

## Content Area: Comprehensive Health and Physical Education

### Standard: 1. Movement Competence and Understanding in Physical Education

#### Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

#### Grade Level Expectation: Third Grade

#### Concepts and skills students master:

1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports

#### Evidence Outcomes

##### Students can:

- a. Demonstrate changes of pathways, levels, forces, and direction with manipulatives such as hoops, streamers, and balls
- b. Combine locomotor movements in time to music
- c. Dribble in soccer or basketball while changing speed and direction
- d. Demonstrate throwing, catching, striking, or trapping in an activity
- e. Demonstrate skills of chasing, fleeing, and dodging to avoid others

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is it enjoyable to combine locomotor movements in time to music?
2. How is dribbling a soccer ball different from dribbling a basketball?
3. Which combination of locomotor skills is most aesthetically pleasing?
4. Why are some games more enjoyable than others?
5. How do varying types of activity, challenges, and team versus individual activities contribute to enjoyment?
6. Why do some people find some games more enjoyable than others?

##### Relevance and Application:

1. Individuals move successfully and skillfully under a variety of movement conditions in their daily activities such as playing basketball or playing tag with friends.
2. Individuals participate skillfully in a variety of games that require movement and skills.
3. Individuals combine locomotor movements in time to music while dancing at home or at a social dance.

##### Nature of Physical Education:

1. The ability to combine skills in meaningful ways is critical for success in most forms of physical activity.
2. Games and sports have motor patterns that appear in simple combinations.

**Content Area: Comprehensive Health and Physical Education**

**Standard: 1. Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

2. Perform movements that engage the brain to facilitate learning

**Evidence Outcomes**

**Students can:**

- a. Describe, create, and demonstrate movements that require crossing the mid-line
- b. Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos
- c. Combine jumping, tossing, dribbling, or catching to music or rhythmic beat
- d. Perform a basic tinkling step to 3/4 time (close, tap, and tap)
- e. Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts
- f. Perform forward and backward rolls with variation
- g. Combine two or more rotational skills

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What must one think about when doing a forward roll?
- 2. Which activities are most effective for crossing the mid-line?
- 3. How does one use his or her mind in various activities and sports?
- 4. What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat?

**Relevance and Application:**

- 1. Individuals learn new movements such as jumping rope to engage the brain.
- 2. Individuals perform routines of physical movement that may include dance steps, jumping rope, or a variation of forward and backward rolls.

**Nature of Physical Education**

- 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- 2. Exercise is linked to healthy brain development, and certain movements such as cross-laterals, patterns, rhythms are proven to be beneficial for making body and brain connections.

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Demonstrate and use the principles and practices of choreography in the creative process</li><li>➤ Demonstrate an understanding of form and structure to create dances</li></ul>
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**Grade Level Expectation: Third Grade**

<b>Concepts and skills students master:</b> <ul style="list-style-type: none"><li>1. Design a group dance study using the elements of dance (space, time, and energy)</li></ul>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Identify how body positions such as upright, off-center, and curved can communicate feelings and ideas</li><li>b. Respond to a variety of motivational stimuli in movement to communicate ideas in solo, duet, and group formations</li><li>c. Use the dance elements to solve a movement problem</li><li>d. Experiment with elements of composition</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Why is it important to design a dance?</li><li>2. What is the difference between exploring movement and making dance?</li><li>3. How do my chosen movements project my meaning?</li></ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. The ability to respond to a variety of stimuli builds a multi-sensory awareness of the world and builds skills in multi-sensory processing such as processing messages utilizing simultaneous music and visual images found in television and film, processing a message being delivered by a public speaker in a large crowd etc.</li><li>2. Applying dance elements to solve a movement problem mirrors applying variables in an experiment to solve a scientific problem, adjusting elements of color and texture to solve a visual arts problem or applying various numeric possibilities to solve a mathematics problem.</li></ul> <b>Nature of Dance:</b> <ul style="list-style-type: none"><li>1. Creating and performing are forms of self-expression and convey the choreographer's intent.</li></ul>

**Content Area: Dance**

**Standard: 1. Movement, Technique, and Performance**

**Prepared Graduates:**

- Understand that dance performance requires technical competency

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Perform dance studies with accuracy

**Evidence Outcomes**

**Students can:**

- a. Demonstrate the articulated use of the dance elements in dance studies
- b. Perform dance studies using form (AB, canon, ABA, theme, and variation)
- c. Refine the articulation of the body
- d. Dance in time with the music
- e. Notate a short dance phrase using movement notation

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How can your movements tell a story?
2. How does your face show expression to match my movement?
3. How can you dance without hurting yourself or others?
4. How do the elements of dance give meaning to the movement?

**Relevance and Application:**

1. Dance forms such as AB, ABA, and canon are similar to repeating patterns represented in math.

**Nature of Dance:**

1. Dancers use the elements of dance to vary movement intent.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

### Grade Level Expectations: Third Grade

#### Concepts and skills students master:

#### 3. Create stage environments to establish locale and mood

#### Evidence Outcomes

##### Students can:

- Create a basic design depicting the difference between a stage environment and real environment
- Craft set pieces such as furniture, appliances, or trees that could make up a stage environment

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- Why is furniture set where it is in your house?
- How does the placement of items on stage affect the performers?
- How does the placement of items on stage affect the audience?

##### Relevance and Application:

- Creators of drama and theatre utilize skills used in other creative fields such as interior design when designing for different time periods and contrasting styles.
- Imagination based on situations based on everyday life clarifies the difference between fiction and nonfiction.
- Simulation software technology provides a wide variety of choices when designing stage environments.

##### Nature of Drama and Theatre Arts:

- Visualization is the seed of design.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

### Grade Level Expectation: Third Grade

#### Concepts and skills students master:

2. Work effectively alone and cooperatively with a partner or in an ensemble

#### Evidence Outcomes

##### Students can:

- Accept responsibility, and demonstrate respect for others in dramatic activities
- Understand time constraints
- Understand stage space and proximity to other actors and set pieces

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- Why is it important to consider your use of time?
- How do the skills needed to create theatre change as the size of your group changes?
- How is working alone different from working with a partner?

##### Relevance and Application:

- Time management skills are necessary in every field and provide actors with an opportunity to be self directed.
- Collaborative skills are highly valued in many fields in the workforce and can be the determining factor in a supervisor's impression of a worker.
- Appropriate personal space varies depending on culture and career contexts.

##### Nature of Drama and Theatre Arts:

- Participating in the sharing of ideas is an exercise in collaboration and teamwork.

**Content Area: Mathematics**  
**Standard: 3. Data Analysis, Statistics, and Probability**

**Prepared Graduates:**

- Solve problems and make decisions that depend on understanding, explaining, and quantifying the variability in data

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

**1. Visual displays are used to describe data**

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <p>a. Represent and interpret data. (CCSS: 3.MD)</p> <ul style="list-style-type: none"> <li>i. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (CCSS: 3.MD.3)</li> <li>ii. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.<sup>1</sup> (CCSS: 3.MD.3)</li> <li>iii. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. (CCSS: 3.MD.4)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What can data tell you about your class or school?</li> <li>2. How do data displays help us understand information?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. The collection and use of data provides better understanding of people and the world such as knowing what games classmates like to play, how many siblings friends have, or personal progress made in sports.</li> </ul> <p><b>Nature of Mathematics:</b></p> <ul style="list-style-type: none"> <li>1. Mathematical data can be represented in both static and animated displays.</li> <li>2. Mathematicians model with mathematics. (MP)</li> <li>3. Mathematicians use appropriate tools strategically. (MP)</li> <li>4. Mathematicians attend to precision. (MP)</li> </ul>

**Standard: 3. Data Analysis, Statistics, and Probability**  
**Third Grade**

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<sup>1</sup> For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (CCSS: 3.MD.3)

**Content Area: Mathematics**

**Standard: 4. Shape, Dimension, and Geometric Relationships**

**Prepared Graduates:**

- Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Geometric figures are described by their attributes

**Evidence Outcomes**

**Students can:**

**a. Reason with shapes and their attributes. (CCSS: 3.G)**

- i. Explain that shapes in different categories<sup>1</sup> may share attributes<sup>2</sup> and that the shared attributes can define a larger category.<sup>3</sup> (CCSS: 3.G.1)
  1. Identify rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (CCSS: 3.G.1)
- ii. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.<sup>4</sup> (CCSS: 3.G.2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What words in geometry are also used in daily life?
2. Why can different geometric terms be used to name the same shape?

**Relevance and Application:**

1. Recognition of geometric shapes allows people to describe and change their surroundings such as creating a work of art using geometric shapes, or design a pattern to decorate.

**Nature of Mathematics:**

1. Mathematicians use clear definitions in discussions with others and in their own reasoning.
2. Mathematicians construct viable arguments and critique the reasoning of others. (MP)
3. Mathematicians look for and make use of structure. (MP)

**Standard: 4. Shape, Dimension, and Geometric Relationships**  
**Third Grade**

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<sup>1</sup> e.g., rhombuses, rectangles, and others. (CCSS: 3.G.1)

<sup>2</sup> e.g., having four sides. (CCSS: 3.G.1)

<sup>3</sup> e.g., quadrilaterals. (CCSS: 3.G.1)

<sup>4</sup> For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape. (CCSS: 3.G.2)

## Content Area: Mathematics

### Standard: 4. Shape, Dimension, and Geometric Relationships

#### Prepared Graduates:

- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error

#### Grade Level Expectation: Third Grade

##### Concepts and skills students master:

2. Linear and area measurement are fundamentally different and require different units of measure

##### Evidence Outcomes

###### Students can:

- a. Use concepts of area and relate area to multiplication and to addition. (CCSS: 3.MD)
  - i. Recognize area as an attribute of plane figures and apply concepts of area measurement.<sup>1</sup> (CCSS: 3.MD.5)
  - ii. Find area of rectangles with whole number side lengths using a variety of methods<sup>2</sup> (CCSS: 3.MD.7a)
  - iii. Relate area to the operations of multiplication and addition and recognize area as additive.<sup>3</sup> (CCSS: 3.MD.7)
- b. Describe perimeter as an attribute of plane figures and distinguish between linear and area measures. (CCSS: 3.MD)
- c. Solve real world and mathematical problems involving perimeters of polygons. (CCSS: 3.MD.8)
  - i. Find the perimeter given the side lengths. (CCSS: 3.MD.8)
  - ii. Find an unknown side length given the perimeter. (CCSS: 3.MD.8)
  - iii. Find rectangles with the same perimeter and different areas or with the same area and different perimeters. (CCSS: 3.MD.8)

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

1. What kinds of questions can be answered by measuring?
2. What are the ways to describe the size of an object or shape?
3. How does what we measure influence how we measure?
4. What would the world be like without a common system of measurement?

###### Relevance and Application:

1. The use of measurement tools allows people to gather, organize, and share data with others such as sharing results from science experiments, or showing the growth rates of different types of seeds.
2. A measurement system allows people to collaborate on building projects, mass produce goods, make replacement parts for things that break, and trade goods.

###### Nature of Mathematics:

1. Mathematicians use tools and techniques to accurately determine measurement.
2. People use measurement systems to specify attributes of objects with enough precision to allow collaboration in production and trade.
3. Mathematicians make sense of problems and persevere in solving them. (MP)
4. Mathematicians model with mathematics. (MP)

**Standard: 4. Shape, Dimension, and Geometric Relationships**  
**Third Grade**

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<sup>1</sup> A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. (CCSS: 3.MD.5a)

A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units. (CCSS: 3.MD.5b)

<sup>2</sup> A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. (CCSS: 3.MD.5a)

A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units. (CCSS: 3.MD.5b)

Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (CCSS: 3.MD.6)

Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (CCSS: 3.MD.7a)

Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. (CCSS: 3.MD.7b)

<sup>3</sup> Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. (CCSS: 3.MD.7d)

Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ .

Use area models to represent the distributive property in mathematical reasoning. (CCSS: 3.MD.7c)

## Content Area: Mathematics

### Standard: 4. Shape, Dimension, and Geometric Relationships

#### Prepared Graduates:

- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error

#### Grade Level Expectation: Third Grade

##### Concepts and skills students master:

3. Time and attributes of objects can be measured with appropriate tools

##### Evidence Outcomes

###### Students can:

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (CCSS: 3.MD)
  - Tell and write time to the nearest minute. (CCSS: 3.MD.1)
  - Measure time intervals in minutes. (CCSS: 3.MD.1)
  - Solve word problems involving addition and subtraction of time intervals in minutes<sup>1</sup> using a number line diagram. (CCSS: 3.MD.1)
  - Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (CCSS: 3.MD.2)
  - Use models to add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.<sup>2</sup> (CCSS: 3.MD.2)

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

- Why do we need standard units of measure?
- Why do we measure time?

###### Relevance and Application:

- A measurement system allows people to collaborate on building projects, mass produce goods, make replacement parts for things that break, and trade goods.

###### Nature of Mathematics:

- People use measurement systems to specify the attributes of objects with enough precision to allow collaboration in production and trade.
- Mathematicians use appropriate tools strategically. (MP)
- Mathematicians attend to precision. (MP)

**Standard: 4. Shape, Dimension, and Geometric Relationships**  
**Third Grade**

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<sup>1</sup> e.g., by representing the problem on a number line diagram. (CCSS: 3.MD.1)

<sup>2</sup> e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (CCSS: 3.MD.2)

## Content Area: Mathematics

### Standard: 1. Number Sense, Properties, and Operations

#### Prepared Graduates:

- Understand that equivalence is a foundation of mathematics represented in numbers, shapes, measures, expressions, and equations

## Grade Level Expectation: Third Grade

### Concepts and skills students master:

#### 2. Parts of a whole can be modeled and represented in different ways

#### Evidence Outcomes

##### Students can:

- Develop understanding of fractions as numbers. (CCSS: 3.NF)
  - Describe a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; describe a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ . (CCSS: 3.NF.1)
  - Describe a fraction as a number on the number line; represent fractions on a number line diagram.<sup>1</sup> (CCSS: 3.NF.2)
  - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (CCSS: 3.NF.3)
    - Identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (CCSS: 3.NF.3a)
    - Identify and generate simple equivalent fractions. Explain<sup>2</sup> why the fractions are equivalent.<sup>3</sup> (CCSS: 3.NF.3b)
    - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.<sup>4</sup> (CCSS: 3.NF.3c)
    - Compare two fractions with the same numerator or the same denominator by reasoning about their size. (CCSS: 3.NF.3d)
    - Explain why comparisons are valid only when the two fractions refer to the same whole. (CCSS: 3.NF.3d)
    - Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions.<sup>5</sup> (CCSS: 3.NF.3d)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How many ways can a whole number be represented?
- How can a fraction be represented in different, equivalent forms?
- How do we show part of unit?

##### Relevance and Application:

- Fractions are used to share fairly with friends and family such as sharing an apple with a sibling, and splitting the cost of lunch.
- Equivalent fractions demonstrate equal quantities even when they are presented differently such as knowing that  $1/2$  of a box of crayons is the same as  $2/4$ , or that  $2/6$  of the class is the same as  $1/3$ .

##### Nature of Mathematics:

- Mathematicians use visual models to solve problems.
- Mathematicians make sense of problems and persevere in solving them. (MP)
- Mathematicians reason abstractly and quantitatively. (MP)

**Standard: 1. Number Sense, Properties, and Operations**  
**Third Grade**

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<sup>1</sup> Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line. (CCSS: 3.NF.2a)

Represent a fraction  $a/b$  on a number line diagram by marking off  $a$  lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line. (CCSS: 3.NF.2b)

<sup>2</sup> e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ . (CCSS: 3.NF.3b)

<sup>3</sup> e.g., by using a visual fraction model. (CCSS: 3.NF.3b)

<sup>4</sup> Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram. (CCSS: 3.NF.3c)

<sup>5</sup> e.g., by using a visual fraction model. (CCSS: 3.NF.3d)

**Content Area: Music**

**Standard: 3. Theory of Music**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form</li></ul>
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**Grade Level Expectation: Third Grade**

<b>Concepts and skills students master:</b> 2. Analyze simple notational elements and form in music
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Visually identify line and space notes and notate pitches on the treble clef staff</li><li>b. Aurally identify question-and-answer phrases</li><li>c. Aurally identify rondo form</li><li>d. Accurately interpret first and second endings</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. What makes a composition interesting?</li><li>2. How will being able to identify notational elements help in music-making?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Various musical styles easily recognizable in society (such as marches, lullabies, holiday music) use simple notational elements and form.</li><li>2. American folk music and music of other cultures employ simple notational elements and form because they were shared in the aural tradition and needed to be easily remembered.</li></ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"><li>1. Musical compositions have a specific structure that is defined by the use of elements.</li></ul>

**Content Area: Music**

**Standard: 3. Theory of Music**

**Prepared Graduates:**

- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Identify and demonstrate do, re, mi, sol, la, high do, low sol, and low la pitches (extended pentatonic scale)
- b. Identify and notate using  and .
- c. Aurally and visually recognize I-V chords

**Inquiry Questions:**

- 1. How does identifying melodic and rhythmic patterns improve performance skills?
- 2. What does harmony add to music?

**Relevance and Application:**

- 1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (such as mathematics, history, visual art and design, architecture, science).
- 2. Music from various cultures is identified through its unique and specific melodic, rhythmic, and harmonic patterns
- 3. Mass media chooses examples of music from various genres and styles to achieve desired melodic, rhythmic, and harmonic patterns.
- 4. There are definite mathematical components of 16th notes and dotted half notes that represent a fundamental understanding of fractions.

**Nature of Music:**

- 1. Music notation is a visual representation of organized sound and silence.
- 2. Patterns occur in music and in the world.

**Content Area: Reading, Writing, and Communicating**  
**Standard: 2. Reading for All Purposes**

<b>Prepared Graduates:</b>	
➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts	
<b>Grade Level Expectation: Third Grade</b>	
<b>Concepts and skills students master:</b>	
1. Strategies are needed to make meaning of various types of literary genres	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p>a. Use Key Ideas and Details to:</p> <ol style="list-style-type: none"> <li>i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)</li> <li>ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)</li> <li>iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)</li> <li>iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays</li> <li>v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)</li> </ol> <p>b. Use Craft and Structure to:</p> <ol style="list-style-type: none"> <li>i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)</li> <li>ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events</li> <li>iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)</li> <li>iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)</li> </ol> <p>c. Use Integration of Knowledge and Ideas to:</p> <ol style="list-style-type: none"> <li>i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)</li> <li>ii. Summarize central ideas and important details from literary text</li> <li>iii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (CCSS: RL.3.9)</li> </ol> <p>d. Use Range of Reading and Complexity of Text to:</p> <ol style="list-style-type: none"> <li>i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10)</li> </ol> <p>e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation</p>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do readers use different reading strategies to better understand a variety of texts?</li> <li>2. How is accuracy in reading like accuracy in mathematics?</li> <li>3. What would reading be like if readers had no signal words to assist them?</li> <li>4. What was one prediction that you made that changed after you read the text?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. The skills used in reading comprehension transfer to readers' ability to understand and interpret information.</li> <li>2. Poets give readers literature with specific structure for styled meaning.</li> <li>3. School plays require a plot and settings to be interesting.</li> <li>4. Publishing podcasts online provide an authentic audience for students to help them in practicing fluency.</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Using what they know about phrasing and punctuation helps readers read proficiently and get more meaning from a text.</li> <li>2. Reading helps people understand themselves and makes connections to the world.</li> </ol>

**Content Area: Reading, Writing, and Communicating**  
**Standard: 2. Reading for All Purposes**

**Prepared Graduates:**  
 ➤ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
 2. Comprehension strategies are necessary when reading informational or persuasive text

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
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**Students can:**

a. Use Key Ideas and Details to:

- i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)
- ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
- iii. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)

b. Use Craft and Structure to:

- i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS: RI.3.4)
- ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)
- iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)
- iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships

c. Use Integration of Knowledge and Ideas to:

- i. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)
- ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
- iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)

d. Use Range of Reading and Complexity of Text to:

- i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
- ii. Adjust reading rate according to type of text and purpose for reading.

**Inquiry Questions:**

1. How do readers use different reading strategies to better understand a variety of texts (science, social studies, nonfiction)?
2. Looking at our list of comprehension strategies, which one supported your thinking the most as you read this genre today (e.g., I used monitoring because this text had many details and technical terms.)?
3. How does cause and effect work in people’s lives?
4. When does punctuation change the entire meaning of a sentence?

**Relevance and Application:**

1. The skills used in reading comprehension transfers to readers’ ability to understand and interpret events.
2. Throughout life, people will be asked to retell or recount events that have occurred.
3. Signal words are used to assist readers in describing key events.
4. Summarizing is a life skill that will be used every day as people read, express opinions about a topic, or retell an event.
5. Readers must organize details from informational text as they read (using a graphic organizer, two-column notes, outline, etc.).
6. Reading and preparing for commenting on classroom blogs gives students practice in locating information to support opinions make predictions and draw conclusions.

**Nature of Reading, Writing, and Communicating:**

1. Readers read for enjoyment and information.
2. Reading helps people understand themselves and make connections to the world.
3. Readers use comprehension strategies automatically without thinking about using them.

**Content Area: Reading, Writing, and Communicating**  
**Standard: 2. Reading for All Purposes**

<b>Prepared Graduates:</b>	
➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary	
<b>Grade Level Expectation: Third Grade</b>	
<b>Concepts and skills students master:</b>	
3. Increasing word understanding, word use, and word relationships increases vocabulary	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)</p> <ol style="list-style-type: none"> <li>i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)</li> <li>ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b)</li> <li>iii. Decode multisyllable words. (CCSS: RF.3.3c)</li> <li>iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d)</li> </ol> <p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)</p> <ol style="list-style-type: none"> <li>i. Read grade-level text with purpose and understanding. (CCSS.3.4a)</li> <li>ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)</li> <li>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)</li> </ol> <p>c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)</p> <ol style="list-style-type: none"> <li>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)</li> <li>ii. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). (CCSS: L.3.4b)</li> <li>iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.</li> <li>iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). (CCSS: L.3.4c)</li> <li>v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)</li> </ol> <p>d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)</p> <ol style="list-style-type: none"> <li>i. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). (CCSS: L.3.5a)</li> <li>ii. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (CCSS: L.3.5b)</li> <li>iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). (CCSS: L.3.5c)</li> </ol> <p>e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (CCSS: L.3.6)</p>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (happy, happiness; help, helpful)?</li> <li>2. How are prefixes and suffixes useful in oral and written communication?</li> <li>3. How are prefixes and suffixes similar? How are they different?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Readers recognize common words that do not fit regular spelling patterns. (TV and magazines use common words that do not fit regular spelling patterns.)</li> <li>2. The spelling of a base word can change when adding suffixes (hop, hopping; hope, hoping).</li> <li>3. Decoding words is a skill that is useful throughout life.</li> <li>4. Animated graphic organizers can assist with the task of word categorization.</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.</li> <li>2. Readers can decode words with ease and notice if words have a prefix or suffix and simply see the base word.</li> </ol>

**Content Area: Reading, Writing, and Communicating**  
**Standard: 3. Writing and Composition**

**Prepared Graduates:**  
➤ Implement the writing process successfully to plan, revise, and edit written work

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
2. A writing process is used to plan, draft, and write a variety of informational texts

**Evidence Outcomes** | **21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**  
a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)  
i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)  
ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)  
iii. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)  
iv. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. (CCSS: W.3c)  
v. Provide a concluding statement or section. (CCSS: W.3.2d)

**Inquiry Questions:**  
1. How do transitions support fluent writing?  
2. Why is it necessary to connect ideas when writing?  
3. How do authors know what information is accurate?  
4. How do authors know what information is credible?  
5. Why would it be important for authors to label illustrations, photos, graphs, charts, or other media?  
6. What forms of writing assist writers in sharing information?

**Relevance and Application:**  
1. Reporters and journalists will sometimes write about one topic from different points of view.  
2. Today there is so much information; people need skills to help them sort the information and make sense of it so it can be useful.

**Nature of Reading, Writing, and Communicating:**  
1. Writers can describe events or people fluently.  
2. Writers summarize information by using only the important details.

## Content Area: Reading, Writing, and Communicating

### Standard: 4. Research and Reasoning

#### Prepared Graduates:

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

#### Grade Level Expectation: Third Grade

#### Concepts and skills students master:

1. Researching a topic and sharing findings are often done with others

#### Evidence Outcomes

##### Students can:

- a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)
- b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)
- c. Interpret and communicate the information learned by developing a brief summary with supporting details
- d. Develop supporting visual information (charts, maps, illustrations, models)
- e. Present a brief report of the research findings to an audience

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What if research was always done alone?
2. Why are visuals part of social studies, science, and other textbooks?
3. Why is summarizing an important skill for all in a group?

##### Relevance and Application:

1. People who build bridges and buildings work together to research and share ideas.
2. Sports teams work together to discover the other teams' weaknesses.
3. The members of a play recognize and present information using visuals and narrative tone.
4. Researchers summarize information about a topic using reference materials.
5. Researchers organize and present information using visuals and narrative.
6. Compare and contrast Wikipedia with the content in library encyclopedia and resources.
7. Using a collaborative online tool to share your work with others

##### Nature of Reading, Writing, and Communicating:

1. Researchers scan visuals before they read text to help them focus their thinking.
2. Researchers summarize information from different resources.
3. Researchers look for evidence or supporting details to prepare for questions that others may ask after their presentation or during discussion.

**Content Area: Science**  
**Standard: Earth Systems Science**

**Prepared Graduates:**

- Evaluate evidence that Earth’s geosphere, atmosphere, hydrosphere, and biosphere interact as a complex system

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Earth’s materials can be broken down and/or combined into different materials such as rocks, minerals, rock cycle, formation of soil, and sand – some of which are usable resources for human activity

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Investigate and identify two or more ways that Earth’s materials can be broken down and/or combined in different ways such as minerals into rocks, rock cycle, formation of soil, and sand
- b. Use evidence to develop a scientific explanation about one or more processes that break down and/or combine Earth materials
- c. Utilize a variety of media sources to collect and analyze data around Earth’s materials and the processes by which they are formed

**Inquiry Questions:**

- What are some of the ways that Earth’s materials are formed?
- Where do these different materials such as soil, sand, rocks, and oil come from? What is the process by which the materials were formed?
- How is Earth's surface changing?
- How do rocks “cycle?”

**Relevance and Application:**

- Many of Earth’s materials are usable building or energy resources. Extended processes and time are required to convert fossil fuels and soil into useful material.

**Nature of Science:**

- Ask testable questions about the composition and formation of rocks.
- Use models to demonstrate the rock cycle or other ways Earth’s materials are broken down or combined.

**Content Area: Science**  
**Standard: Physical Science**

**Prepared Graduates:**

- Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions

**Third Grade**

**Concepts and skills students master:**

1. Matter exists in different states such as solids, liquids, and gases and can change from one state to another by heating and cooling

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>a. Analyze and interpret observations about matter as it freezes and melts, and boils and condenses</li><li>b. Use evidence to develop a scientific explanation around how heating and cooling affects states of matter</li><li>c. Identify the state of any sample of matter</li></ol>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>• How can the state of matter of any object be decided?</li><li>• Where around the school would snow take the longest to melt? Why?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>• Water is distributed on Earth in different forms such as vapor, ice or glaciers, rivers, and freshwater or saltwater oceans.</li><li>• There is only a certain amount of water available for human use.</li></ul>
	<p><b>Nature of Science:</b></p> <ul style="list-style-type: none"><li>• Ask a testable question about the heating and cooling of a substance, design a method to find the answer, collect data, and form a conclusion.</li><li>• Demonstrate the importance of keeping accurate observations and notes in science.</li><li>• Share results of experiments with others, and respectfully discuss results that are not expected.</li></ul>

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

- Develop an understanding of how people view, construct, and interpret history

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

**1. Use a variety of sources to distinguish historical fact from fiction**

**Evidence Outcomes**

**Students can:**

- a. Compare factual historical sources with works of fiction about the same topic
- b. Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence
- c. Compare information from multiple sources recounting the same event

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How do historical fact, opinion and fiction uniquely influence an individual's understanding of history?
- 2. How do historical thinkers determine the accuracy of history?
- 3. What types of questions do historians ask about the past?
- 4. Why do historians use multiple sources in studying history?

**Relevance and Application:**

- 1. The ability to distinguish fact from fiction is used to make informed decisions. For example, consumers must critically analyze advertisements for facts, and nonfiction writers must verify historical accuracy.
- 2. The ability to distinguish historical fact from fiction allows local museums and other tourist attractions to relate truthful accounts of the past.

**Nature of History:**

- 1. Historical thinkers evaluate historical sources for purpose and context.
- 2. Historical thinkers use sources to distinguish fact from fiction.

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

- Analyze key historical periods and patterns of change over time within and across nations and cultures

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

- 2. People in the past influence the development and interaction of different communities or regions

**Evidence Outcomes**

**Students can:**

- a. Compare past and present situations and events
- b. Chronologically sequence important events in a community or region
- c. Give examples of people and events, and developments that brought important changes to a community or region
- d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How have different groups of people both lived together and interacted with each other in the past?
- 2. What types of questions do people ask to learn about the past?
- 3. How has the region changed and yet remained the same over time?

**Relevance and Application:**

- 1. The context and information from the past is used to make connections and inform decisions in the present. For example, the development and traditions of various groups in a region affect the economic development, tourist industry and the cultural make-up of a community.
- 2. Technological developments continue to evolve and affect the present and permit innovation in a region. For example, Hispanics influence the culture in Pueblo; the military affects the culture in the Pikes Peak region; and the ski industry and mining affect the mountains.

**Nature of History:**

- 1. Historical thinkers ask questions to guide their research into the past.
- 2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups in the past.

**Content Area: Social Studies**

**Standard: 2. Geography**

**Prepared Graduates:**

- Develop spatial understanding, perspectives, and personal connections to the world

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Use various types of geographic tools to develop spatial thinking

**Evidence Outcomes**

**Students can:**

- a. Read and interpret information from geographic tools and formulate geographic questions
- b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps
- c. Locate the community on a map and describe its natural and human features
- d. Identify geography-based problems and examine the ways that people have tried to solve them

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What questions do geographers ask?
2. How does the geography of where we live influence how we live?
3. How do physical features provide opportunities and challenges to regions?
4. How have the cultural experiences of groups in different regions influenced practices regarding the local environment?

**Relevance and Application:**

1. Individuals and businesses use geographic tools to answer questions about places and locations such as where to locate a business or park, and how to landscape a yard.
2. Spatial thinking involves analysis, problem-solving, and pattern prediction.
3. Individuals develop spatial thinking to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination.

**Nature of Geography:**

1. Spatial thinkers use and interpret information from geography tools to investigate geographic questions.
2. Spatial thinkers analyze connections among places.

**Content Area: Social Studies**

**Standard: 2. Geography**

**Prepared Graduates:**

- Examine places and regions and the connections among them

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

2. The concept of regions is developed through an understanding of similarities and differences in places

**Evidence Outcomes**

**Students can:**

- Observe and describe the physical characteristics and the cultural and human features of a region
- Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms
- Give examples of places that are similar and different from a local region
- Characterize regions using different types of features such as physical, political, cultural, urban and rural

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Are regions in the world more similar or different?
2. Why do people describe regions using human or physical characteristics?
3. What are geographic characteristics of a region?
4. How do cultures lead to similarities and differences between regions?

**Relevance and Application:**

1. Individuals compare and contrast characteristics of regions when making decisions and choices such as where to send children to school, what part of town to live in, what type of climate suits personal needs, and what region of a country to visit.
2. Individuals and businesses make economic, political, and personal decisions such as where to farm, where to locate industry, and where to plant a garden based on geographic characteristics of a region.
3. Individuals and business understand how geography influences the development of rural, urban, and suburban areas.

**Nature of Geography:**

1. Spatial thinkers create and use spatial representations of Earth.
2. Spatial thinkers evaluate geographic data and represent it visually.



**Content Area: Visual Arts**

**Standard: 3. Invent and Discover to Create**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design</li><li>➤ Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies</li></ul>
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**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
1. Use basic media to express ideas through the art-making process

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Demonstrate with art media the use of basic characteristics and expressive features in art and design</li><li>b. Communicate an idea visually</li><li>c. Make works of art based on a familiar idea</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. Why are some characteristics of art and expressive features in art and design used more than others?</li><li>2. What tools do artists use to express their ideas?</li><li>3. How can art be related to other subject areas?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Selection and implementation of appropriate media can impact an artwork's success.</li><li>2. Technology tools used for art making broadens the range of media available to contemporary artists.</li><li>3. Art can be used to express ideas in poems and short stories.</li></ul>
	<b>Nature of Visual Arts:</b> <ul style="list-style-type: none"><li>1. Art reflects ideas.</li></ul>

**Content Area: Visual Arts**

**Standard: 3. Invent and Discover to Create**

**Prepared Graduates:**

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**  
2. Demonstrate basic studio skills

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Demonstrate the ability to experiment with traditional and contemporary media and technologies
- b. Create two- and three-dimensional works individually and collaboratively
- c. Select tools and materials as directed for a given project or purpose

**Inquiry Questions:**

1. What are the distinguishing characteristics of various two- and three-dimensional media?
2. What kinds of skills do artists need?
3. Why does the selection of tools in the art-making process impact the result?
4. What are the important processes in creating works of art?
5. How does something become art?

**Relevance and Application:**

1. Art provides opportunities for informed decision-making in choosing types of media, technologies, and tools.
2. Works of art within a community are created using a variety of media and techniques.
3. Artists, marketing agencies, and graphic designers use personal experience to create works of art.

**Nature of Visual Arts:**

1. Art is about experimentation.

**Content Area: World Languages**

**Standard: 1. Communication in Languages Other Than English**

**Prepared Graduates:**

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

- 3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)

**Evidence Outcomes** | **21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Students can:**

- a. Write and speak using a variety of visual cues
- b. Share information about personal interests
- c. Produce and share basic communication
- d. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)

**Inquiry Questions:**

- 1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language?
- 2. How do visual cues enhance a presentation?
- 3. What is the importance of pronunciation and intonation?

**Relevance and Application:**

- 1. Record and play back verbal role-playing, and brainstorm ideas using a tape recorder.
- 2. Bilingual or multilingual workers at schools and in stores can provide information to people who speak a variety of languages.

**Nature of World Languages:**

- 1. Language learners practice and present.
- 2. Language learners tell stories.