

## Sample Learning Expedition on the Gunnison Watershed

The Gunnison Watershed learning expedition will allow students to understand watershed science and community culture through an in-depth investigation of the rivers in Gunnison County. Utilizing local experts, including any parents who work in the field, the students will work with local organizations including but not limited to BLM, WSC, Forest Service, Park Service. Students will have opportunities to apply the scientific method, learn what a watershed is, discover how a river flows, and explore local river biology and ecology. Students will meet and interview local “water experts” (including scientists, recreational and tourism industry representatives, ranchers, and others), to gain knowledge about various perspectives on water issues and how our community is impacted by water.

EL Schools will typically incorporate two to four learning expeditions into each school year, ensuring a balance of themes to address both physical science and social studies standards. For example, an expedition on the Gunnison Watershed may be followed by an expedition that focuses on an historical topic. Thus, standards will not be addressed in traditional sequences. Reading, writing, the arts, science, social studies, mathematics, service learning, character, and foreign language will be integrated into each learning expedition and covered throughout the course of the year.

Student work will be shared with peers, the wider school community, parents, and other community members through means such as Open House Nights, Performances, Collaborative Assessment Conferences, peer critiques, Expos, and portfolios. Culminating projects will vary according to student learning styles and may include written reports, poster presentations, power point presentations, 3-dimensional models, and oral presentations (debates, poetry readings, skits or monologues). Fieldwork will be documented through weekly written reflections in a field journal.

### Physical Science Projects, Fieldwork, and Lessons

- Scientific experiments on pH, temperature, and water quality, along with other student initiated scientific investigations, employing the Scientific Method
- Fieldwork in Mt. Crested Butte to examine snow-making
- Fieldwork at Curecanti to explore dams
- Water Trailer with BLM and Park Service
- Conservation and erosion with Park Service
- Water cycle and states of water
- Classification of rivers and streams, beginning at headwaters
- Fahrenheit and Celsius conversions
- River ecology and biology; macroinvertebrate investigation with BLM expert
- Fieldwork at Roaring Judy fish hatchery to explore life cycles
- Watershed mapping with WSC professor; explore GIS technology
- Native and endangered river species
- Native plant species restoration at Neversink with BLM, as service project

o Standards Addressed

## STANDARD 1

Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.

### K-4

- Asking questions and stating predictions (hypotheses) that can be addressed through scientific investigation
- Selecting and using simple devices to gather data related to an investigation
- Using data based on observations to construct a reasonable explanation
- Communicating about investigations and explanations

### 5-8

- Using examples to demonstrate that scientific ideas are used to explain previous observations and predict future events
- Identifying and evaluating alternative explanations and procedures
- Asking questions and stating hypotheses that lead to different types of scientific investigations
- Creating a written plan for investigation
- Using appropriate tools, technologies and measurement units to gather and organize data
- Interpreting and evaluating data in order to formulate conclusions
- Communicating results of their investigations in appropriate ways
- Explaining that scientific investigations sometimes result in unexpected findings that lead to new questions and more investigations
- Giving examples of how collaboration can be useful in solving scientific problems and sharing findings

## STANDARD 2

Physical Science: Students know and understand common properties, forms, and changes in matter and energy. (Focus: Physics and Chemistry)

2.1 Students know that matter has characteristic properties, which are related to its composition and structure.

### K-4

- Measuring common physical properties of objects (length, temperature)

### 5-8

- Examining, describing, comparing, measuring, and classifying objects based on common physical and chemical properties (pH, temperature)

2.2 Students know that energy appears in different forms, and can move (be transferred) and change (be transformed).

K-4

- Comparing quantities associated with energy movement and change by constructing simple diagrams or charts (for example, graph of launch distances, chart of melting time).

2.3 Students understand that interactions can produce changes in a system, although the total quantities of matter and energy remain unchanged.

K-4

- Describing an observed change (for example, a melting ice cube, crystal growth, burning candle, physical breakage) in terms of starting conditions, type of change, and ending conditions, using words, diagrams, or graphs; and
- Predicting what changes and what remains unchanged when matter experiences an external influence (for example, a push or pull, addition or removal of heat, division of clay into pieces, melting an ice cube, changing a ball of clay to a flattened shape).

### STANDARD 3

Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (Focus: Biology-- Anatomy, Physiology, Botany, Zoology, Ecology)

3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.

K-4

- Distinguishing living from nonliving things;
- Classifying a variety of organisms according to selected characteristics (for example, backbone vs. no backbone);
- Describing the basic needs (for example, food, water, air, shelter, space) of an organism; and

- Giving examples of how organisms interact with each other and with nonliving parts of their habitat.

5-8

- Constructing and using classification systems based on the structure of organisms;
- Describing the importance of plant and animal adaptations, including local examples;
- Creating and interpreting food chains and food webs;
- Explaining the interaction and interdependence of nonliving and living components within ecosystems; and
- Describing how an environment's ability to provide food, water, space, and essential nutrients determines carrying capacity.

3.2 Students know and understand interrelationships of matter and energy in living systems.

K-4

- Recognizing that green plants need energy from sunlight and various raw materials to live, and animals consume plants and other organisms to live; and
- Recognizing the interrelationships of organisms by tracing the flow of matter and energy in a food chain.

5-8

- Describing the basic processes of photosynthesis and respiration and their importance to life (for example, set up a terrarium or aquarium and make changes such as blocking out light);
- Explaining the recycling of materials by determining a pathway of a substance that is important for life (for example, trace water through an ecosystem); and
- Describing the role of organisms in the decomposition and recycling of dead organisms (for example, bacteria's role in the decomposition and recycling of matter from a dead animal).

3.3 Students know and understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.

K-4

- Describing life cycles of selected organisms (for example, frog, chicken, butterfly, radish, bean plant) .

5-8

- Describing the growth and development of several organisms (for example, embryonic development of a vertebrate)

3.4 Students know and understand how organisms change over time in terms of biological evolution and genetics.

K-4

- Identifying characteristics that are common to all individuals of a species (for example, offspring resemble their parents);
- Recognizing that there are differences in appearance among individuals of the same population or group;
- Identifying characteristics of plants and animals that allow them to live in specific environments; and

#### STANDARD 4

Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space. (Focus: Geology, Meteorology, Astronomy, Oceanography)

4.1 Students know and understand the composition of Earth, its history, and the natural processes that shape it.

K-4

- Describing different types and uses of Earth materials (for example, rocks, soil, minerals);
- Identifying major features of Earth's surface (for example, mountains, rivers, plains, hills, oceans, plateaus);
- Describing natural processes that change Earth's surface (for example, weathering, erosion, mountain building, volcanic activity); and
- Recognizing that humans are affected by natural events (for example, earthquakes, volcanoes, floods).

5-8

- Modeling natural processes that shape Earth's surface (for example, weathering, erosion, mountain building, volcanic activity)

4.2 Students know and understand the general characteristics of the atmosphere and fundamental processes of weather.

K-4

- Recognizing that the Sun is a principal source of Earth's heat and light;
- Recognizing how our daily activities are affected by the weather (for example, types of clothing, travel plans, recreational activity); and
- Describing existing weather conditions by collecting and recording weather data (for example, temperature, precipitation, amount of cloud cover).

4.3 Students know major sources of water, its uses, importance, and cyclic patterns of movement through the environment.

K-4

- Identifying major sources of water (for example, oceans, glaciers, rivers, groundwater, atmosphere);
- Identifying and describing the states (solid, liquid, gaseous) in which water can be found on Earth; and
- Recognizing the importance and uses of water (for example, drinking, washing, irrigating).

5-8

- Investigating and comparing the properties and behavior of water in its solid, liquid, and gaseous states;
- Describing the distribution and circulation of the world's water through oceans, glaciers, rivers, groundwater, and atmosphere; and

STANDARD 5:

Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.

K-4

- Recognizing the diversity of resources provided by the Earth and Sun (for example, soil, fuels, minerals, medicines, food);
- Describing resource-related activities in which they could participate that can benefit their communities (for example, recycling, water conservation); and
- Identifying careers that use science and technology.

5-8

- Investigating and describing the extent of human uses of renewable and non-renewable resources (for example, forests, fossil fuels);
- Describing advantages and disadvantages that might accompany the introduction of a new technology (for example, mountain bikes, cellular telephones, pagers);
- Describing how the use of technology can help solve an individual or community problem (for example, using catalytic converters on automobiles to help reduce air pollution); and
- Describing how people use science and technology in their professions.

## STANDARD 6

Students understand that science involves a particular way of knowing and understand common connections among scientific disciplines.

### K-4

- Recognizing that when a science experiment is repeated with the same conditions, the experiment generally works the same way;
- Comparing knowledge gained from direct experience to knowledge gained indirectly (for example, collecting data about student heights in their class and comparing the results to similar data collected in another class or school);
- Identifying observable patterns and changes in their lives and predicting future events based on those patterns (for example, seasonal weather patterns);
- Describing and comparing the components and interrelationships of a simple system (for example, tracing the continuous flow of water through an aquarium, filter, and pump); and
- Comparing a model with what it represents (for example, comparing a map of the school to the actual school; a model of the Earth to the Earth itself).

### 5-8

- Explaining why a controlled experiment must have comparable results when repeated;
- Giving examples of how scientific knowledge changes as new knowledge is acquired and previous ideas are modified (for example, through space exploration);
- Identifying, comparing, and predicting variables and conditions related to change (for example, climate, population, motion);
- Identifying and illustrating natural cycles within systems (for example, water, planetary motion, geological changes, climate); and

- Using a model to predict change (for example, computer simulation, video sequence, stream table).

#### Mathematics Projects and Lessons

- Celsius to Fahrenheit conversions
- Calculating flow in cubic feet per second
- Mathematics associated with scientific experiments (calculations, graphing data)
- Students will participate in a standards-based math program which is not always integrated directly into the learning expedition. Mathematics will be incorporated into the expedition, as appropriate and meaningful opportunities are presented. Marilyn Burns math follows the scope and sequence of NCTM Standards. The program will also be supplemented with traditional exercises, such as repetition and memorization, to ensure mastery of foundational concepts such as addition, subtraction, multiplication, division and algebra.

**All Standards will be addressed in Mathematics throughout the school year, K-8.**

#### Reading Projects and Lessons

- Reader's Workshop approach to reading non-fiction texts related to watersheds and current water issues as well as fictional texts set in river environments (sample titles: Tom Sawyer, Letting Swift River Go, River Boy, River Rats, River Winding)
- Reading Journals to monitor student use of comprehension strategies: making connections, visualizations, making predictions, determining importance, etc.
- Literature discussions, book clubs, Socratic Seminars
- Reading a variety of sources, print and electronic, to find factual information and conducting research to answer their questions
- Literary analysis; gathering textual evidence to support interpretations
- Reading poetry connected to watershed and exploring poetic devices (rhyme, alliteration, simile, etc)

**All Standards will be addressed in Reading throughout the year, K-8.**

#### Writing Projects and Lessons

- Poetry writing unit describing rivers/water/related subjects, incorporating poetic devices
- Scientific Method lab write-ups
- Reading and Field Journal writing weekly
- Writer's Workshop approach to the writing process including brainstorming, graphic organizers, outlines, multiple drafts and revision, editing skills
- Peer critique

- Conferencing with teacher, one-on-one
- Weekly thematic spelling + word families
- Research writing and/or creative writing projects
- Collaborative Assessment Conference
- Writer’s Workshop mini-lessons on 6-Traits of writing

**All Standards will be addressed in Writing throughout the year, K-8.**

Social Studies Projects, Fieldwork, and Lessons

- Water rights/water law/ Appropriations Act with WSC professor and historian
- Local historical and current water issues (Blue Mesa and Sapinero relocation, ranching, tourism, development, etc) and their impact on the local economy
- Interview local “water experts” and examine multiple perspectives (HCCA activist, miners, raft guides, fishermen, biologists, resort owners, developers...)

o Standards Addressed

ECONOMICS STANDARD 1

Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.

1.1 Students know that economic choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.

K-4

- Identifying goods and services and giving examples of each;
- Showing what happens when there are limited resources and unlimited wants and needs; and
- Giving an example of the opportunity cost for an individual decision (*for example, choosing to use money to go to the movies may result in not having enough money to eat at a restaurant*).

5-8

- Giving examples of situations where households, businesses, governments, and societies deal with scarcity just as individuals do;
- Identifying types of scarce productive resources and giving examples of each;
- Identifying opportunity costs that individuals, households, businesses, governments, and societies incur when making decisions involving the use of scarce resources; and

- Explaining that few economic choices are all-or-nothing propositions and that most economic choices involve tradeoffs.

1.2 Students understand that economic incentives influence the use of scarce human, capital, and natural resources.

K-4

- Giving examples of different economic incentives (*for example, landowners are paid rent for the use of their land, people who work are paid a wage, people who save money are paid interest, and successful businesses such as a lemonade stand make a profit*).

5-8

- Analyzing how economic incentives influence how individuals, households, businesses, governments, and societies use their scarce resources; and
- Identifying different economic goals and giving examples of the tradeoffs among economic goals.

1.3 Students understand that resources can be used in many ways and understand the costs of alternative uses.

K-4

- Describing how consequences of economic choices may affect the future (*for example, using allowance money today for ice cream and candy will not generate savings for a bike in the future*); and
- Identifying similar resources that can be used in a variety of ways (*for example, a piece of vacant land can be used to build a office building, a park, a parking lot, a shopping mall or a soccer field*).

5-8

- Identifying costs and benefits associated with the use of resources to produce goods and services (*for example, using a gas lawnmower involves the cost of gas and upkeep, but provides the benefit of mowing the lawn faster*);
- Identifying externalities\* associated with the use of resources; (*for example, using a gas mower creates noise pollution in a neighborhood, but also provides an attractive lawn*);
- Explaining how the use of specific resources will influence the availability of other resources in the future;

- Identifying choices individuals, households, businesses, governments, and societies make that impact productivity and the future (*for example, choices about the division of labor, the investment in human and physical capital, specialization, and using technology*).

## ECONOMICS STANDARD 2

Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.

2.1 Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services.

K-4

- Identifying the three basic economic questions all economic systems must answer: (*What goods and services will be produced? How will they be produced? For whom will they be produced?*); and

5-8

- Describing how different economic systems affect the allocation of resources (*for example, steel production in the former Soviet Union was determined by economic planners. This affected the allocation of many resources: coal, labor, etc. In the United States, all of these resources are allocated by the market*).

2.2 Students understand the fundamental characteristics of the United States economic system.

K-4

- Describing roles of consumers and producers in the U.S. economic system; and
- Describing how the price of goods and services in our U.S. economic system is related to how much of a product or resource there is, and how many people want it.

5-8

- Describing the relationships among supply, demand, and price, and the role these elements play in the U.S. economic system;

2.3 Students understand that government actions and policies, including taxes, spending, and regulations influence the operation of economies.

K-4

- Recognizing that some goods and services are provided by the government (*for example, firefighters, parks, police, and public schools*); and

5-8

- Identifying governmental activities that affect the local, state, or national economy; and
- Giving examples of the role of government in a market economic system, (*for example, the government enforces property rights, provisions of contracts and provides a standardized monetary system*).

STANDARD 3: Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies

3.1 Students understand that the exchange of goods and services creates economic interdependence and change.

K-4

- Describing the interdependence between households and businesses

GEOGRAPHY STANDARD 1:

Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

1.1 Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.

K-4

- Identifying the characteristics and purposes of maps, globes, and other geographic tools;
- Reading and interpreting information from photographs, maps, globes, graphs, models, and computer programs, if available; and
- Displaying information on maps, globes, and geographic models, and in graphs, diagrams, and charts (*for example; designing map keys and legends*).

5-8

- Explaining the characteristics and purposes of and explaining differences among maps, globes, aerial photographs, geographic models, and satellite images;

- Interpreting and constructing maps, globes, models, charts, and geographic databases.

1.2 Students develop knowledge of Earth to locate people, places, and environments.

K-4

- Identifying major geographic features;
- Locating places within their own and nearby communities in Colorado;
- Locating Colorado in relation to the U.S. and the rest of the world;
- Identifying a specific location on a map using grids.

5-8

- Identifying and locating physical and human features in their own and nearby communities, in the United States, and in regions of the world; and
- Locating places using latitude and longitude.

1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.

K-4

- Defining basic geographic vocabulary such as the concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams;
- Making and defending locational decisions for human activity (for example, where one would locate a new piece of playground equipment).

5-8

- Explaining fundamental geographic vocabulary such as the concepts of distance, latitude, longitude, interdependence, accessibility, and connections;
- Analyzing the factors affecting the location of human activities (for example, the location of a planned development or dam);
- Explaining different land use patterns in urban, suburban, and rural areas;

## GEOGRAPHY STANDARD 2

Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

## 2.1 Students know the physical and human characteristics of places.

K-4

- Identifying and classifying the characteristics of places as human or physical; and
- Describing how human and physical processes together shape places (for example, reforestation may prevent erosion on slopes in Colorado).

5-8

- Describing human and physical characteristics of places; and
- Explaining how places change due to human activity (for example, center-pivot technology produces a distinctive pattern of irrigation on the High Plains).

## 2.2 Students know how and why people define regions.

K-4

- Identifying a region as an area with unifying geographic characteristics; and
- Describing similarities, differences, and patterns of change in regions.

5-8

- Identifying a region by defining its distinguishing characteristics;
- Explaining how and why regions change;
- Describing the relationships and interactions among regions; and
- Analyzing the influences and effects of regional labels and images (for example, the Sun Belt states attract tourists, retirees, and new businesses).

## 2.3 Students know how culture and experience influence people's perceptions of places and regions.

K-4

- Identifying ways in which different people view and relate to places and regions.

5-8

- Describing various perspectives associated with places and regions;

- Explaining how culture and technology affect perception of places and regions (for example, U.S. television programs and movies present images of the U.S. to billions of people around the world)

### GEOGRAPHY STANDARD 3

Students understand how physical processes shape Earth's surface patterns and systems.

3.1 Students know the physical processes that shape Earth's surface patterns.

K-4

- Identifying the components of Earth's physical systems and their characteristics (for example, air, land, water, plants, and animals and their features);
- Explaining how Earth-Sun relationships shape climate and vegetation patterns (for example, as compared with other regions, polar regions receive low amounts of sun's energy and thus support little vegetation); and
- Describing how features on Earth's surface are shaped by physical processes (for example, wet regions have many rivers).

5-8

- Describing how physical processes shape environmental patterns of air, land, water, plants, and animals;
- Explaining how physical processes influence the formation and location of resources;
- Describing the consequences of physical processes on Earth's surface (for example, tropical ocean heating supplies energy for hurricanes); and

3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.

K-4

- Identifying characteristics of physical systems (for example, water cycle);
- Describing local environmental features and identifying the physical system to which they belong (for example, a lake which is part of the water cycle); and
- Comparing patterns and distribution of environments within a physical system (for example, groups of plant and animal life found in Colorado).

5-8

- Identifying the local and world patterns of ecosystems; and
- Describing how ecosystems work.

#### GEOGRAPHY STANDARD 4

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

4.3 Students know the patterns and networks of economic interdependence.

K-4, what students know and are able to do includes

- Identifying the location and distribution of major economic activities in Colorado; and
- Describing economic networks used in daily life (for example, transportation and communication networks).

5-8

- Identifying the factors that influence the location and distribution of economic activities;
- Explaining reasons for patterns of economic activities on Earth's surface; and
- Explaining how changes in technology, transportation, communication, and resources affect the location of economic activities.

4.4 Students know the processes, patterns, and functions of human settlement.

K-4

- Identifying the factors that affect where people settle (for example, the availability of transportation and resources); and

#### GEOGRAPHY STANDARD 5

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

5.1 Students know how human actions modify the physical environment.

K-4

- Identifying how people depend upon, adapt to, and modify the physical environment.

5-8

- Describing how human modifications of physical environments in one place often lead to changes in other places;
- Explaining the role of technology in the human modification of the physical environment (for example, damming of the Colorado River, greening of the Negev Desert in Israel); and
- Describing ways that humans depend upon, adapt to, and affect the physical environment.

5.2 Students know how physical systems affect human systems.

K-4

- Describing how the physical environment provides opportunities for and places constraint on human activities.

5-8

- Explaining how the characteristics of different physical environments provide opportunities for or place constraints on human activities; and
- Describing how natural hazards affect human activities.

5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.

K-4

- Describing the role of resources in daily life (for example, discussing the recycling of materials);
- Identifying the characteristics of renewable and nonrenewable resources; and
- Identifying the spatial distribution of resources.

5-8

- Describing the role of resources in daily life (for example, discussing the recycling of materials);
- Identifying how technology affects the definition of, access to, and use of resources;
- Describing why people have different viewpoints with respect to resource use;
- Explaining the fundamental role of energy resources; and
- Describing ways that resources can be recycled.

#### GEOGRAPHY STANDARD 6:

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

6.1 Students know how to apply geography to understand the past.

K-4

- Describing how places change over time; and
- Describing how places and environments may have influenced people and events over time.

5-8

- Describing changes in the spatial organization of a society over time;
- Describing how places and environments have influenced events and conditions in the past; and
- Explaining how differing perceptions of places, people, and resources have affected events and conditions in the past.

6.2 Students know how to apply geography to understand the present and plan for the future.

K-4

- Describing issues in communities from a spatial perspective; and
- Identifying personal behaviors that can affect community planning.

5-8

- Explaining issues in communities from a spatial perspective; and
- Explaining a contemporary issue using geographic knowledge, skill and perspectives.

Arts Projects and Lessons

- Performance on Rivers of the World, including choreography, accompaniment, costumes, props, scenery
- Water Cycle mural
- Watercolor
- Poetry illustrations
- Individual projects, including models and posters
- Portfolio craftsmanship
- Visit local galleries and museums
- Peer critique

o Standards Addressed

## **STANDARD 1**

**Students recognize and use the visual arts as a form of communication.**

K-4, what students know and are able to do includes

- Identifying visual images, themes, and ideas for works of art;
- Selecting and using visual images, themes, and ideas to communicate meaning; and
- Comparing the use of visual images and ideas.

5-8

- Identifying and discussing how and why visual images, themes, and ideas communicate;
- Selecting, organizing, and employing visual images, themes, and ideas in works of art to express an intended meaning; and
- Evaluating meaning and communication in works of art.

## **STANDARD 2**

**Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.**

K-4

- Identifying elements of art and principles of design in works of art; and

- Applying elements of art and principles of design to create works of art.

5-8

- Describing and discussing characteristics of elements of art, principles of design, and styles of art;
- Using elements of art, principles of design, and styles of art to communicate ideas and experiences; and
- Analyzing and evaluating the use of elements of art, principles of design, and styles of art that express ideas and experiences.

### **STANDARD 3**

**Students know and apply visual arts materials, tools, techniques, and processes.**

K-4

- Identifying and describing different materials, tools, techniques, and processes; and
- Using materials, tools, techniques, and processes to make works of art.

5-8

- Identifying and experimenting with materials, tools, techniques, and processes;
- Selecting and using materials, tools, techniques, and processes that enhance communication of ideas through art; and
- Evaluating the selection and use of materials, tools, techniques, and processes.

### **STANDARD 5**

**Students analyze and evaluate the characteristics, merits, and meaning of works of art.**

K-4

- Observing and describing a variety of works of art, including their own;
- Using specific criteria to analyze works of art; and

- Using specific criteria to evaluate works of art.

5-8

- Identifying and discussing reasons for creating works of art;
- Using methods of critical analysis and aesthetic inquiry; and
- Formulating responses to works of art from personal and critical points of view.

The following Theatre, Music, and Dance Standards are also addressed in this learning expedition:

Theatre:

1. Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.
2. Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing.
3. Students understand and apply the creative process to skills of design and technical production.
4. Students know and apply connections between theatre and other disciplines.

Music:

- 1. Students sing or play on instruments a varied repertoire of music, alone or with others.**
- 2. Students will create music.**

Dance:

1. Students will understand and demonstrate dance skills.
2. Students will understand and apply the principles of choreography.
3. Students will create, communicate, and problem solve through dance.
4. Students will understand the benefits of dance for lifelong fitness.
5. Students will understand the relationships and connections between dance and other disciplines.