

*Project Archaeology: Investigating Rock Art*  
*No. 4 Investigating Fourmile Petroglyph*

## Colorado Academic Standards 3<sup>rd</sup> Grade Correlation

### Social Studies

#### Third Grade, Standard 1. History

Grade Level Expectation 1. Compare primary and secondary sources when explaining the past.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
SS.3.1.1	<i>Students can:</i>	Use a variety of primary sources such as artifacts, pictures, oral histories, and documents, to help determine factual information about historical events.				●		
		Compare information from multiple sources recounting the same event.				●		
	<i>Inquiry Question:</i>	What types of questions do historical thinkers ask about the past?	●			●		
	<i>Nature and Skills of History:</i>	Historical thinkers compare information provided by different historical sources about the past.				●		
	<i>Disciplinary, Information, and Media Literacy:</i>	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.				●		●
		Compare and contrast the most important points and key details presented in two texts on the same topic.				●	●	
		Write opinion pieces on topics or texts, supporting a point of view with reasons.					●	
		Use evidence to develop claims in response to compelling questions.	●	●	●	●	●	●
		Communicate information through the use of technologies.						●

Abbreviations (Colorado Academic Standards): Subject: SS, RW, VA; Grade Level: 3; Grade Level Expectation: 1-4

Abbreviations (*Investigating Rock Art*): 1 – 5 = Lessons One through Five; FPU = Final Performance of Understanding

**Third Grade, Standard 1. History**

<b>Grade Level Expectation 2:</b> Identify how people in the past influence the development and interaction of different communities or regions.			<b>Curriculum Lessons and Assessment</b>					
<b>GLE Code</b>	<b>Subheading</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>FPU</b>
SS.3.1.2	<i>Students can:</i>	Compare past and present situations and events.		●				
		Give examples of people, events, and developments that brought important changes to a community or region.				●		●
		Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region and how that migration has influenced change and development.				●		●
	<i>Colorado Essential Skills:</i>	Recognize how members of a community rely on each other and interact to influence the development of their communities.		●		●		
	<i>Inquiry Questions:</i>	What types of questions do people ask to learn about the past?		●		●		
	<i>Nature and Skills of History:</i>	Historical thinkers ask questions to guide their research into the past.	●	●	●	●	●	●
		Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups in the past.	●	●		●		
		Historical thinkers use context and information from the past to make connections and inform decisions in the present.					●	●
		Historical thinkers construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.				●	●	●
	<i>Disciplinary, Information, and Media Literacy</i>	Compare and contrast the most important points and key details presented in two texts on the same topic.				●		
		Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.					●	

		Provide reasons that support the opinion.					●	
		Provide a concluding statement or section.				●	●	
		Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.						●
		Develop the topic with facts, definitions, and details.				●		●
		Conduct short research projects that build knowledge about a topic.				●		●
		Communicate information through the use of technologies.						●

**Third Grade, Standard 2. Geography**

Grade Level Expectation 1: Use geographic tools to develop spatial thinking.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
SS.3.2.1	<i>Inquiry Questions:</i>	How does the geography of where we live influence how we live?				●		
		How do physical features provide opportunities and challenges to regions?				●		
	<i>Disciplinary, Information, and Media Literacy:</i>	Use information gained from illustrations such as maps and photographs, as well as the words in a text to demonstrate understanding of the text.				●		
		Find information through the use of technologies.						●

### Third Grade, Standard 2. Geography

Grade Level Expectation 2: Define the concept of region through an examination of similarities and differences in places and communities.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
SS.3.2.2	<i>Students can:</i>	Observe and describe the physical, cultural, and human-made characteristics of a local region (Southcentral).				●		
		Characterize regions using different types of features such as physical, political, cultural, urban, and rural attributes.				●		
	<i>Colorado Essential Skills:</i>	Investigate a variety of places and communities and draw conclusions about regions.				●		
	<i>Inquiry Questions:</i>	What are the geographic characteristics of a region?				●		
		How do cultures lead to similarities and differences between regions?				●		

### Third Grade, Standard 4. Civics

Grade Level Expectation 1. Respect the views and rights of others.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
SS.3.4.1	<i>Students can:</i>	Identify and apply the elements of civil discourse.					●	
		Give examples of the relationship between rights and responsibilities.					●	
	<i>Colorado Essential Skills:</i>	Identify and explain a different perspective when exploring events or ideas.				●		
	<i>Nature and Skills of Civics:</i>	Civic-minded individuals understand that respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures.					●	●
		Civic-minded individuals understand that virtues, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, should be used when they interact with each other on public matters.					●	●

	<i>Disciplinary, Information, and Media Literacy:</i>	Use technology resources for problem solving, communication, and illustration of thoughts and ideas.							●
		Present a summary of arguments and explanations to others outside the classroom using print and oral technologies.						●	

## Reading, Writing, and Communicating

### Third Grade, Standard 1. Oral Expression and Listening

Grade Level Expectation 1. Participate cooperatively in group activities.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.3.1.1	<i>Students can:</i>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●	●	●
		Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				●	●	

### Third Grade, Standard 2. Reading for All Purposes

Grade Level Expectation 2. Apply strategies to fluently read and comprehend various informational texts.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.3.2.1	<i>Students can:</i>	a. Use Key Ideas and Details to: <ul style="list-style-type: none"> <li>i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>ii. Determine the main ideas of a text, recount the key details and explain how they support the main idea.</li> <li>iv. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical</li> </ul>	●			●	●	

		procedures in a text, using language that pertains to time, sequence, and cause/effect.						
		b. Use Craft and Structure to: i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 3 topic or subject area</i> .	●			●	●	
		c. Use Integration of Knowledge and Ideas to: i. Use information gained from illustrations and the words in a text to demonstrate understanding of the text.				●		
		d. Use Range of Reading and Complexity of Text to: i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 2-3 text complexity band independently and proficiently.				●	●	
	<i>Colorado Essential Skills:</i>	Identify and explain multiple perspectives when exploring events, ideas, and issues.				●	●	
	<i>Essential Questions:</i>	How does comparing two texts help our understanding of what we read?				●		

**Third Grade, Standard 3. Writing and Composition**

Grade Level Expectation 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.3.3.1	<i>Students can:</i>	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons.					●	●
		Provides reasons that support the opinion.					●	●
	<i>Colorado Essential Skills:</i>	Identify and explain multiple perspectives when exploring events, ideas, and issues.				●	●	●

### Third Grade, Standard 3. Writing and Composition

Grade Level Expectation 2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.3.3.2	<i>Students can:</i>	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		●		●		●
		b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas with categories of information. d. Provide a concluding statement or section.						
	<i>Colorado Essential Skills:</i>	Define the problem using a variety of strategies.						●
		Investigate to form hypotheses, make observations, and draw conclusions.				●		●
		Articulate the most effective options to access information needed for a specific purpose.						●

### Third Grade, Standard 3. Writing and Composition

Grade Level Expectation 4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.			Curriculum Lessons and Assessment					
GLE Code	Subheading	Statement	1	2	3	4	5	FPU
RW.3.3.4	<i>Students can:</i>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.					●	●
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.						●
		Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		●	●	●	●	●

**Third Grade, Standard 4. Writing and Composition**

<b>Grade Level Expectation 1.</b> Gather, interpret, and communicate information discovered during short research projects.			<b>Curriculum Lessons and Assessment</b>					
<b>GLE Code</b>	<b>Subheading</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>FPU</b>
RW.3.4.1	<i>Students can:</i>	Conduct short research projects that build knowledge about a topic.				●	●	●
		Interpret and communicate the information learned by developing a brief summary with supporting details.					●	●
		Develop supporting visual information.					●	●
	<i>Colorado Essential Skills:</i>	Investigate to form hypotheses, make observations, and draw conclusions.				●		●
		Communicate information through the use of technologies.						●
	<i>Essential Question:</i>	How do visuals support information presented in research?				●	●	●

**Visual Arts**

**Third Grade, Standard 1. Observe and Learn to Comprehend**

<b>Grade Level Expectation 1.</b> Investigate works of art and design to recognize how to create meaning with purpose and intent.			<b>Curriculum Lessons and Assessment</b>					
<b>GLE Code</b>	<b>Subheading</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>FPU</b>
VA.3.1.1	<i>Students can:</i>	Identify historical and cultural ideas evident in works of visual art and design.			●	●		●
		Use the language of visual art and design as a tool to help determine artistic intent.			●	●		
	<i>Colorado Essential Skills and Meaning Making:</i>	Recognize personal characteristics, preferences, thoughts and feelings as one explores one’s own art or the works of others.			●	●		

	<i>Inquiry Questions:</i>	How can students investigate works of art and design to recognize how artists and designers create meaning?			●	●		
		How can students explore, through art, the cultures that make their community/region unique?			●	●		●
	<i>Learning Experience and Transfer:</i>	One can read artwork to uncover visual information.			●	●	●	●

**Third Grade, Standard 3. Invent and Discover to Create**

<b>Grade Level Expectation 1.</b> Plan and create works of visual art and design recognizing various purposes and intentions.			<b>Curriculum Lessons and Assessment</b>					
<b>GLE Code</b>	<b>Subheading</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>FPU</b>
VA.3.3.1	<i>Students can:</i>	Create works of art and design through the use of various technologies.		●	●	●		●

**Third Grade, Standard 4. Relate and Connect to Transfer**

<b>Grade Level Expectation 1.</b> Recognize how works of visual art and design communicate meaning both within a community and between diverse cultures.			<b>Curriculum Lessons and Assessment</b>					
<b>GLE Code</b>	<b>Subheading</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>FPU</b>
VA.3.4.1	<i>Students can:</i>	Investigate how visual art and design can make connections between subjects, disciplines, or events.			●	●		
		Connect the meaning of personal works of art to historical, cultural, or community events.		●	●	●		
	<i>Colorado Essential Skills and Meaning Making:</i>	Consider purpose, formality of context, audience, and distinct cultural norms when planning content, mode, delivery, and expression in art and design.		●	●	●	●	●
	<i>Inquiry Question:</i>	How can the understanding of a student's culture enhance the understanding of other cultures?		●	●	●	●	●