including standards implementation and parent involvement; and analyses of program monitoring reports. While the NATI will collaborate with other data collectors to ensure that the work is conducted as efficiently as possible, it cannot proceed with planned studies without sufficient funds. The National Assessment of Chapter 1 and Prospects ?the separately mandated longitudinal study used in the Assessment?were funded at about $6 million annually, or approximately one-tenth of one percent of the funds for Part A. The NATI has estimated that it will need at least an equivalent amount to carry out its mission. The intent is to provide results as quickly as possible to federal, state, and local policymakers, practitioners, parents, and the general public so that mid-course improvements can be made.

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APPENDIX J

READING FIRST GUIDELINES

Introduction

- The *No Child Left Behind Act* signed into law by President George W. Bush on January 8, 2002, established Reading First as a new, high-quality evidence-based program for the students of America.
- The Reading First initiative builds on the findings of years of scientific research, which, at the request of Congress, were compiled by the National Reading Panel.
- Ensuring that more children receive effective reading instruction in the early grades is of critical importance to the President and the nation.

Overview

- Reading First is a focused nationwide effort to enable all students to become successful early readers.
- Funds are dedicated to help states and local school districts eliminate the reading deficit by establishing high-quality, comprehensive reading instruction in kindergarten through grade 3.
- Building on a solid foundation of research, the program is designed to select, implement, and provide professional development for teachers using scientifically based reading programs, and to ensure accountability through ongoing, valid and reliable screening, diagnostic, and classroom-based assessment.

APPENDIX K

4 PILLARS OF NO CHILD LEFT BEHIND ACT

Four Pillars of NCLB

No Child Left Behind is based on stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents.

Stronger Accountability for Results

Under *No Child Left Behind*, states are working to close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. Annual state and school district report cards inform parents and communities about state and school progress. Schools that do not make progress must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is run.

More Freedom for States and Communities

Under *No Child Left Behind*, states and school districts have unprecedented flexibility in how they use federal education funds. For example, it is possible for most school districts to transfer up to 50 percent of the federal formula grant funds they receive under the Improving Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools programs to any one of these programs, or to their Title I program, without separate approval. This allows districts to use funds for their particular needs, such as hiring new teachers, increasing teacher pay, and improving teacher training and professional development.

Proven Education Methods

No Child Left Behind puts emphasis on determining which educational programs and practices have been proven effective through rigorous scientific research. Federal funding is targeted to support these programs and teaching methods that work to improve student learning and achievement. In reading, for example, *No Child Left Behind* supports scientifically based instruction programs in the early grades under the Reading First program and in preschool under the Early Reading First program.

More Choices for Parents

Parents of children in low-performing schools have new options under *No Child Left Behind*. In schools that do not meet state standards for at least two consecutive years, parents may transfer their children to a better-performing public school, including a public charter school, within their district. The district must provide transportation, using Title I funds if necessary. Students from low-income families in schools that fail to meet state standards for at least three years are eligible to receive supplemental educational services, including tutoring, after-school services, and summer school. Also, students who attend a persistently dangerous school or are the victim of a violent crime while in their school have the option to attend a safe school within their district.

APPENDIX L

GRADE ONE VISUAL AND PERFORMING ARTS: VISUAL ARTS CONTENT STANDARDS

Grade One

Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary
1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.
1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

Analyze Art Elements and Principles of Design
1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools
2.1 Use texture in two-dimensional and three-dimensional works of art.
2.2 Mix secondary colors from primary colors and describe the process.
2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art.

Communication and Expression Through Original Works of Art
2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
2.5 Create a representational sculpture based on people, animals, or buildings.

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