

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

CURRICULUM OVERVIEW GRADE 3

*Standards are a bold initiative.
Standards describe what to teach, not how to teach it.
Standards are an enduring commitment.
Standards are our commitment to excellence.*

The State of California has created and adopted specific content standards in all curricular content areas. In 2002-03 the Beverly Hills Unified School District Board of Education adopted similar standards that are equal to or exceed the rigor of the state content standards.

This overview has been developed to provide students and parents with an outline of the third grade curriculum. Through identified goals, students are encouraged to perform at their maximum potential. Individual student achievement may vary from child to child. Emphasis is placed on helping the students achieve according to the best of their ability. Individualized work or enrichment activities are assigned to meet students' unique talents and abilities. The standards listed represent the core of skills taught in grade 3. This overview reflects the most recent curriculum for students in grade 3; however, the format remains flexible so that change can evolve along with the state standards and curriculum revisions and district requirements

Key Learning (KL) – *These standards will be used to determine a student's readiness for promotion to the next grade level.*

Enduring (E) – *These standards are to be mastered by all students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program*

Important (I) – These standards will be mastered by most of the students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program.

Familiar – All students will receive an exposure level to these standards and they will be reinforced and mastered at a future grade level.

This overview reflects the most recent curriculum for students in third grade; however, the format remains flexible so that change can evolve using the established criteria identified above and will be adapted along with the state standards and curriculum revisions and district requirements

MISSION STATEMENT

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

The mission of the Beverly Hills Unified School District, the heart of our city's tradition of pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered, active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy for learning.

“THE BEVERLY HILLS WAY” Student Responsibility and Character Development

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

RESPECT

Respect is an attitude of holding people in high regard and treating them with dignity.

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RESPONSIBILITY

Responsibility is being reliable, self-disciplined and accountable for my actions.

*

INTEGRITY

Integrity is strength of character and action

*

CARING

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

*

CITIZENSHIP

Citizenship is doing my share to make my school and community better.

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HOMEWORK

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the third grade level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding third grade homework follows.

Students in the third grade can be expected to be assigned homework four (4) days per week using the following suggested time guidelines:

20 minutes per night = 80 minutes per week

Parents are also encouraged to read with their children for 10 minutes each night in addition to their regular homework assignment.

CALIFORNIA ENGLISH- LANGUAGE ARTS CONTENT STANDARDS

During the 2002-03 school year, several K-5 teachers piloted the Houghton Mifflin Reading California reading series as part of the District's textbook selection process to ensure successful implementation of a new series of textbooks. In the spring 2003 the Beverly Hills Unified School District formally adopted the Houghton Mifflin series as the new Reading/Language Arts series for all students in grades K-5.

The third grade English/Language Arts curriculum strives to achieve a comprehensive, balanced literacy program. The integration of reading, writing, speaking, and listening is necessary for children to become successful communicators and language users. Literature and meaning-centered materials are the core of the curriculum.

Core Instructional Materials

Reading – California

Publisher, Houghton Mifflin

READING

1.0 Word Analysis, Fluency and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words. (E) & (KL)

1.2 Decode regular multisyllabic words. (E) & (KL)

1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. **(I)**

Vocabulary and Concept Development

1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. **(I)**

1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/mammal/animal/living things*). **(I)**

1.6 Use sentence and word context to find the meaning of unknown words. (E) & (KL)

1.7 Use a dictionary to learn the meaning and other features of unknown words. **(I)**

1.8 Use knowledge of prefixes (e.g., *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (e.g., *-er, -est, -ful*) to determine the meaning of words. **(I)**

1.9 Know the meaning of simple prefixes and suffixes (e.g. *er-, un-, -ing, -ly*). **(I)**

1.10 Identify simple multiple-meaning words. (E) & (KL)

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students continue to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. **(I)**

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 ***Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. (E)***
- 2.3 ***Demonstrate comprehension by identifying answers in the text. (E) & (KL)***
- 2.4 ***Recall major points in the text and make and modify predictions about forthcoming information. (E)***
- 2.5 ***Distinguish the main idea and supporting details in expository text. (E)***
- 2.6 ***Extract appropriate and significant information from the text, including problems and solutions. (E)***
- 2.7 ***Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). (E) & (KL)***

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). **(I)**

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
- 3.3 ***Determine what characters are like by what they say or do and by how the author or illustrator portrays them. (E) & (KL)***
- 3.4 Determine the underlying theme or author’s message in fiction and nonfiction text. **(I)**

Narrative Analysis of Grade-Level-Appropriate Text

- 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. **(I)**
- 3.6 Identify the speaker or narrator in a selection. **(I)**

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Create a single paragraph:

- a. **Develop a topic sentence.**
- b. **Include simple supporting facts and details. (E) & (KL)**

Penmanship

- 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. **(I)**

Research

- 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision

- 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, & organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0 students:

- 2.1 Write narratives:
 - a. Provide a context within which an action takes place.
 - b. Include well-chosen details to develop the plot.
 - c. Provide insight into why the selected incident is memorable. **(I)**
- 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. **(I)**
- 2.3 Write personal and formal letters, thank-you notes, and invitations:
 - a. Show awareness of the knowledge and interests of the audience and establish purpose and context.
 - b. Include the date, proper salutation, body, closing, and signature. **(I)**

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. (E) & (KL)

Grammar

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. (E)

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. (I)

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. (E)

Punctuation

1.5 Punctuate dates, city and state, and titles of books correctly. (I)

1.6 Use commas in dates, locations, and addresses and for items in a series. (I)

Capitalization

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. (E)

Spelling

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare). (E) & (KL)

1.9 Arrange words in alphabetic order. (E) & (KL)

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Retell, paraphrase, and explain what has been said by a speaker. (I)

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker. (I)

Comprehension (continued)

- 1.3 Respond to questions with appropriate elaboration.
- 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Organization and Delivery of Oral Communication

- 1.5 Organize ideas chronologically or around major points of information. (E)**
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea. (E) & (KL)**
- 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

Organization and Delivery of Oral Communication

- 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
- 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

Analysis and Evaluation of Oral and Media Communications

- 1.10 Compare ideas and points of view expressed in broadcast and print media.
- 1.11 Distinguish between the speaker's opinions and verifiable facts. **(I)**

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

- 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.

CALIFORNIA MATHEMATICS CONTENT STANDARDS

Core Instructional Materials

Houghton Mifflin Mathematics

Publisher, Houghton Mifflin

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Number Sense

1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

- 1.1 Count, read, and write whole numbers to 10,000. *(I)*
- 1.2 Compare and order whole numbers to 10,000. *(I)*
- 1.3 *Identify the place value for each digit in numbers to 10,000. (E) & (KL)*
- 1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand. *(I)*
- 1.5 *Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$). (E) & (KL)*

2.0 Students calculate and solve problems involving addition, subtraction, multiplication and division:

- 2.1 *Find the sum or difference of two whole numbers between 0 and 10,000. (E)*
- 2.2 *Memorize to automaticity the multiplication table for numbers between 1 and 10. (E)*
- 2.3 *Use the inverse relationship of multiplication and division to compute and check results. (E) & (KL)*
- 2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).
- 2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 : 5 = \underline{\quad}$).
- 2.5 *Understand the special properties of 0 and 1 in multiplication and division. (E)*
- 2.7 *Determine the unit cost when given the total cost and number of units. (E)*
- 2.8 Solve problems that require two or more of the skills mentioned above.

3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:

- 3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $1/2$ of a pizza is the same amount as $2/4$ of another pizza that is the same size; show that $3/8$ is larger than $1/4$).
- 3.2 Add and subtract simple fractions (e.g., determine that $1/8 + 3/8$ is the same as $1/2$).

- 3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
- 3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $\frac{1}{2}$ of a dollar, 75 cents is $\frac{3}{4}$ of a dollar).

Algebra and Functions

1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:

- 1.1 *Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities. (E) & (KL)*
- 1.2 *Solve problems involving numeric equations or inequalities. (E)*
- 1.3 *Select appropriate operational and relational symbols to make an expression true (e.g., if $4 _ 3 = 12$, what operational symbol goes in the blank?). (E)*
- 1.4 Express simple unit conversions in symbolic form (e.g., $_ \text{ inches} = _ \text{ feet} \times 12$).
- 1.5 *Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5 ? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?). (E)*

2.0 Students represent simple functional relationships:

- 2.1 *Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit). (E) & (KL)*
- 2.2 *Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4). (E) & (KL)*

Measurement and Geometry

1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:

- 1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.
- 1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them. **(I)**
- 1.3 *Find the perimeter of a polygon with integer sides. (E)*
- 1.3 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:

- 2.1 *Identify, describe, and classify polygons (including pentagons, hexagons, and octagons). (E)*
- 2.2 *Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle). (E)*
- 2.3 *Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square). (E)*

- 2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle. **(I)**
- 2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder). **(I)**
- 2.6 Identify common solid objects that are the components needed to make a more complex solid object. **(I)**

Statistics, Data Analysis, and Probability

1.0 Students collect data and conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:

- 1.1 Identify whether common events are certain, likely, unlikely, or improbable. **(I)**
- 1.2 *Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times. (E)*
- 1.3 *Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot). (E)*
- 1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

- 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 1.2 Determine when and how to break a problem into simpler parts. **(I)**

2.0 Students use strategies, skills, and concepts in finding solutions:

- 2.1 Use estimation to verify the reasonableness of calculated results. **(I)**
- 2.2 Apply strategies and results from simpler problems to more complex problems. **(I)**
- 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. **(I)**
- 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
- 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- 2.6 Make precise calculations and check the validity of the results from the context of the problem. **(I)**

3.0 Students move beyond a particular problem by generalizing to other situations:

- 3.1 Evaluate the reasonableness of the solution in the context of the original situation. **(I)**
- 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. **(I)**
- 3.3 Develop generalizations of the results obtained and apply them in other circumstances. **(I)**

CALIFORNIA SCIENCE CONTENT STANDARDS

Core Instructional Materials

Harcourt Science

Publisher, Harcourt Brace

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:
 - a. *Students know* energy comes from the Sun to Earth in the form of light.
 - b. *Students know* sources of stored energy take many forms, such as food, fuel, and batteries.
 - 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.
 - e. *Students know* matter has three forms: solid, liquid, and gas.
 - f. *Students know* evaporation and melting are changes that occur when the objects are heated.
 - g. *Students know* that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
 - h. *Students know* all matter is made of small particles called atoms, too small to see with the naked eye.
 - i. *Students know* people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.
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.
 - b. *Students know* light is reflected from mirrors and other surfaces.
 - c. *Students know* the color of light striking an object affects the way the object is seen.
 - d. *Students know* an object is seen when light traveling from the object enters the eye.

Life Sciences

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
 - a. *Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.
 - b. *Students know* examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
 - c. *Students know* living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
 - d. *Students know* when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
 - e. *Students know* that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

Earth Sciences

4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
 - a. *Students know* the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
 - b. *Students know* the way in which the Moon's appearance changes during the four-week lunar cycle.
 - c. *Students know* telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
 - d. *Students know* that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
 - e. *Students know* the position of the Sun in the sky changes during the course of the day and from season to season.

Investigation and Experimentation

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
 - b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
 - c. Use numerical data in describing and comparing objects, events, and measurements.
 - d. Predict the outcome of a simple investigation and compare the result with the prediction.
 - e. Collect data in an investigation and analyze those data to develop a logical conclusion.

CALIFORNIA HISTORY/SOCIAL SCIENCE CONTENT STANDARDS

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

Core Instructional Materials

Communities

Publisher, Harcourt Brace

Continuity and Change

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

HEALTH

The Health curriculum for third grade is comprehensive in its approach and is based on the recommendations and grade level expectations of the current Health Framework Addendum.

Expectation 1: Students demonstrate ways to enhance and maintain their health and well-being.

The Human Body

- Practice good personal hygiene.
- Use protective equipment or practice protective behaviors.

Food Choices

- *Make healthy food choices. (E)*
- *Group food in many different ways. (E)*
- *Prepare and try a variety of healthy foods. (E)*
- *Analyze influences on food choices. (E)*
- *Establish and maintain healthy eating practices. (E)*

Physical Activity

- *Participate regularly in active play and enjoyable physical activities. (E)*
- *Observe safety rules during physical activities. (E)*
- Explore out-of-school play activities that promote fitness and health.

Mental and Emotional Health

- *Identify and share feelings in appropriate ways. (E)*
- Avoid self-destructive behaviors and practice self-control.
- *Develop and use effective coping strategies. (E)*
- Demonstrate personal characteristics that contribute to self-confidence and self-esteem.
- Develop protective factors that help foster resiliency.
- Develop and use effective communication skills.

Expectation 2: Students understand and demonstrate behaviors that prevent diseases and speed recovery from illness.

Disease Prevention

- *Practice positive health behaviors to reduce the risk of disease. (E)*
- *Prepare food as a way of learning about sanitary food preparation and storage. (E)*
- Cooperate in regular health screenings.

Treatment of Disease

- Take medicines properly under the direction of parents or health-care providers.
- *Recognize symptoms of common illnesses. (E)*
- Cooperate with parents and health-care providers in the treatment or management of disease.

Expectation 3: Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

Potentially Dangerous Situations

- Practice safe behavior in or near motorized vehicles.
- Practice safe behavior in or near water.
- *Interact safely with strangers. (E)*
- *Develop and use skills to avoid, resolve and cope with conflicts. (E)*
- Report or obtain assistance when faced with unsafe situations.
- Practice behaviors that help prevent poisonings.
- Practice safe behavior in recreational activities.
- *Develop and use skills to identify, avoid and cope with potentially dangerous situations. (E)*

Alcohol, Tobacco and Drugs

- *Distinguish between helpful and harmful substances. (E)*
- Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco and other drugs.
- *Develop and use interpersonal and communication skills. (E)*
- *Exercise self-control. (E)*

Child Abuse, Including Sexual Exploitation

- Identify ways to seek assistance if worried, abused or threatened.
- Develop and use communication skills to tell others when touching is unwanted.

Emergencies

- Recognize emergencies and respond appropriately.
- Practice appropriate behaviors during fire drills, earthquake drills and other disaster drills.

Expectation 4: Students understand and demonstrate how to play positive, active role in promotion the health of his/her family.

Roles of Family Members

- *Develop and use effective communication skills. (E)*
- Demonstrate ways to help support positive family interactions, such as listening to and following directions and showing care and concern toward family members.
- Support and value all family members.

Change the Family

- *Use effective strategies to cope with family change. (E)*

Expectation 5: Students understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

Friendship and Peer Relationships

- *Know and use appropriate ways to make new friends. (E)*
- *Demonstrate acceptable actions towards others. (E)*
- *Demonstrate positive ways to show or express feelings. (E)*
- *Resolve conflicts in a positive, constructive way. (E)*
- *Demonstrate acceptable methods of gaining attention. (E)*

School and Community Based Efforts to Promote and Protect Health

- *Understand and follow school rules related to health. (E)*
- Participate in school efforts to promote health.
- Assume responsibility for helping to take care of the school.

Expectation 6: Students understand the variety of physical, mental, emotional and social changes that occur.

- Demonstrate an understanding of the aging process, e.g. why older adults may have needs different from those of children.

Expectation 7: Students and accept individual differences in growth and development.

- *Demonstrate an understanding of individual differences. (E)*
- *Adapt group activities to include a variety of individuals. (E)*

Expectation 8: Students identify information, products and services that may be helpful or harmful to their health.

- *Identify a variety of consumer influences and analyze how those influences affect decisions. (E)*
- Identify places for obtaining health and social services and learn what types of services are provided.
- Read and interpret information available on food labels.
- Use labels to compare the contents of food products.
- Identify ads and recognize strategies used to influence decisions.
- Practice various positive responses to those influences.

PHYSICAL EDUCATION

The Physical Education Framework for California Public Schools was adopted by the State Board of Education in 1994. The Physical Education Framework is a key and fundamental resource for developing quality physical education programs. The Framework describes a sequential, developmental, age-appropriate physical education program designed to provide students with knowledge and ability needed to maintain active, healthy lifestyles. In accordance with the Framework, the three major goals for the physical education curriculum are:

Movement skills and movement knowledge: Students need to develop effective motor skills and to understand the fundamentals of movement by practicing and analyzing purposeful movement;

Self-image and personal development: Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities;

Social development: Students develop appropriate social behaviors by working independently and with others during planned physical activity.

Movement Skills and Movement Knowledge

Standard 1: The student will be competent in many movement activities.

Students in grade three who meet this standard will be able to:

- Develop a sequence of physical activities and movement patterns that match appropriately (rhythm, speed, emotion, etc.) to a selection of music.
- Dribble a ball continuously, using the hands or feet to control it.
- Use a variety of body shapes, levels, and pathways in simple sequences of movement.

The following are assignments and tasks that might be used to meet the standard:

- Students will perform folk, square, and creative dance activities that demonstrate different patterns, pathways, sequences, shapes, and levels.
- Students will combine a balance, a roll, and a traveling action into a tumbling sequence. The sequence must include all the components and have a clear beginning and ending with smooth transitions between the various skills.

Standard 2: The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in grade three who meet this standard will be able to:

- Recognize similar movement concepts in a variety of skills. For example, an underhand movement can be used in a variety of activities.
- Identify critical elements of locomotor movement.
- Use feedback to improve performance.
- Understand how to stop and start movement.
- Learn to focus on important cues and adjust movement to specific situations.

The following is a task that might be used to meet the standard:

- Students will view photographs or videos of professional dancers, elite gymnasts, and other sport performers in action and will identify and compare the movement patterns and the critical elements that contribute to successful performance of the movement. Students will demonstrate a movement skill for a partner or group. Partners will compare that movement to the movement in the photograph or video.

Standard 3: The student will achieve and maintain a health enhancing level of physical fitness.

Students in grade three who meet this standard will be able to:

- Identify the components of health-related fitness.
- Describe the importance of warming up and cooling down as a part of aerobic activities.
- Participate in aerobic activity for extended periods of time (ten minutes, e.g.).

The following is a task that might be used to meet the standard:

- Students will receive training and practice in the components of health-related fitness (cardio-respiratory fitness, abdominal and upper-body muscular strength and endurance, flexibility, and body composition) and will design an exercise circuit or stations that use these components.

Self-image and Personal Development

Standard 4: The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in grade three who meet this standard will be able to:

- Identify benefits gained from participating in physical activity.
- Participate in regular physical activity that encourages appropriate social interaction.
- Use physical activity as a means of self-expression.

The following is a task that might be used to meet the standard:

- Students select a physical activity that provides an opportunity for them to express enjoyment. Students describe why the activity is a means of self-expression and tell other benefits they receive that contribute to a healthy lifestyle.

Standard 5: The student will demonstrate responsible personal behavior while participating in movement activities.

Students in grade three who meet this standard will be able to:

- Work independently and on task during physical education activities.
- Follow rules, procedures, and etiquette with minimal adult direction.

The following is an assignment that might be used to meet the standard:

- Students will be monitored by the teacher for on-task behavior. Students will demonstrate on-task behavior 90 percent of the time.

Social Development

Standard 6: The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Students in grade three who meet this standard will be able to:

- Play cooperatively in groups of three to five.
- Work productively with partners toward a goal.
- Invite a peer to take a turn at a piece of apparatus before repeating a turn.
- Identify and accept differences in each other's physical performance.

The following is a task that might be used to meet the standard:

- Students will form small groups by themselves without excluding any classmates. The groups will solve motor challenges or problems that require planning, cooperation, and sharing, such as in class free games like "dragons trails."

Standard 7: The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Students in grade three who meet this standard will be able to:

- Explain how their physical education program has changed since kindergarten.

The following is a task that might be used to meet the standard:

- Students create a time line that illustrates the different kinds of physical activity they enjoyed during their kindergarten and first-, second-, and third-grade years. The illustrations should show how their abilities and activities have changed over time.

CALIFORNIA VISUAL AND PERFORMING ARTS CONTENT STANDARDS

The Visual and Performing Arts curriculum is designed to give students experiences in visual arts, music and dramatics. The Visual and Performing Arts Content Standards for California Public Schools, Third grade Through Grade Twelve represent a strong consensus on the skills, knowledge and abilities that all students should be able to master. For each arts discipline content standards are defined under five strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relations and applications. Students in third grade will be developing an understanding of the visual and performing arts as a means to express their personal world, ideas, and emotions.

VISUAL ARTS

Artistic Perception

1.0 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 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.
- 1.2 Describe how artists use tints and shades in painting.
- 1.3 ***Identify and describe how foreground, middle ground, and background are used to create the illusion of space. (E)***
- 1.4 ***Compare and contrast two artworks made by the use of different art tools and media (e.g., watercolor, tempera, computer). (E)***

Analyze Art Elements and Principles of Design

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

Creative Expression

2.0 Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

- 2.1 Explore ideas for art in a personal sketchbook.
- 2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.

Communication and Expression Through Original Artworks

- 2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
- 2.4 ***Create artwork based on the observation of objects and scenes in daily life, emphasizing value changes. (E)***
- 2.5 Create an imaginative clay sculpture based on an organic form.
- 2.6 Create an original artwork emphasizing rhythm and movement, using a selected printing process.

Historical and Cultural Context

3.0 Understanding the Visual Arts in Relation to History and Culture

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 visual arts and artists.

Role and Development of the Visual Arts

3.1 Compare and describe various artworks from different time periods that use a similar theme.

3.2 *Research and identify artists from his or her own community, county, or state and discuss local or regional art traditions. (E)*

3.3 Distinguish between and describe representational, abstract, and non-representational works of art.

Diversity of the Visual Arts

3.4 Identify and describe objects from different parts of the world when visiting a museum or gallery (e.g., puppets, masks, containers).

3.5 Write about an artwork that reflects the student's own cultural background.

Aesthetic Valuing

4.0 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, principles of design, and aesthetic qualities.

Derive Meaning

4.1 Point out similarities and differences in selected works of art and describe them, using appropriate vocabulary of art.

Make Informed Judgments

4.2 Identify successful and less successful compositional and expressive qualities of their own artwork and describe what they would do to improve it.

4.3 Select another artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

Connections, Relationships, and Application

5.0 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 visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

5.1 Describe how costumes contribute to the meaning of a dance.

5.2 Write a poem or story that is inspired by his or her own artwork.

Visual Literacy

- 5.3 Look at images in figurative artworks and predict what might happen next, telling what clues in the work support their ideas.

Career and Career-Related Skills

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

MUSIC

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 **Read, write, and perform simple rhythmic patterns, using quarter notes, eighth notes, half notes, dotted half notes, whole notes, and rests. (E)**
- 1.2 Read, write, and perform pentatonic patterns, using solfege.

Listen to, Analyze, and Describe Music

- 1.3 **Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally. (E)**
- 1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
- 1.5 Describe the way in which sound is produced on various instruments.
- 1.4 Identify simple musical forms (e.g., AABA, AABB, and round).

Creative Expression

2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental music skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 **Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos. (E)**
- 2.3 Play rhythmic and melodic ostinatos on classroom instruments.

Compose, Arrange, and Improvise

- 2.4 Create short rhythmic and melodic phrases in question-and-answer form.

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Identify the uses of music from diverse cultures and time periods.

Diversity of Music

3.2 Sing songs of diverse cultures from memory.

3.3 Play songs of diverse cultures from memory.

3.4 Identify differences and commonalities in music from various cultures.

Aesthetic Valuing

4.0 Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music and aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Select and use specific criteria in making judgments about the quality of a music performance.

Derive Meaning

4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.

4.3 *Describe how specific musical elements communicate particular ideas or moods in music. (E)*

Connections, Relationships, and Applications

5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music 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 learn about careers in and related to music.

Connections and Applications

5.1 Identify similar themes in stories, songs, and art forms (e.g. patterns, texture).

Careers and Career-Related Skills

5.2 Identify and talk about who composes and performs music.

THEATRE

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre to describe theatrical experiences, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking. (E)

Comprehension and Analysis of Theatre Elements

1.2 Identify the 5 W's (who, what, where, when, and why) in a theatrical experience.

Creative Expression

2.0 Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatre Skills

1.1 Participate in cooperative scriptwriting or improvisations that incorporate the 5W's. (E)

Creation/Invention in Theatre

1.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and the stage areas.

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Dramatize different cultural versions of similar stories from around the world. (E)

History of Theatre

3.2 Identify universal themes in stories and plays from different periods and places.

Aesthetic Valuing

4.0 Responding to, Analyzing and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.

Critical Assessment of Theatre

4.1 Develop and apply a set of criteria or a rubric for evaluating a theatrical experience. (E)

Derive Meaning from Works of Theatre

4.2 Compare the content or message of two different works of theatre.

Connections, Relationships, and Applications

5.0 Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They learn about careers in and related to theatre.

Connections and Applications

5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the 5 W's.

Careers and Career-Related Skills

5.2 Develop problem-solving and communication skills by working collaboratively in theatrical experiences.

DANCE

Artistic Perception

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide). (E)

1.2 Demonstrate the ability to start, change, and stop movement.

Comprehension and Analysis of Dance Elements

1.3. Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver). (E)

- 1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).

Development of Dance Vocabulary

- 1.5 Describe dance elements used in personal work and that of others.

Creative Expression

2.0 Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

- 2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.
- 2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Create a sequence that has a beginning, a middle and an end. Name and refine parts of the sequence.
- 2.4 Create a wide variety of shapes and movements, using different levels in space.

Communication of Meaning in Dance

- 2.5 Perform dances to communicate personal meaning, using focus and expression.
- 2.6 Compare and contrast the role of the performer with that of a member of the audience. (E)**

Development of Partner and Group Skills

- 2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).
- 2.8 Create, memorize, and perform original movement sequences with a partner a small group. (E)**

Historical and Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

- 3.1 Describe commonalities among and differences between dances from various countries.
- 3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).

History and Function of Dance

3.3 Explain the function of dance in ceremonial and social community events in Native American cultures. (E)

3.4 Describe how costumes and shoes influence dance movement.

Diversity of Dance

3.5 Name and demonstrate dances of Native Americans.

Aesthetic Valuing

4.0 Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, Performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).

4.2 Explain and demonstrate what it means to be a good audience member.

Meaning and Impact of Dance

4.3 Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).

Connections, Relationships, Applications

5.0 Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning 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 dance.

Connections and Applications Across Disciplines

5.1 Explain relationships between dance elements and other subjects (e.g., spatial pathways-maps and grids, geometric shapes-body shapes).

5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).

Development of Life Skills and Career Competencies

5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.

5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).