WDE
Grade 3 Standards

English Language Arts (ELA) (2012)

Reading for Literature

Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 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.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 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.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

RL.3.7 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).

RL.3.8 N/A to literature.

RL.3.9 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).

Range of Reading and Level of Text Complexity

RL.3.10 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.

Reading for Informational Text

Key Ideas and Details

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 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.

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

RI.3.7 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).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.3.10 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.

Reading Foundational Skills

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

    RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.

    RF.3.3.b Decode words with common Latin suffixes.

    RF.3.3.c Decode multisyllable words.

    RF.3.3.d Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

    RF.3.4.a Read on-level text with purpose and understanding.

    RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

    RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

    W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

    W.3.1.b Provide reasons that support the opinion.

    W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

    W.3.1.d Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

    W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

    W.3.2.b Develop the topic with facts, definitions, and details.

    W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

    W.3.2.d Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

    W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

    W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

    W.3.3.c Use temporal words and phrases to signal event order.

    W.3.3.d Provide a sense of closure.

Production and Distribution of Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Writing standards W.3.1 through W.3.3 in Domain 4.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 3. The grade 3 Language standards are found in Domain 6.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9 Begins in grade 4.

Range of Writing

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

    SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

    SL.3.1.b 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).

    SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

    SL.3.1.d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language

Conventions of Standard English

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

> **L.3.1.a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
>
> **L.3.1.b** Form and use regular and irregular plural nouns.
>
> **L.3.1.c** Use abstract nouns (e.g., childhood).
>
> **L.3.1.d** Form and use regular and irregular verbs.
>
> **L.3.1.e** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
>
> **L.3.1.f** Ensure subject-verb and pronoun-antecedent agreement.
>
> **L.3.1.g** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
>
> **L.3.1.h** Use coordinating and subordinating conjunctions.
>
> **L.3.1.i** Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

> **L.3.2.a** Capitalize appropriate words in titles.
>
> **L.3.2.b** Use commas in addresses.
>
> **L.3.2.c** Use commas and quotation marks in dialogue.
>
> **L.3.2.d** Form and use possessives.
>
> **L.3.2.e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
>
> **L.3.2.f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
>
> **L.3.2.g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

> **L.3.3.a** Choose words and phrases for effect.
>
> **L.3.3.b** Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

> **L.3.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 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., After dinner that night we went looking for them).

Science (2016)

Science & Engineering Practices

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Concepts

1. Patterns
2. Cause and effect
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter
6. Structure and function
7. Stability and change

Physical Science

Motion and Stability: Forces and Interactions

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.

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.

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.

3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.

Life Science

LS1 From Molecules to Organisms: Structure and Processes

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

LS2 Ecosystems: Interactions, Energy, and Dynamics

3-LS2-1 Construct an argument that some animals form groups that help members survive.

LS3 Heredity: Inheritance and Variation of Traits

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS3-2 Use evidence to support the explanation that observable traits can be influenced by the environment.

LS4 Biological Evolution: Unity and Diversity

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 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.

Earth and Space Science

ESS2 Earth's Systems

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

ESS3 Earth and Human Activity

3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Engineering and Design

ETS1 Engineering, Technology, and Applications of Science

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 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.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Math (2018)

Grade 3 Math Practices

MP1 Make sense of problems and persevere in solving them.

3.MP.1 In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third grade students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.

MP2 Reason abstractly and quantitatively.

3.MP.2 Students recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities.

MP3 Construct viable arguments and critique the reasoning of others.

3.MP.3 Students may construct arguments using concrete referents, such as objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions involving questions such as, "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

MP4 Model with mathematics.

3.MP.4 Students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Students should evaluate their results in the context of the situation and reflect on whether the results make sense.

MP5 Use appropriate tools strategically.

3.MP.5 Students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table and determine whether they have all the possible rectangles.

MP6 Attend to precision.

3.MP.6 As students develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the area of a rectangle they record their answers in square units.

MP7 Look for and make use of structure.

3.MP.7 Students look closely to discover a pattern or structure. For example, students use properties of operations as strategies to multiply and divide (Commutative and Distributive properties).

MP8 Look for and express regularity in repeated reasoning.
3.MP.8 Students notice repetitive actions in computation and look for shortcut methods. For example, students may use the Distributive Property as a strategy for using products they know to solve products that they don't know. For example, if students are asked to find the product of 7 x 8, they might decompose 7 into 5 and 2 then multiply 5 x 8 and 2 x 8 to arrive at 40 + 16 or 56. In addition, third graders continually evaluate their work by asking themselves, "Does this make sense?"

Operations and Algebraic Thinking
Represent and solve problems involving multiplication and division.
3.OA.A.1 Represent the concept of multiplication of whole numbers using models including, but not limited to, equal-sized groups ("groups of"), arrays, area models, repeated addition, and equal "jumps" on a number line.
3.OA.A.2 Represent the concept of division of whole numbers (resulting in whole number quotients) using models including, but not limited to, partitioning, repeated subtraction, sharing, and inverse of multiplication.
3.OA.A.3 Solve multiplication and division word problems within 100 using appropriate modeling strategies and equations.
3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient. (Students need not know formal terms.)

Understand properties of multiplication and the relationship between multiplication and division.
3.OA.B.5 Apply properties of multiplication as strategies to multiply and divide. (Students need not use formal terms for these properties.)
3.OA.B.6 Understand division as an unknown-factor problem.

Multiply and divide within 100.
3.OA.C.7 Fluently multiply and divide with factors 1-10 using mental strategies. By the end of Grade 3, know automatically all products of one-digit factors based on strategies.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.
3.OA.D.8 Solve two-step word problems (limited to the whole number system) using the four basic operations. Students should apply the Order of Operations when there are no parentheses to specify a particular order.
   3.OA.D.8a Represent these problems using equations with a symbol standing for the unknown quantity.
   3.OA.D.8b Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
3.OA.D.9 Identify arithmetic patterns and explain the relationships using properties of operations.

Number and Operations in Base Ten
Use place value understanding and properties of operations to perform multi-digit arithmetic (a range of algorithms may be used).
3.NBT.E.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NBT.E.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of addition, and/or the relationship between addition and subtraction.

3.NBT.E.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of multiplication.

Number and Operations – Fractions

Develop understanding of fractions as numbers. (Limited to denominators 2, 3, 4, 6, and 8) *use horizontal fractions

3.NF.F.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

3.NF.F.2 Understand and represent fractions on a number line diagram.

    3.NF.F.2a 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.

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

3.NF.F.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

    3.NF.F.3a Understand two fractions as equivalent if they are the same size, or the same point on a number line.

    3.NF.F.3b Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.

    3.NF.F.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

    3.NF.F.3d Compare two fractions with the same numerator or the same denominator, by reasoning about their size, Recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.G.1 Use analog clocks to tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.

3.MD.G.2 Measure and estimate liquid volumes and masses of objects using grams (g), kilograms (kg), and liters (L). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. (Excludes multiplicative comparison problems involving notions of "times as much.")

Represent and interpret data.

3.MD.H.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled graphs.

3.MD.H.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Use the data to create a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.I.5 Understand area as an attribute of plane figures and understand concepts of area measurement, such as square units without gaps or overlaps.

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

3.MD.I.7 Relate area to the operations of multiplication and addition.

 3.MD.I.7a Find the area of a rectangle with whole-number side lengths (dimensions) by multiplying them. Show that this area is the same as when counting unit squares.

 3.MD.I.7b 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.

 3.MD.I.7c Use area models to represent the Distributive Property in mathematical reasoning. 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 × b and a × c.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

3.MD.J.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter.

Geometry

Reason with shapes and their attributes.

3.G.K.1 Use attributes of quadrilaterals to classify rhombuses, rectangles, and squares. Understand that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.G.K.2 Partition rectangles, regular polygons, and circles into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Social Studies (2014+2018)

These standards are created in grade bands. These are the grade 3-5 standards. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

Citizenship, Government, and Democracy

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

SS5.1.1 Describe the basic rights and responsibilities of citizenship.

SS5.1.2 Understand the basic local, tribal, state, and national political processes (e.g., campaigning and voting).

SS5.1.3 Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).

SS5.1.4 Understand the purpose of the U.S. legal system and that tribal governments have separate legal systems.

SS5.1.5 Understand the purposes of the three branches of government (executive, legislative, and judicial).

SS5.1.5.a Understand how the Northern Arapaho and Eastern Shoshone are sovereign nations with their own systems of governance (i.e., each has a General Council and a resolution form of government).

Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

SS5.2.1 Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).

SS5.2.2 Describe, compare, and contrast ways in which unique expressions of culture (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.

SS5.2.3 Identify and describe characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, in Wyoming and the region.

SS5.2.4 Identify and describe positive and negative interactions (e.g., withholding of Native American U.S. citizenship until 1924), the tensions among cultural groups, social classes, and/or significant individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, Chief Washakie, Chief Black Coal, Chief Pocatello, Chief Sharp Nose, and Chief Friday).

Production, Distribution, and Consumption

Students describe the influence of economic factors on societies and make decisions based on economic principles.

SS5.3.1 Give examples of needs, wants, goods, services, scarcity, and choice.

SS5.3.2 Identify basic economic concepts (e.g., supply, demand, price, and trade).

SS5.3.3 Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).

SS5.3.4 Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.

Time, Continuity, and Change

Students analyze events, people, problems, and ideas within their historical contexts.

SS5.4.1 Describe how small changes can lead to big changes (cause and effect) (e.g., introduction of horses to the Plains tribes, discovery of gold and minerals in the region, discovery of electricity, impact of the Homestead Act and Dawes Act, establishment of water rights and resource management).

SS5.4.2 Describe how tools and technology make life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or travois to horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands, boiling water prevented spread of disease, railroads and the industrial revolution led to devastation of bison population, and impact of mineral and oil development in the region).

SS5.4.3 Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups, including Indigenous Tribes of Wyoming (e.g., energy development, water rights, new technology, and social issues).

SS5.4.4 Discuss different groups that a person may belong to, including Indigenous Tribes of Wyoming, (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

SS5.4.5 Identify differences between primary (e.g., historical photographs, artifacts, and documents,

including treaties) and secondary sources. Find primary and secondary sources about an historical event (e.g., creation of reservations, Sand Creek Massacre, and creation of national parks). Summarize central ideas in primary and secondary resources.

People, Places, and Environments

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

SS5.5.1 Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.
    SS5.5.1.a Identify boundaries of the Wind River Indian Reservation.

SS5.5.2 Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the reservation, state, nation, or world.

SS5.5.3 Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., Indigenous Tribes of Wyoming and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.
    SS5.5.3.a.i Describe how cultural values of the Indigenous Tribes of Wyoming influence the importance and preservation of place and sacred sites (e.g., Devils Tower/Bear Lodge, Hot Springs State Park, Vedauwoo, Crowheart Butte, Bighorn Medicine Wheel, Estes Park, Yellowstone, Heart Mountain, and Wind River Mountains).
    SS5.5.3.a.ii Describe and identify a variety of place names and their connection to Indigenous Tribes of Wyoming.

SS5.5.4 Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).
    SS5.5.4.a Discuss the ways in which the environment, including climate and seasons, influenced how the Indigenous Tribes of Wyoming adapted to their natural environment (e.g., how they obtained food, clothing, tools, and migration).

Technology, Literacy, and Global Connections

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

SS5.6.1 Use various media resources in order to address a question or solve a problem.

SS5.6.2 Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).

SS5.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). **ISTE student standards**.

SS5.6.4 Identify the difference between primary and secondary sources.

Career and Vocational Education (CTE) (2014)

These standards are created in grade bands. These are the K-5 standards. Please note school districts make local decisions on how to break up/repeat these standards across the 6-year span.

Career Development and Readiness
Students demonstrate career planning and employability skills.

CV5.1.1 Students identify and describe various occupations.

CV5.1.2 Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living.

CV5.1.3 Students identify and demonstrate behaviors contributing to the successful completion of workplace tasks.

CV5.1.4 Students complete tasks within an allotted time by acquiring, storing, organizing, and using materials and space efficiently.

Communication and Collaboration
Students develop the skills necessary to effectively lead, collaborate, and communicate.

CV5.2.1 Students identify and practice compromise and conflict resolution skills.

CV5.2.2 Students share new concepts learned through peer teaching and presenting to a group.

CV5.2.3 Students identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.

CV5.2.4 Students apply safe, legal, and responsible use of information and technology as appropriate to the task.

Critical Thinking and Problem Solving
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.

CV5.3.1 Students identify and define real-world problems and meaningful questions for investigation.

CV5.3.2 Students plan and manage activities to develop a solution or complete a project.

CV5.3.3 Students collect and analyze data to identify solutions and make informed decisions.

CV5.3.4 Students seek help from appropriate people (staff, students, parents, etc.) and appropriate resources.

Technical Literacy
Students effectively read, evaluate, write, and communicate technical information.

CV5.4.1 Students use a variety of methods including oral, written, graphic, pictorial, and/or multimedia in order to create and share a product.

CV5.4.2 Students read and comprehend a variety of sources that provide workplace information, including functional texts.

CV5.4.3 Students explain events, procedures, ideas, or concepts in technical texts, including what happened and why, based on specific information in the text. (Adapted from CCSS RI.4.3)

CV5.4.4 Students interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (Adapted from CCSS RI.4.7)

Technical Proficiency and Productivity

Students safely, ethically, and productively use existing and new technologies and systems.

CV5.5.1 Students explain the need for rules within organizational systems.

CV5.5.2 Students examine family, community, monetary, and school systems.

CV5.5.3 Students understand and apply the responsibilities of digital citizenship.

CV5.5.4 Students understand and appropriately use available technology systems.

Health (2012)

These standards are created in grade bands. These are the grade 3-4 standards. Please note school districts make local decisions on how to break up/repeat these standards across the 2-year span.

Health Information, Products, and Resources

Students will access, analyze, and evaluate health information, products and resources.

HE4.1.1 Explain when school and community resources should be accessed for specific health and safety emergencies. IP/S, VP/B, FAM

HE4.1.2 Demonstrate the ability to access trusted resources at school or neighborhood that can help *reduce* or *avoid* health risks. CEH, FAM, IP/S

HE4.1.3 Demonstrate the ability to access trusted resources at school or neighborhood that can help *enhance* health. PH, NUT, CEH

Problem Solving and Decision Making

Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and reduce or avoid health risks.

HE4.2.1 Describe situations or circumstances that help or hinder healthy decision-making. IP/S, VP/B, FAM

HE4.2.2 Explain when assistance is needed for making health related decisions. IP/S, VP/B, CEH

HE4.2.3 Illustrate how health related decisions can affect self and others. FAM, PH, PA

HE4.2.4 Explain steps of a simple decision-making process to enhance health or reduce health risks (e.g., identify a few options and consequences of each option). IP/S, VP/B, ATOD (medicinal drugs)

HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in a bullying situation - ask/get beat up). VP/B, IP/S, ATOD

HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors. FAM, IP/S, VP/B

HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch). PA, NUT, VP/B

HE4.2.8 Explain strategies for solving simple health problems that exist at home and school (e.g., create a poster advocating for washing hands, tell an adult, scientific inquiry process, etc.). PH, IP/S, CEH

Effective Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.

HE4.3.1 Describe verbal and nonverbal methods of communication to enhance health or reduce/avoid health risks. FAM, ME, ATOD

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks. VP/B, PCD

HE4.3.3 Describe refusal skills to avoid or reduce health risks. ATOD, VP/B, IP/S

HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.). FAM, CEH, ME

Personal and Social Responsibility

Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.

HE4.4.1 Explain why specific behaviors help improve or maintain personal health. NUT, PH, IP/S

HE4.4.2 Explain behaviors that help avoid or reduce health risks. ATOD, VP/B, IP/S

HE4.4.3 Explain how specific behaviors prevent the spread of disease. PCD, PH, CEH

HE4.4.4 Describe a range of emotions and the situations that cause them. ME, VP/B

HE4.4.5 Describe and demonstrate the ability to express emotions in a socially acceptable manner (positive ways to express anger, alternatives to violence, etc.). ME

HE4.4.6 Describe criteria for setting personal health goals. PH

HE4.4.7 Set a measurable short-term personal health goal and monitor progress on achieving the goal (e.g., brush teeth two times per day, walk 10,000 steps every day). PA, NUT, IP/S

HE4.4.8 Describe how to work effectively with those who are different from oneself. FAM, VP/B

HE4.4.9 Define bullying and the role of the aggressor in bullying situations. VP/B, ME

Physical Education (2014)

These standards are created in grade bands. These are the grade 3-5 standards. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

Movement

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.

PE5.1.1 Students combine locomotor and body control skills into movement patterns.

PE5.1.2 Students demonstrate a combination of body control skills.

PE 5.1.3 Students apply fundamental manipulative skills in a variety of physical activities.

PE5.1.4 Students demonstrate and apply basic tactics and principles of movement.

PE5.1.5 Students explain critical elements of locomotor skills.

PE5.1.6 Students explain critical elements of body control skills.

PE5.1.7 Students explain critical elements of fundamental manipulative skills.

PE5.1.8 Students explain basic tactics and principles of movement.

Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE5.2.1 Students assess current levels of personal health-related fitness.

PE5.2.2 Students define the health benefits of physical activity.

PE5.2.3 Students explain the principles, components, and practices of health-related fitness.

PE5.2.4 Students engage in a variety of physical activities that will enhance health-related fitness (inside and/ or outside of school).

PE5.2.5 Students recognize valid characteristics of fitness-related products, technology, and resources.

Personal and Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

PE5.3.1 Students understand the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.

PE5.3.2 Students interact and communicate positively with others.

PE5.3.3 Students participate in and explain physical activities that promote self-challenge and enjoyment.

PE5.3.4 Students participate in physical activities that promote self-expression and social and group interaction.

Foreign/ World Language (2013)

These standards were created across the K-12 grade band. The committee recognized students approach these standards at different levels, not based on their grade, but based on their level of expertise or exposure to the language(s). Not shown here, the committee created 6 levels of performance level descriptors ranging from Novice-Mid to Advanced-Low.

Interpretive

All students will be able to use a foreign language other than English to understand and interpret spoken and written language, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

FL1.IL.1 Students will perform at Intermediate Low Level while listening to a culturally authentic **audio** source.

FL1.IL.2 Students will perform at Intermediate Low level while viewing a culturally authentic **audio-visual** source.

FL1.IL.3 Students will perform at Intermediate Low level while reading culturally authentic **printed** material.

Interpersonal

All students will be able to use a foreign language other than English to negotiate meaning through the spoken or written exchange of information, concepts, and ideas, while gaining an understanding of the relationships among the products, practices, and perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

FL2.IL.1 Students will perform at Intermediate Low level in **spoken** communication (2 way).

FL2.IL.2 Students will perform at Intermediate Low level in **written** communication (2 way).

Presentational

All students will be able to use a foreign language other than English to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

FL3.IL.1 Students will present at the Intermediate Low level in a **spoken** presentation.

FL3.IL.2 Students will present at the Intermediate Low level in a **written** presentation.

Computer Science (2019)

These standards are created in grade bands. These are the 3-5 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

Computer Science (CS) Practices

1. Fostering an Inclusive Computing Culture
2. Collaborating Around Computing
3. Recognizing and Defining Computational Problems
4. Developing and Using Abstractions
5. Creating Computational Artifacts
6. Testing and Refining Computational Artifacts
7. Communicating About Computing

Computing Systems

Devices (D), Hardware & Software (HS), and Troubleshooting (T)

5.CS.D.01 Independently, describe how internal and external parts of computing devices function to form a system. [Practice 7.2 Communicating About Computing]

5.CS.HS.01 Model how information is translated, transmitted, and processed in order to flow through hardware and software to accomplish tasks. [Practice 4.4 Developing and Using Abstractions]

5.CS.T.01 Identify hardware and software problems that may occur during everyday use, then develop, apply, and explain strategies for solving these problems. [Practice 6.2 Testing and Refining Computational Artifacts]

Network and the Internet

Network, Communication, & Organization (NCO) and Cybersecurity (C)

5.NI.NCO.01 Model and explain how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the internet, and reassembled at the destination. [Practice 4.4 Developing and Using Abstractions]

5.NI.C.01 Discuss real-world cybersecurity problems and identify and implement appropriate strategies for how personal information can be protected. [Practice 3.1 Recognizing and Defining Computational Problems]

Data Analysis
Storage (S), Collection, Visualization, & Transformation (CVT), and Inference & Models (IM)

5.DA.S.01 Justify the format and location for storing data based on sharing requirements and the type of information (e.g., images, videos, text). [Practice 4.2 Developing and Using Abstractions]

5.DA.CVT.01 Organize and present collected data to highlight relationships and support a claim. [Practice 7.1 Communicating About Computing]

5.DA.IM.01 Use data to highlight or propose relationships, predict outcomes, or communicate an idea. [Practice 7.1 Communicating About Computing]

Algorithms and Programming
Algorithms (A), Variables (V), Control (C), Modularity (M), and Program Development (PD)

5.AP.A.01 Using grade appropriate content and complexity, compare and refine multiple algorithms for the same task and determine which is the most appropriate. [Practice 3.3 Recognizing and Defining Computational Problems] [Practice 6.3 Testing and Refining Computational Artifacts]

5.AP.V.01 Using grade appropriate content and complexity, create programs that use variables to store and modify data. [Practice 5.2 Creating Computational Artifacts]

5.AP.C.01 Using grade appropriate content and complexity, create programs that include sequences, events, loops, and conditionals, both individually and collaboratively. [Practice 5.2 Creating Computational Artifacts]

5.AP.M.01 Using grade appropriate content and complexity, decompose (break down) problems into smaller, manageable sub-problems to facilitate the program development process. [Practice 3.2 Recognizing and Defining Computational Problems]

5.AP.M.02 Using grade appropriate content and complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. [Practice 5.3 Creating Computational Artifacts]

5.AP.PD.01 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences. [Practice 6.2 Testing and Refining Computational Artifacts]

5.AP.PD.02 Using grade appropriate content and complexity, observe intellectual property rights and give appropriate credit when creating or remixing programs. [Practice 5.2 Creating Computational Artifacts] [Practice 7.3 Communicating About Computing]

5.AP.PD.03 Using grade appropriate content and complexity, test and debug (i.e., identify and fix errors) a program or algorithm to ensure it runs as intended. [Practice 6.1 & 6.2 Testing and Refining Computational Artifacts]

5.AP.PD.04 Using grade appropriate content and complexity, describe choices made during program development using code comments, presentations, and demonstrations. [Practice 7.2 Communicating About Computing]

5.AP.PD.05 Using grade appropriate content and complexity, with teacher guidance, perform varying roles when collaborating with peers during the design, implementation, and review stages of program development. [Practice 2.2 Collaborating Around Computing]

Impacts of Computing
Culture (C), Social Interactions (SI), and Safety, Law, and Ethics (SLE)

5.IC.C.01 Give examples and explain how computing technologies have changed the world and express how those technologies influence and are influenced by cultural practices. [Practice 3.1 Recognizing and Defining Computational Problems]

5.IC.C.02 Develop, test, and refine digital artifacts or devices to improve accessibility and usability for diverse end users. [Practice 1.2 Fostering an Inclusive Computing Culture]

5.IC.SI.01 Seek diverse perspectives for the purpose of improving computational artifacts. [Practice 1.1 Fostering an Inclusive Computing Culture]

5.IC.SI.02 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. [Practice 2.1 Collaborating Around Computing]

5.IC.SLE.01 Recognize and appropriately use public domain and creative commons media and discuss the social impact of violating intellectual property rights. [Practice 7.3 Communicating About Computing]

Fine and Performing Arts (FPA) (2013)

These standards are created in grade bands. These are the K-4 standards under each of the 4 disciplines: Visual Arts, Dance, Music, and Theatre. Please note: school districts make local decisions on how to break up/repeat these standards across the 5-year span.

Visual Arts

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA4.1.A.1 Students create and revise original art to express ideas, experiences, and stories.

FPA4.1.A.2 Students investigate and apply a variety of materials, resources, technologies, and processes to communicate experiences and ideas through art.

FPA4.1.A.3 Students apply the elements and principles of design to their artwork.

FPA4.1.A.4 Students collaborate with others in creative artistic processes.

FPA4.1.A.5 Students use art materials and tools in a safe and responsible manner.

FPA4.1.A.6 Students complete and exhibit their artwork.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA4.2.A.1 Students observe and describe in detail the physical properties of works of art.

FPA4.2.A.2 Students respond to art, using vocabulary that describes subjects, themes, and symbols.

FPA4.2.A.3 Students describe works of art using the language of artistic elements and principles.

FPA4.2.A.4 Students explain their preference for specific works.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA4.3.A.1 Students know that the visual arts have both a history and specific relationships to various cultures.

FPA4.3.A.2 Students identify specific works of art as belonging to particular cultures, times, and environments.

FPA4.3.A.3 Students understand that history, environment, culture, and the visual arts can influence each other.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

FPA4.4.A.1 Students identify connections between the visual arts and other disciplines in the curriculum.

FPA4.4.A.2 Students identify careers and recreational opportunities in the visual arts.

FPA4.4.A.3 Students recognize visual artists in their family and community and explore how these artists create their work.

FPA4.4.A.4 Students demonstrate appropriate behavior in a variety of art settings.

Dance

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA4.1.D.1 Students explore isolated and coordinated dance movement with body awareness.

FPA4.1.D.2 Students practice and demonstrate balance, coordination, strength and range of motion in basic locomotor and nonlocomotor/axial movements, moving in a variety of directions.

FPA4.1.D.3 Students demonstrate the elements of dance, including shape, level, pathway, spatial awareness, and energy/movement quality.

FPA4.1.D.4 Students demonstrate the ability to dance to a musical phrase, responding to dynamic changes.

FPA4.1.D.5 Students demonstrate a sequence of movements, remember them in a short phrase and identify the beginning, middle and end.

FPA4.1.D.6 Experience the use of technology with dance.

FPA4.1.D.7 Students independently create and perform movements to express images, ideas, intent, situations and feelings.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA4.2.D.1 Students observe and discuss how dance is similar to and different from other forms of human movement.

FPA4.2.D.2 Students observe or perform dance and discuss observations in relation to personal context.

FPA4.2.D.3 Students observe and use dance terminology to describe how elements of dance contribute to a performance.

FPA4.2.D.4 Students observe and describe how production elements contribute to a performance.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA4.3.D.1 Students observe, practice, perform and respond to dances from their community and different cultures.

FPA4.3.D.2 Students observe or perform historical movements or dances.

FPA4.3.D.3 Students recognize that people create and perform dance differently. Observe or perform and compare multiple dance genres.

FPA4.3.D.4 Students recognize dancers in their family and community and explore how these artists create their work.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

FPA4.4.D.1 Students explore a concept or idea from another discipline through movement.

FPA4.4.D.2 Students identify careers and recreational opportunities in dance.

FPA4.4.D.3 Students explain how healthy practices enhance their ability to dance.

FPA4.4.D.4 Students are attentive and respond appropriately to vocal, musical, social or observed cues.

FPA4.4.D.5 Students recognize how dance opportunities are supported in the community.

Music

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA4.1.M.1 Students develop basic musicianship through practice, rehearsal, and revision.

FPA4.1.M.2 Students perform independently and with others a varied repertoire of music, developing pitch accuracy, rhythm, posture, dynamics, and steady beat.

FPA4.1.M.3 Students improvise simple rhythms, melodies and accompaniments using a variety of traditional and non-traditional sounds.

FPA4.1.M.4 Students create music using a variety of traditional and non-traditional sound sources.

FPA4.1.M.5 Students read and notate simple rhythm, dynamics, and pitch notation.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA4.2.M.1 Students use appropriate terminology to identify simple forms and the timbres of a variety of instruments and voices.

FPA4.2.M.2 Students respond to aural examples by moving to and describing music of various styles.

FPA4.2.M.3 Students explore criteria and discuss the quality of their own and others' performances and improvisations.

FPA4.2.M.4 Students explain their preferences for specific musical works and genres.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA4.3.M.1 Students identify by genre or style examples of music from various historical periods and cultures.

FPA4.3.M.2 Students listen to a varied repertoire of music and explore the historical and cultural significance.

FPA4.3.M.3 Students identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

FPA4.4.M.1 Students demonstrate safe, responsible, and appropriate behavior in a variety of musical settings.

FPA4.4.M.2 Students identify similarities and differences between other disciplines and music.

FPA4.4.M.3 Students explore careers and cultural and recreational opportunities in music.

FPA4.4.M.4 Students recognize how musical opportunities are supported in the community.

Theatre

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA4.1.T.1 Students create and perform to express ideas through the use of movement, sound, and language.

FPA4.1.T.2 Students explore the expression of an idea through the creative use of available materials and resources.

FPA4.1.T.3 Students develop self-discipline through practice and memorization.

FPA4.1.T.4 Students develop collaborative skills through the creative dramatic process.

FPA4.1.T.5 Students imagine and describe characters, plots, and settings.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA4.2.T.1 Students view and discuss a live performance.

FPA4.2.T.2 Students observe and describe how theatrical elements contribute to a live performance.

FPA4.2.T.3 Students describe subjects, themes, and symbols of a dramatic work using basic theatrical terminology.

FPA4.2.T.4 Students explain their personal preference for dramatic works.

FPA4.2.T.5 Students read and understand a simple script.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA4.3.T.1 Students explore dramatic works belonging to various cultures, times, and places.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

FPA4.4.T.1 Students demonstrate appropriate etiquette in a variety of theatrical settings.

FPA4.4.T.2 Students develop and practice safe and responsible behavior in theatrical spaces.

FPA4.4.T.3 Students identify connections between theatre and other disciplines.

FPA4.4.T.4 Students identify careers and recreational opportunities in theatre.

FPA4.4.T.5 Students recognize theatre artists in their family and community and explore how these artists create their work.

FPA4.4.T.6 Students recognize how theatre opportunities are supported in the community.