

CHILDREN'S CREATIVITY MUSEUM

## State of California Content Standards

The Children's Creativity Museum proudly nurtures creative confidence through playful learning. Exhibits in our Creativity Museum and experiences in our Creativity Theater align with K-12 content standards in English language arts, mathematics, science (Next Generation Science Standards), and career technical education in the arts, entertainment & design cluster (design, visual, and media arts pathway).

| Exhibit | Kindergarten - Grade 2 | Grades 3-5 | Grades 6-8 | Grades 7-12 (CTE) |
|---|---|---|---|---|
| **Creativity Museum First Floor: Build the Change** | ELA:<br>SL.K.1<br>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<br><br>SL.1.1 (.a +.b)<br>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.<br><br>SL.2.1 (.a +.b)<br>Participate in collaborative conversations with diverse partners about grade 2 topics and texts | ELA:<br>SL.5.5<br>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.<br><br>NGSS:<br>3-LS4-4<br>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.<br><br>3-ESS3-1<br>Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard<br><br>3–5-ETS1-1<br>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.<br><br>3–5-ETS1-2 | NGSS:<br>MS-ESS3-3<br>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.<br><br>MS-ETS1-1<br>Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).<br><br>Arts:<br>6.VA:Cr2.3<br>Design or redesign | DGA.17.2<br>Human-Centered Design:<br>Prioritize the needs, behaviors, and experiences of people at every stage of the design process; emphasize empathy, prototyping, and iterative testing to develop practical and meaningful solutions to design challenges.<br><br>DGA.17.8<br>Accessibility:<br>Use accessible and inclusive design practices, considering the needs of people with different abilities (e.g., designing for diverse cultural perspectives, using accessible color contrasts, providing alt text for images, incorporating captions, following universal design principles, and testing with assistive technologies).<br><br>DGA.20.3<br>Social Impact:<br>Employ human-centered design |

| Exhibit | Kindergarten - Grade 2 | Grades 3-5 | Grades 6-8 | Grades 7-12 (CTE) |
|---|---|---|---|---|
| | with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others.<br><br>NGSS:<br>K-PS3-2<br>Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.<br><br>K-2-EST1-1<br>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.<br><br>K-2-EST1-2<br>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. | Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.<br><br>Arts:<br>3.VA:Cr2.3<br>Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life. | objects, places, or systems that meet the identified needs of diverse users. | practices and design solutions that address community, social, and environmental issues and concerns. |
| **Creativity Museum First Floor: Mystery Box Challenge** | ELA:<br>SL.K.1<br>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<br><br>SL.K.3<br>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br><br>SL.1.4<br>Describe people, places, things, and events with relevant details, | ELA:<br>SL.3.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<br><br>SL.4.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas | ELA:<br>SL.6.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br><br>SL.7.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, | DGA.18.1 Creative Problem Solving:<br>Explore and apply different approaches to solving design problems (e.g., brainstorming, mind mapping, iterative prototyping, and design sprints) and evaluate what makes each approach successful. |

| Exhibit | Kindergarten - Grade 2 | Grades 3-5 | Grades 6-8 | Grades 7-12 (CTE) |
|---|---|---|---|---|
| | expressing ideas and feelings clearly.<br><br>SL.K.5<br>Add drawings or other visual displays to descriptions as desired to provide additional detail.<br><br>SL.K.6<br>Speak audibly and express thoughts, feelings, and ideas clearly.<br><br><u>Math</u><br>K.G.5<br>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.<br><br>1.G.2<br>Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<br><br><u>NGSS:</u><br>K-2-EST1-1<br>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.<br><br>K-2-EST1-2<br>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.<br><br><u>Arts:</u><br><u>2.VA</u>:Cr2.3<br>Repurpose found objects to make a new artwork or | and expressing their own clearly.<br><br>SL.5.1 (.b +.c)<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.<br>b. Follow agreed-upon rules for discussions and carry out assigned roles.<br>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br><br>SL.5.5<br>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.<br><br><u>NGSS:</u><br>3–5-ETS1-1<br>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.<br><br>3–5-ETS1-2<br>Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem | and issues, building on others' ideas and expressing their own clearly.<br><br>SL.8.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br><br>SL.6.5<br>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.<br><br>SL.7.5<br>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.<br><br>SL.8.5<br>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.<br><br>RST.6-8.3<br>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.<br><br><u>NGSS:</u><br>MS-ETS1-1<br>Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on | |

| Exhibit | Kindergarten - Grade 2 | Grades 3-5 | Grades 6-8 | Grades 7-12 (CTE) |
|---|---|---|---|---|
| | design.<br><br>1.VA:Cr2.1<br>Explore uses of materials and tools to create works of art or design. | | people and the natural environment that may limit possible solutions. | |
| Creativity Museum First Floor: Reinventions | ELA:<br>SL.K.5<br>Add drawings or other visual displays to descriptions as desired to provide additional detail.<br><br>SL.1.5<br>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.<br><br>NGSS:<br>K-2-EST1-1<br>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.<br><br>K-2-EST1-2<br>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. | ELA:<br>SL.5.5<br>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | NGSS:<br>MS-ETS1-1<br>Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. | SA.17.2<br>Visual Communication:<br>Use photographic storytelling, conceptual imagery, and illustration to express ideas, topics, and stories. |
| Creativity Museum First Floor: Waterways | NGSS:<br>K-LS1-1<br>Use observations to describe patterns of what plants and animals (including humans) need to survive. Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.<br><br>K-ESS3-1<br>Use a model to represent the relationship between the needs of different plants or animals | | NGSS<br>MS-ESS2-4<br>Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical. | |

| Exhibit | Kindergarten - Grade 2 | Grades 3-5 | Grades 6-8 | Grades 7-12 (CTE) |
|---|---|---|---|---|
| | (including humans) and the places they live. Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]<br><br>K-ESS3-3<br>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles. | | | |
| Creativity Museum First Floor: Lil' Critter City Storytime (weekdays at 11am) | <u>ELA:</u><br>RL.K.7<br>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br><br>RL.1.7<br>Use illustrations and details in a story to describe its characters, setting, or events.<br><br>L.K.5a<br>With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | | | |
| Creativity Museum Second Floor: Making Music Studio | <u>ELA:</u><br>SL.2.5<br>Create audio recordings of stories or poems; add drawings or other visual | | | <u>SA.20.2 Social Impact:</u><br>Create art for the greater good; address a community need or problem with public art. |

| Exhibit | Kindergarten - Grade 2 | Grades 3-5 | Grades 6-8 | Grades 7-12 (CTE) |
|---|---|---|---|---|
| | displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | | | |
| Creativity Museum Second Floor: Animation Studio | ELA:<br>SL.1.4<br>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.<br><br>RL.2.1<br>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br><br>RL.2.5<br>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | AV.17.5 Storyboarding: Apply principles of composition, camera shots and angles (wide, medium, closeups, and extreme closeups), line work, and visual storytelling when developing storyboards for 2D and 3D animation.<br><br>AV.18.4 Animation Production: Animate scenes using keyframes, frame-by-frame techniques, motion capture, or procedural animation; apply animation principles to both 2D and 3D characters and elements in multiple scenes. |
| Creativity Museum Second Floor: Track Makers | Math:<br>K.MD.2<br>Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.<br><br>NGSS:<br>K-PS2-1<br>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and | NGSS:<br>3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Examples could include an unbalanced force on one side of a ball can make it start moving; and balanced forces pushing on a box from both sides will not produce any motion at all.<br><br>3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a seesaw. | NGSS:<br>MS-PS3–5<br>Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object. | |

| Exhibit | Kindergarten - Grade 2 | Grades 3-5 | Grades 6-8 | Grades 7-12 (CTE) |
|---|---|---|---|---|
| | pushing on each other.<br><br>K-PS2-2<br>Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. : Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn. | 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.<br><br>3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets. Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other. | | |
| Creativity Theater | | ELA:<br>RL.4.7<br>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.<br><br>RL.5.7<br>Analyze how visual and multimedia elements contribute to the | ELA:<br>RL.6.7<br>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | |

| Exhibit | Kindergarten - Grade 2 | Grades 3-5 | Grades 6-8 | Grades 7-12 (CTE) |
|---|---|---|---|---|
| | | meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | RL.7.7<br>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).<br><br>RL.8.7<br>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | |