

**CLASS ON THE GRASS
ALABAMA COURSE OF STUDY CORRELATIONS
GRADE SIX**

Social Studies
1. Describe the Westward Expansion and its technological, economic, and social influence on the people of the United States prior to World War I.
2. Describe the impact of industrialization, free markets, urbanization, communication, and cultural changes in the United States prior to World War I.
4. Describe changing social conditions during the Progressive Period.
6. Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.
7. Identify causes of the Great Depression.
10. Identify major social and cultural changes in the United States from 1945 to 1960.
13. Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.
14. Identify cultural and economic changes throughout the United States from 1960 to the present.
Language Arts
14. Use organizing and paraphrasing in the research process.
17. Use listening skills for remembering significant details, directions, and sequences.
Visual Arts (Grades 6-8)
3. Apply appropriate vocabulary in discussing a work of art.
7. Describe historical and cultural influences on works of art.

**CLASS ON THE GRASS
ALABAMA COURSE OF STUDY CORRELATIONS
GRADE SEVEN**

Social Studies-Citizenship
6. Describe how people organize economic systems for the production, distribution, and consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them.
7. Describe the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, characteristics of a market economy, and supply and demand.
10. Describe changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.
11. Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.
12. Explain how the United States can be improved by individual and collective participation and by public service.
Social Studies-Geography
1. Describe the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.
3. Describe processes that shape the physical environment, including long-range effects of extreme weather phenomena and human activity.
9. Analyze environmental consequences of major technological changes in human history for both intended and unintended outcomes.
11. Compare the distribution of natural resources in various parts of the world by mapping locations of major deposits.
Language Arts
13. Apply steps in the research process to identify a problem or issue, locate resources and information, and present findings.
15. Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages.
Visual Arts (Grades 6-8)
3. Apply appropriate vocabulary in discussing a work of art.
7. Describe historical and cultural influences on works of art.

**CLASS ON THE GRASS
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GRADE EIGHT**

Social Studies
4. Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.
7. Describe the widespread impact of the Roman Empire.
14. Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayans, Aztecs, Incas, and North American tribes.
Language Arts
13. Combine all aspects of the research process to compose a report.
Visual Arts (Grades 6-8)
3. Apply appropriate vocabulary in discussing a work of art.
7. Describe historical and cultural influences on works of art.

CLASS ON THE GRASS
ALABAMA COURSE OF STUDY CORRELATIONS—DANCE
GRADES 6-12

Level I
2. Demonstrate the elements of space, including level, shape, size, direction, and pathways.
3. Create a group dance using a variety of compositional forms, including a beginning, middle, and end.
10. Utilize dance to reflect concepts in other content areas.
Level II
1. Demonstrate movement using rhythmic variations.
4. Analyze movement compositions to determine content and form.
10. Solve a movement problem that reflects concepts from other content areas.
Level III
2. Apply elements of time, space, and energy to choreography and performance.
5. Produce movement sequences that communicate nonliteral content or ideas.
14. Create a dance that communicates a topic from another content area.
Level IV
2. Choreograph a dance utilizing a variety of compositional methods.
3. Apply variations in time, space, and energy to choreography and performance.
10. Create a dance project utilizing abstract concepts that bridge content areas.