

Speaking & Listening Standards

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task. □

- Standard 3.SL.1: Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
 - Respectfully acknowledge and respond to others' perspectives during discussions.
 - Recognize that comments and claims may include two perspectives.
 - Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic. □
- Standard 3.SL.2: Speak clearly and audibly while asking and answering questions about a topic and key details presented in various mediums and formats. □
- Standard 3.SL.3: Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
 - Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.

Well-Being Skills

Communication
Active Listening & Dialogue
Collaboration
Respect for Others

Reading Standards

Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade-level text complexity band, with scaffolding as needed. *Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.

- Standard 3.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI) □
- Standard 3.R.5: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI) □
- Standard 3.R.6: Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI) □
- Standard 3.R.7: Describe characters in a story and explain how their actions contribute to the sequence of events. (RL) 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. (RI) □
- Standard 3.R.8: Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & RI) □

Communication
Critical Thinking

- Standard 3.R.9: Determine or clarify the meaning of unknown and multiple meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of a new word when a known affix or root is used.
 - Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.
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- Standard 3.R.10: Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL) Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)
- Standard 3.R.11: Begins in grade 4. □
- Standard 3.R.12: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI) □
- Standard 3.R.13: Not applicable for RL. Explain how claims in a text are supported by relevant reasons and evidence. (RI) □
- Standard 3.R.14: Compare the themes, settings, and plots of stories written about the same or similar characters. (RL) Compare the most important points and key details presented in two texts on the same topic. (RI)

Writing Standards

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style. □

- Standard 3.W.1: Write argumentative pieces on topics and/or texts, supporting a point of view with evidence, using linking words and phrases to connect the claim to the evidence, and provide a concluding statement.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of a new word when a known affix or root is used.
 - Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.
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- Standard 3.W.2: Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding statement.
 - Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.
 - Write, produce, and expand simple, compound, and complex sentences.
 - Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing. □
- Standard 3.W.3: Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, event sequences, and provide a concluding statement.
 - Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.
 - Write, produce, and expand simple, compound, and complex sentences.
 - Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing. □

Communication
Creative Problem-Solving

- Standard 3.W.4: Conduct short research projects to build knowledge about a topic.
 - Recall and gather relevant information from one or more sources and provide brief notes to demonstrate understanding of the topic.
 - Interact and collaborate with others throughout the writing process. □
- Standard 3.W.5: Legibly write all upper- and lowercase cursive and manuscript letters.

Standards for Mathematical Practice

Standard 3.MP.1 Make sense of problems and persevere in solving them. Explain the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. When a solution pathway does not make sense, look for another pathway that does. Explain connections between various solution strategies and representations. Upon finding a solution, look back at the problem to determine whether the solution is reasonable and accurate, often checking answers to problems using a different method or approach.

Standard 3.MP.2 Reason abstractly and quantitatively. Make sense of quantities and their relationships in problem situations. Contextualize quantities and operations by using images or stories. Decontextualize a given situation and represent it symbolically. Interpret symbols as having meaning, not just as directions to carry out a procedure. Know and flexibly use different properties of operations, numbers, and geometric objects.

Standard 3.MP.3 Construct viable arguments and critique the reasoning of others. Use stated assumptions, definitions, and previously established results to construct arguments. Explain and justify the mathematical reasoning underlying a strategy, solution, or conjecture by using concrete referents such as objects, drawings, diagrams, and actions. Listen to or read the arguments of others, decide whether they make sense, ask useful questions to clarify or improve the arguments, and build on those arguments.

Standard 3.MP.4 Model with mathematics. Identify the mathematical elements of a situation and create a mathematical model that shows the relationships among them. Identify important quantities in a contextual situation, use mathematical models to show the relationships of those quantities, analyze the relationships, and draw conclusions. Models may be verbal, contextual, visual, symbolic, or physical.

Standard 3.MP.5 Use appropriate tools strategically. Consider the tools that are available when solving a mathematical problem, whether in a real-world or mathematical context. Choose tools that are relevant and useful to the problem at hand, such as drawings, diagrams, technologies, and physical objects and tools, as well as mathematical tools such as estimation or a particular strategy or algorithm.

Standard 3.MP.6 Attend to precision. Communicate precisely to others by crafting careful explanations that communicate mathematical reasoning by referring specifically to each important mathematical element, describing the relationships among them, and connecting their words clearly to representations. Calculate accurately and efficiently, and use clear and concise notation to record work.

Standard 3.MP.7 Look for and make use of structure. Recognize and apply the structures of mathematics such as patterns, place value, the properties of operations, or the flexibility of numbers. See complicated things as single objects or as being composed of several objects.

Standard 3.MP.8 Look for and express regularity in repeated reasoning. Notice repetitions in mathematics when solving multiple related problems. Use observations and reasoning to find shortcuts or generalizations. Evaluate the reasonableness of intermediate results.

Well-Being Skills

Creativity & Problem Solving
Resilience, Perseverance, &
Grit
Communication
Critical Thinking
Perspective Taking
Ask & Answer Questions

Science & Engineering Practices

- **Asking questions or defining problems:** Students engage in asking testable questions and defining problems to pursue understandings of phenomena.
- **Developing and using models:** Students develop physical, conceptual, and other models to represent relationships, explain mechanisms, and predict outcomes.
- **Planning and carrying out investigations:** Students plan and conduct scientific investigations in order to test, revise, or develop explanations.
- **Analyzing and interpreting data:** Students analyze various types of data in order to create valid interpretations or to assess claims/conclusions.
- **Using mathematics and computational thinking:** Students use fundamental tools in science to compute relationships and interpret results.
- **Constructing explanations and designing solutions:** Students construct explanations about the world and design solutions to problems using observations that are consistent with current evidence and scientific principles.
- **Engaging in argument from evidence:** Students support their best explanations with lines of reasoning using evidence to defend their claims.
- **Obtaining, evaluating, and communicating information:** Students obtain, evaluate, and derive meaning from scientific information or presented evidence using appropriate scientific language. They communicate their findings clearly and persuasively in a variety of ways including written text, graphs, diagrams, charts, tables, or orally.

Cross-Cutting Concepts

- Patterns: Students observe patterns to organize and classify factors that influence relationships.
- Cause and Effect: Students investigate and explain causal relationships in order to make tests and predictions.
- Scale, proportion, and quantity: Students compare the scale, proportions, and quantities of measurements within and between various systems.
- Systems and system models: Students use models to explain the parameters and relationship that describe complex systems.
- Energy and matter: Students describe cycling of matter and flow of energy through systems, including transfer, transformation, and conservation of energy and matter.
- Structure and function: Students relate the shape and structure of an object or living thing to its properties and functions.
- Stability and change: Students evaluate how and why a natural or constructed system can change or remain stable over time.

Well-Being Skills

Ask and Answer Questions
Critical Thinking
Lifelong Learning, Curiosity, Inquisitiveness
Perspective Taking
Communication
Creativity & Problem Solving
Adjusting to Change

SEEd Standards

Strand 3.1: WEATHER AND CLIMATE PATTERNS

- Standard 3.1.1 Analyze and interpret data to reveal patterns that indicate typical weather conditions expected during a particular season. Emphasize students gathering data in a variety of ways and representing data in tables and graphs. Examples of data could include temperature, precipitation, or wind speed. (ESS2.D)
- Standard 3.1.2 Obtain and communicate information to describe climate patterns in different regions of the world. Emphasize how climate patterns can be used to predict typical weather conditions. Examples of climate patterns could be average seasonal temperature and average seasonal precipitation. (ESS2.D)
- Standard 3.1.3 Design a solution that reduces the effects of a weather-related hazard. Define the problem, identify criteria and constraints, develop possible solutions, analyze data from testing solutions, and propose modifications for optimizing a solution. Examples could include barriers to prevent flooding or wind-resistant roofs. (ESS3.B, ETS1.A, ETS1.B, ETS1.C)

Strand 3.2: EFFECTS OF TRAITS ON SURVIVAL

- Standard 3.2.1 Develop and use models to describe changes that organisms go through during their life cycles. Emphasize that organisms have unique and diverse life cycles but follow a pattern of birth, growth, reproduction, and death. Examples of changes in life cycles could include how some plants and animals look different at different stages of life or how other plants and animals only appear to change size in their life. (LS1.B)
- Standard 3.2.2 Analyze and interpret data to identify patterns of traits that plants and animals have inherited from parents. Emphasize the similarities and differences in traits between parent organisms and offspring and variation of traits in groups of similar organisms. (LS3.A, LS3.B)
- Standard 3.2.3 Construct an explanation that the environment can affect the traits of an organism. Examples could include that the growth of normally tall plants is stunted with insufficient water or that pets given too much food and little exercise may become overweight. (LS3.B)
- Standard 3.2.4 Construct an explanation showing how variations in traits and behaviors can affect the ability of an individual to survive and reproduce. Examples of traits could include large thorns protecting a plant from being eaten or strong smelling flowers to attracting certain pollinators. Examples of behaviors could include animals living in groups for protection or migrating to find more food. (LS2.D, LS4.B)

Well-Being Skills

Ask & Answer Questions
Critical Thinking
Communication
Creativity & Problem Solving

Creativity & Problem Solving
Adjusting to Change
Critical Thinking
Communication

- Standard 3.2.6 Design a solution to a problem caused by a change in the environment that impacts the types of plants and animals living in that environment. Define the problem, identify criteria and constraints, and develop possible solutions. Examples of environmental changes could include changes in land use, water availability, temperature, food, or changes caused by other organisms. (LS2.C, LS4.D, ETS1.A, ETS1.B, ETS1.C)

Strand 3.3: FORCE AFFECTS MOTION

- Standard 3.3.1 Plan and carry out investigations that provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Emphasize investigations where only one variable is tested at a time. Examples could include an unbalanced force on one side of a ball causing it to move and balanced forces pushing on a box from both sides producing no movement. (PS2.A, PS2.B)
- Standard 3.3.2 Analyze and interpret data from observations and measurements of an object's motion to identify patterns in its motion that can be used to predict future motion. Examples of motion with a predictable pattern could include a child swinging on a swing or a ball rolling down a ramp. (PS2.A, PS2.C)
- Standard 3.3.3 Construct an explanation that the gravitational force exerted by Earth causes objects to be directed downward, toward the center of the spherical Earth. Emphasize that "downward" is a local description depending on one's position on Earth. (PS2.B)
- Standard 3.3.4 Ask questions to plan and carry out an investigation to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. Emphasize how static electricity and magnets can cause objects to move without touching. Examples could include the force an electrically charged balloon has on hair, how magnet orientation affects the direction of a force, or how distance between objects affects the strength of a force. Electrical charges and magnetic fields will be taught in Grades 6 through 8. (PS2.B)
- Standard 3.3.5 Design a solution to a problem in which a device functions by using scientific ideas about magnets. Define the problem, identify criteria and constraints, develop possible solutions using models, analyze data from testing solutions, and propose modifications for optimizing a solution. Examples could include a latch or lock used to keep a door shut or a device to keep two moving objects from touching each other. (PS2.B, ETS1.A, ETS1.B, ETS1.C)

Ask & Answer Questions
Critical Thinking
Creativity & Problem Solving

Standards for Social Studies Practice

Standard 1 Students will understand how geography influences community location and development.

Objective 1 Determine the relationships between human settlement and geography.

- Identify the geographic features common to areas where human settlements exist.
- Use map features to make logical inferences and describe relationships between human settlement and physical geography (e.g. population density in relation to latitude, cities' proximity to water, utilization of natural resources).
- Compare the shapes and purposes of natural and human-made boundaries of cities, counties and states.

Objective 2 Describe how various communities have adapted to existing environments and how other communities have modified the environment.

- Describe the major world ecosystems (i.e. desert, plain, tropic, tundra, grassland, mountain, forest, wetland).
- Identify important natural resources of world ecosystems.
- Describe how communities have modified the environment to accommodate their needs (e.g. logging, storing water, building transportation systems).
- Investigate ways different communities have adapted into an ecosystem.

Objective 3 Analyze ways cultures use, maintain, and preserve the physical environment.

- Identify ways people use the physical environment (e.g. agriculture, recreation, energy, industry).
- Compare changes in the availability and use of natural resources over time.
- Describe ways to conserve and protect natural resources (e.g. reduce, reuse, recycle).
- Compare perspectives of various communities toward the natural environment.
- Make inferences about the positive and negative impacts of human-caused change to the physical environment.

Standard 2 Students will understand cultural factors that shape a community.

Objective 1 Evaluate key factors that determine how a community develops.

- Identify the elements of culture (e.g. language, religion, customs, artistic expression, systems of exchange).
- Describe how stories, folktales, music, and artistic creations serve as expressions of culture.
- Compare elements of the local community with communities from different parts of the world (e.g. industry, economic specialization)
- Identify and explain the interrelationship of the environment (e.g. location, natural resources, climate) and community development (e.g. food, shelter, clothing, industries, markets, recreation, artistic creations).
- Examine changes in communities that can or have occurred when two or more cultures interact.
- Explain changes within communities caused by human inventions (e.g. steel plow, internal combustion engine, television, computer).

Objective 2 Explain how selected indigenous cultures of the Americas have changed over time.

- Describe and compare early indigenous people of the Americas (e.g. Eastern Woodlands, Plains, Great Basin, Southwestern, Arctic, Incan, Aztec, Mayan)

Well-Being Skills

Critical Thinking
Communication

Critical Thinking
Communication
Love, Belonging & Connection
Basic Needs
Who am I/ My Place in the
World

Standards for Social Studies Practice

- Analyze how these cultures changed with the arrival of people from Europe, and how the cultures of the Europeans changed.
- Identify how indigenous people maintain cultural traditions today.

Standard 3 Students will understand the principles of civic responsibility in classroom, community, and country.

Objective 1 Describe the rights and responsibilities inherent in being a contributing member of a community.

- Identify how these rights and responsibilities are reflected in the patriotic symbols and traditions of the United States (i.e. Pledge of Allegiance, flag etiquette).
- List the responsibilities community members have to one another.
- Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws).

Objective 2 Identify ways community needs are met by government.

- Differentiate between personal and community needs.
- Identify roles of representative government (e.g. make laws, maintain order, levy taxes, provide public services).
- Research community needs and the role government serves in meeting those needs.

Objective 3 Apply principles of civic responsibility.

- Engage in meaningful dialogue about the community and current events within the classroom, school, and local community.
- Identify and consider the diverse viewpoints of the people who comprise a community.
- Demonstrate respect for the opinions, backgrounds, and cultures of others.

Well-Being Skills

Roles & Responsibilities of

Citizens

Collaboration

Agency, Voice, & Choice

Communication

Being Responsible

Basic Needs

Physical Safety

Making a Difference

Active Listening & Dialogue

Perspective Taking

Respect for Others

Health Standards

Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF)

Students will be introduced to conflict resolution, coping strategies, and resiliency.

- Standard 3.HF.1: Set a measurable short-term goal and identify people who can help achieve that goal.
- Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.
- Standard 3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.
- Standard 3.HF.4: Describe the qualities of a healthy relationship.
- Standard 3.HF.5: Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions.

Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)

Students will learn how to cope with emotions and stress.

- Standard 3.MEH.1: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.
- Standard 3.MEH.2: Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.
- Standard 3.MEH.3: Describe how various sources (for example, media, internet, social media, other people) can influence mental and emotional health and identify appropriate ways to respond.

Strand 3: SAFETY AND DISEASE PREVENTION (SDP)

Students will practice procedures and methods that contribute to safety.

- Standard 3.SDP.1: Explain and practice procedures to follow in case of emergency which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.
- Standard 3.SDP.2: Identify personal behaviors that contribute to a safe or unsafe environments and discuss safety rules at home, school, and in the community.
- Standard 3.SDP.3: Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).
- Standard 3.SDP.4: Describe procedures to follow when encountering another person's blood or other bodily fluids.

Well-Being Skills

Goal setting
Asking For Help
Communication
Respect for Others
Active Listening & Dialogue
Kindness & Friendship
Ask for Help

Identify & Regulate Emotions
Dealing with Grief
Managing Stress
Critical Thinking
Self-image & Positive Peer
Pressure

Physical Safety
Psychological Safety
Asking for Help
Digital Citizenship

Health Standards

Strand 4: SUBSTANCE ABUSE PREVENTION (SAP)

Students will explore the benefits of refusing to use harmful substances.

- Standard 3.SAP.1: Demonstrate how to respond when approached by an individual and asked to make a poor choice.
- Standard 3.SAP.2: Identify healthy alternatives (for example, physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.
- Standard 3.SAP.3: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (for example, smoking, vaping, inhalants, candy, dust, pollutants).
- Standard 3.SAP.4: Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).

Strand 5 : NUTRITION (N)

Students will learn to make healthy nutritional choices and identify factors that influence food choices.

- Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.
- Standard 3.N.2: Identify healthy foods, including snacks, in appropriate portion sizes.
- Standard 3.N.3: Describe the benefits of eating a nutritious breakfast.
- Standard 3.N.4: Discuss how family, peers, culture, and media influence eating habits.

Strand 6: HUMAN DEVELOPMENT (HD)

Students will learn basic anatomy, universal precautions, and skills to report abuse. Utah Code requires parental notification for instruction on child sexual abuse prevention.

- Standard 3.HD.1: Define hygiene and discuss its importance for health and well-being.
- Standard 3.HD.2: Identify the building blocks of the human body (for example, cells, tissues, organs, organ systems, organisms).
- Standard 3.HD.3: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

Well-Being Skills

Keeping My Mind & Body
Drug Free
Agency, Voice, & Choice
Self-image & Positive Peer
Pressure

Nutrition
Critical Thinking

Hygiene
Respect for Others
Respecting Personal Space
Asking for Help

Physical Education Skills

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- Standard 3.3.1 Develop a plan for participation in physical activities outside class.
- Standard 3.3.2 Participate in activities during class without teacher prompting.
- Standard 3.3.3 Engage in a variety of choices during recess.
- Standard 3.3.4 Describe examples of physical activity which enhances fitness.
- Standard 3.3.5 Recognize the importance of warm-up and cool-down.
- Standard 3.3.6 Demonstrate, with teacher direction, the health-related fitness components of cardiovascular fitness, muscular strength, muscular endurance, and flexibility. (Body composition should not be assessed at this grade level and is not recommended.)
- Standard 3.3.7 Generate a list of fitness-related activities in which the student participates outside of school hours.
- Standard 3.3.8 Compare the balance of good nutrition and physical activity.
- Standard 3.3.9 Understand the importance of hydration during physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- Standard 3.4.1 Exhibit personal responsibility in teacher-directed activities.
- Standard 3.4.2 Work independently for extended periods of time.
- Standard 3.4.3 Respond appropriately to suggestions given by teacher.
- Standard 3.4.4 Work cooperatively with peers.
- Standard 3.4.5 Recognize others' success in movement performance.
- Standard 3.4.6 Exhibit etiquette and adherence to rules in a variety of physical activities.
- Standard 3.4.7 Demonstrate understanding of safety, rules, and etiquette by working safely and cooperatively in physical activity settings.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- Standard 3.5.1 Discuss the relationship between physical activity and good health.
- Standard 3.5.2 Reflect on the personal selection of particular physical activities over other options.
- Standard 3.5.3 Discuss the challenge that comes from learning a new physical activity.
- Standard 3.5.4 Describe the positive social interactions that result from participation in physical activity.

Well-Being Skills

Resilience, Perseverance, &
Grit

Exercise
Agency, Voice, & Choice
Nutrition

Collaboration
Communication
Respect for Others
Being Responsible
Physical Safety
Psychological Safety

Love, Belonging, &
Connection
Agency, Voice, & Choice
Resilience, Perseverance, &
Grit

Dance Standards

Strand: CREATE (3.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 3.D.CR.1-4).

- Standard 3.D.CR.1: Demonstrate willingness to take turns leading and following when creating dance with others.
- Standard 3.D.CR.2: Experiment with a variety of self-identified stimuli for movement, and explore a given movement problem by improvising, selecting, and demonstrating possible solutions.
- Standard 3.D.CR.3: Improvise and create a dance phrase, alone or with others, that expresses and communicates an idea or feeling.
- Standard 3.D.CR.4: Identify and experiment with ways to manipulate a dance phrase, discuss the effect of movement choices, and revise in response to feedback.

Strand: PERFORM (3.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 3.D.P.1-9).

- Standard 3.D.P.1: Cooperate with a partner or other dancers to safely change levels, directions, and pathway designs in near-, mid-, and far-range movement.
- Standard 3.D.P.2: Demonstrate shapes with positive and negative space.
- Standard 3.D.P.3: Replicate body shapes, movement characteristics, and movement patterns with self-awareness and body control.
- Standard 3.D.P.4: Combine locomotor and non-locomotor movements for skill development.
- Standard 3.D.P.5: Respond in movement to even and uneven rhythms.
- Standard 3.D.P.6: Identify, perform and describe movements and phrases with contrasting energy and dynamics.
- Standard 3.D.P.7: Recall movement sequences with a partner or in group dance activities.
- Standard 3.D.P.8: Apply constructive feedback from teacher, peers, and self to improve dance skills.
- Standard 3.D.P.9: Use performance etiquette and performance practices during class, rehearsal, and performance and explore simple production elements and vocabulary.

Strand: RESPOND (3.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 3.D.R.1-2).

- Standard 3.D.R.1: Use basic terminology to describe movement characteristics and patterns, select specific movement cues, and explain how they relate to the main idea of the dance.
- Standard 3.D.R.2: Select dance movements from specific genres, styles or cultures, and identify and describe the movement characteristics that make dance artistic. Discuss why the movements were chosen.

Well-Being Skills

Creativity & Problem Solving
Collaboration
Identify & Regulate Emotions
Agency, Voice, & Choice

Collaboration
Creativity & Problem Solving
Physical Safety
Critical Thinking
Respect for Others

Communication
Critical Thinking
Mindfulness

Communication
Critical Thinking

Strand: CONNECT (3.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 3.D.CO.1-3).

- Standard 3.D.CO.1: Respond to a dance work using a set of questions, create movement using ideas from responses, and explain how certain movements express a specific idea.
- Standard 3.D.CO.2: Connect a work of dance with a personal experience.
- Standard 3.D.CO.3: Find a relationship between movement in a dance and the culture where it originated; explain what the movements communicate about key aspects of the culture.

Communication
Critical Thinking

Drama Standards

Strand: CREATE (3.T.CR.) Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works (Standards 3.T.CR.1-5).

- Standard 3.T.CR.1: Develop imagination to create artistic ideas and work.
- Standard 3.T.CR.2: Arrange the physical playing space to communicate mood, time, and locale.
- Standard 3.T.CR.3: Write or record simple dramas that include the five Ws of who, what, where, when and why.
- Standard 3.T.CR.4: Define roles, identify responsibilities, and participate in group decision making.
- Standard 3.T.CR.5: Create character through imagination, physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation.

Strand: PERFORM (3.T.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works (Standards 3.T.P.1-9).

- Standard 3.T.P.1: Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and discover how choices shape believable and sustainable drama/theatre work.
- Standard 3.T.P.2: Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- Standard 3.T.P.3: Observe, listen, and respond in character to other actors.
- Standard 3.T.P.4: Use body to communicate meaning through space, shape, energy, and gesture.
- Standard 3.T.P.5: Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- Standard 3.T.P.6: Use imagination to support artistic choices.
- Standard 3.T.P.7: Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- Standard 3.T.P.8: Develop audience awareness using and understanding stage directions and basic blocking techniques.
- Standard 3.T.P.9: Share dramatic play and guided drama experiences within the classroom or with invited guests.

Strand: RESPOND (3.T.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 3.T.R.1-4).

- Standard 3.T.R.1: Demonstrate audience skills of observing attentively and responding appropriately.

Well-Being Skills

Creativity & Problem Solving
Collaboration
Decision Making, Choices, &
Consequences
Communication

Critical Thinking
Creativity & Problem Solving
Communication
Collaboration
Active Listening
Agency, Voice, & Choice
Respect for Others

- Standard 3.T.R.2: Share personal responses about classroom dramatizations and performances.
- Standard 3.T.R.3: Identify what drama is and how it happens.
- Standard 3.T.R.4: Give and accept constructive feedback and use selective criteria to evaluate what is seen, heard, and understood in dramatizations.

Strand: CONNECT (3.T.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 3.T.CO.1-2).

- Standard 3.T.CO.1: Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- Standard 3.T.CO.2: Read, listen to, and tell stories from a variety of cultures, genres, and styles; and identify historical, global, and social issues and connect them through a drama/theatre work.

Creativity & Problem Solving
Collaboration
Decision Making, Choices, & Consequences
Communication

Music Standards

Strand: CREATE (3.M.CR.) Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (Standards 3.M.CR.1-3).

- Standard 3.M.CR.1: Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using a specific tone set and simple meters.
- Standard 3.M.CR.2: Select and demonstrate musical ideas to express intent while connecting to purpose and context, and organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas.
- Standard 3.M.CR.3: Evaluate and refine work, apply teacher-provided criteria and collaboratively developed guidelines and feedback, and present the final version of created music and describe connection to expressive intent.

Strand: PERFORM (3.M.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (Standards 3.M.P.1-11).

- Standard 3.M.P.1: Explain how the selection of music to perform is influenced by personal interest, purpose, and context.
- Standard 3.M.P.2: Explore the effects of various dynamic levels, tempos, and articulations.
- Standard 3.M.P.3: With guidance, discuss and explore expressive elements in music to be performed.
- Standard 3.M.P.4: Sing folk, traditional, and call-and-response songs in tune, with good vocal tone.
- Standard 3.M.P.5: Respond to visual representations of melodic contour and simple melody patterns.
- Standard 3.M.P.6: Perform two- and three-part pentatonic rounds, partner songs, and rhythmic or pentatonic ostinatos.
- Standard 3.M.P.7: Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments.

Well-Being Skills

Creativity & Problem Solving
Communication
Agency, Voice, & Choice
Critical Thinking
Collaboration

Critical Thinking
Communication
Who am I/ My Place in the World

- Standard 3.M.P.8: Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- Standard 3.M.P.9: Respond to musical terms and markings for tempo.
- Standard 3.M.P.10: Demonstrate persistence and cooperation in refining performance pieces.
- Standard 3.M.P.11: Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND (3.M.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 3.M.R.1-8).

- Standard 3.M.R.1: Listen to and interact with a variety of contrasting music.
- Standard 3.M.R.2: Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality.
- Standard 3.M.R.3: Demonstrate audience etiquette appropriate for the context and venue.
- Standard 3.M.R.4: Describe feelings or imagery conveyed by a music selection.
- Standard 3.M.R.5: Identify and describe elements that make contrasting music selections different from each other.
- Standard 3.M.R.6: Explore/express feelings conveyed by a music selection through movement or drawing.
- Standard 3.M.R.7: Compare personal interpretation of a music selection with composer's intent.
- Standard 3.M.R.8: Choose, individually or as a class, which piece is most interesting, and identify elements which elicit interest in music selections.

Strand: CONNECT (3.M.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 3.M.CO.1-2).

- Standard 3.M.CO.1: Describe how music relates to personal, social, emotional, and intellectual development; use life experience and additional content knowledge to inspire and respond to music and deepen understanding of another content area through music.
- Standard 3.M.CO.2: Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

Resilience, Perseverance, &
Grit
Collaboration

Active Listening
Respect for Others
Communication
Identify & Regulate Emotions
Critical Thinking
Agency, Voice, & Choice

Critical Thinking
Who am I/ My Place in the
World
Communication
Love, Belonging, &
Connection

Visual Arts Standards

Strand: CREATE (3.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards 3.V.CR.1-5).

- Standard 3.V.CR.1: Elaborate on an imaginative idea and apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- Standard 3.V.CR.2: Create a personally satisfying artwork using a variety of artistic processes and materials.
- Standard 3.V.CR.3: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
- Standard 3.V.CR.4: Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- Standard 3.V.CR.5: Elaborate visual information by adding details in an artwork to enhance meaning.

Strand: PRESENT (3.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 3.V.P.1-3).

- Standard 3.V.P.1: Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
- Standard 3.V.P.2: Identify exhibit space and prepare works of art, including artists' statements, for presentation.
- Standard 3.V.P.3: Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Strand: RESPOND (3.V.R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 3.V.R.1-3).

- Standard 3.V.R.1: Contemplate about the processes an artist uses to create a work of art, and determine messages communicated by an image.
- Standard 3.V.R.2: Analyze use of media to create subject matter, characteristics of form and mood.
- Standard 3.V.R.3: Evaluate an artwork based on given criteria.

Strand: CONNECT (3.V.CO.) Students will relate artistic skills, ideas and work with personal meaning and external context (Standards 3.V.CO.1-2).

- Standard 3.V.CO.1: Develop a work of art based on observations of surroundings.
- Standard 3.V.CO.2: Recognize that responses to art change, depending on knowledge of the time and place in which it was made.

Well-Being Skills

Creativity & Problem Solving
Resilience, Perseverance, & Grit
Physical Safety
Collaboration
Communication

Critical Thinking
Communication

Critical Thinking
Creativity & Problem Solving
Communicate

Creativity & Problem Solving
Critical Thinking