

## Some key academic standards addressed in *Celebrating the Art in Earth* program:

**Gardens for Humanity's** art and environmental education program, *Celebrating the Art in Earth* is aligned with some Key Third Grade Academic Standards & Concepts as outlined in the Arizona Department of Education and Common Core matrices. (View associated links below for specific topics and related performance objectives.)

### The Arts

<http://www.azed.gov/standards-practices/files/2014/04/thirdgradeartsstandards.pdf>

#### I. BEGINNING DANCE – some main areas of emphasis

- A. Strand 1 – Create
  - a) Concept 1: Body
  - b) Concept 2: Movement Skills
  - c) Concept 3: Elements of Dance
  - d) Concept 4: Improvisation/Choreography
  - e) Concept 5: Performance Values
- B. Strand 2 – Relate
  - a) Concept 3: Dance and Literacy
  - b) Concept 4: Dance and other disciplines

#### II. MUSIC – some main areas of emphasis

- A. Strand 1 – Create
  - a) Concept 1: Singing alone and with others
- B. Strand 2 – Relate
  - a) Concept 1: Relating music to other disciplines

#### III. BEGINNING VISUAL ARTS – some main areas of emphasis

- A. Strand 1 – Create
  - a) Concept 1: Creative Process
  - b) Concept 2: Materials, tools and techniques
  - c) Concept 3: Elements and Principles
  - d) Concept 4: Meanings or Purposes
  - e) Concept 5: Quality
- B. Strand 2 – Relate
  - a) Concept 1: Artworlds – relation of art to community; connections to other studies
  - b) Concept 2: Materials, Tools and Techniques
  - c) Concept 4: Role of Elements and Principles to communicate meaning or purpose
  - d) Concept 5: Develop criteria for judging quality of artwork

### English Language Arts

[http://www.azed.gov/azccrs/files/2013/10/azccrs-3-5-ela-standards-final10\\_28\\_13.pdf](http://www.azed.gov/azccrs/files/2013/10/azccrs-3-5-ela-standards-final10_28_13.pdf)

#### I. READING (Literature and Informational) – some main areas of emphasis

- A. Key Ideas and Details
  - a) Comprehension, analysis and main ideas
  - b) Understand motivations, message and feelings
  - c) Describe concepts related to other fields – art, science, health, etc.
- B. Craft and Structure
  - a) Word and language use to convey meaning
  - b) Identify point of view
- C. Integration of Knowledge and Ideas
  - a) Use of illustrations to convey meaning
  - b) Compare relevance of text to other ideas
  - c) Other ways same meaning can be conveyed

II. READING – Foundational Skills – some main areas of emphasis

- A. Phonics and word recognition
  - a) Learning and reading vocabulary
- B. Fluency
  - a) Read with purpose and understanding

III. WRITING – some main areas of emphasis

- A. Text types and purposes
  - a) Use effective techniques to convey real or imagined experiences
  - b) Develop descriptions of thoughts and feelings

IV. SPEAKING AND LISTENING – some main areas of emphasis

- A. Comprehension and Collaboration
  - a) Participate effectively in a range of conversations with diverse partners
  - b) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- B. Presentation of Knowledge and Ideas
  - a) Use different media to express information and enhance understanding. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

VOCABULARY ACQUISITION AND USE – some main areas of emphasis

- a) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening

**Health and Nutrition**

<http://www.azed.gov/health-nutrition/health-ed-sandard/>

HEALTH CONCEPTS – some main areas of emphasis

- A. Strand 1
  - a) Concept 3: Personal Health
    - 1) Describe the key nutrients contained in the food groups and how these nutrients affect health and learning
    - 2) Describe and explore the relationship between healthy eating behaviors and a healthy body
    - 3) Describe how physical activity impacts health and learning
    - 4) Explain how physical activity affects how you feel

**Science**

<http://www.azed.gov/standards-practices/files/2011/09/sciencegrade3.pdf>

- A. Strand 1: INQUIRY PROCESS
  - a) Concept 1: Observations, Questions, and Hypotheses
    - 1) Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge.
- B. Strand 4: LIFE SCIENCE
  - a) Concept 1: Characteristics of Organisms
  - b) Concept 2: Life Cycles - Understand the life cycles of plants and animals.
    - 1) Compare life cycles of various plants
    - 2) Explain how growth, death, and decay are part of the plant life cycle.
  - c) Concept 3: Organisms and Environments - Understand the relationships among various organisms and their environment.
  - d) Concept 4: Diversity, Adaptation, and Behavior – Identify plant and animal adaptations