

Grade 3 - all TransitPeople trips Related State Content Standards

English-Language Arts

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

1.5 Organize ideas chronologically or around major points of information.

1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

2.0 Speaking Applications (Genres and Their Characteristics)

2.1 Make brief narrative presentations:

a. Provide a context for an incident that is the subject of the presentation.

b. Provide insight into why the selected incident is memorable.

c. Include well-chosen details to develop character, setting, and plot.

2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

Science

PHYSICAL SCIENCES

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

c. Students know machines and living things convert stored energy to motion and heat.

d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.

2. Light has a source and travels in a direction. As a basis for understanding this concept:
 - a. Students know sunlight can be blocked to create shadows.

LIFE SCIENCES

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
 - d. Students know when the environment changes, some animals and plants survive and reproduce; others die or move to new locations.

Visual Arts

(Δ = Standards that can be taught in trips including stops at metro rail stations, which include public art)

- 1.0 Artistic Perception
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe rhythm and movement in works of art and in the environment.

Δ 1.2 Describe how artists use tints and shades in painting.

Δ 1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.

Analyze Art Elements and Principles of Design

- Δ 1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space and value.

- 3.0 Historical and Cultural Context
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- Δ 3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.

4.0 Aesthetic Valuing
Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Make Informed Judgments

Δ4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

5.0 Connections, Relationships, Applications
Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Career and Career-Related Skills

Δ5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.