

Carbon County Museum Wyoming State Standards Program Alignment

Subject	Grade	Wyoming State Standard	CCM Traveling Program	CCM Gallery Program
<u>Early Childhood Development</u>				
	Pre-K	Listening & Understanding: Demonstrates understanding of language through responses.	Painted Stories	
	Pre-K	Listening & Understanding: Listens to and engages in conversation with others.	Painted Stories	
	Pre-K	Speaking & Communicating: Demonstrates age-appropriate speech articulation.	Painted Stories	
	Pre-K	Initiative & Curiosity: Demonstrates flexibility, imagination and inventiveness.	Painted Stories	
	Pre-K	Creative Arts-Art: Progresses in ability to create representations that are more detailed, creative or realistic.	Painted Stories	
<u>Language Arts</u>				
	K-4	RI.4.1: Determines the main idea and key details of a text, and refers to specific information from the text to summarize and explain events, procedures, and concepts, and explain literal and inferential interpretations.		Exhibiting Connections, Guilty as Charged?
	K-4	RI.4.2: Compares and contrasts two different accounts of the same event or topic, and integrates information from two texts on the same topic to write or speak about the topic knowledgeably.		Guilty as Charged?
	K-4	RI.4.3: Interprets information presented visually, orally, or quantitatively and uses informational text features to support comprehension.	Boomtown Blues, Painting the News	Exhibiting Connections, Guilty as Charged?
	K-4	SL.4.1: Students paraphrases information read aloud or presented in diverse media and formats	All Aboard!, Boomtown Blues, Detecting the Details, Pack Your Wagon, Painting the News, Powwow Party!, Roaring Dinos!, Wyoming's Dino-mite Past!	Exhibiting Connections, Guilty as Charged?

<u>Language Arts Cont.</u>	K-4	SL.4.2: Identifies reasons and evidence a speaker provides to support particular points.	All Aboard! , Boomtown Blues , Detecting the Details , Pack Your Wagon , Painting the News , Powwow Party! , Roaring Dinos! , Wyoming's Dino-mite Past!	Exhibiting Connections , Guilty as Charged?
	K-4	SL.4.3: Student reports on a topic or text, or retells an event in an organized manner.	Detecting the Details , Pack Your Wagon , Powwow Party!	Exhibiting Connections , Guilty as Charged?
	K-4	SL.4.4: Differentiates between contexts which call for formal or informal discourse.	All Aboard!	
	K-4	SL.4.5: Students differentiates between contexts which call for formal or informal discourse.	Detecting the Details , Pack Your Wagon , Painting the News , Powwow Party! , Roaring Dinos! , Wyoming's Dino-mite Past!	Exhibiting Connections , Guilty as Charged?
	K-4	W.4.3: Uses reasons and information supported by facts and details to introduce and support a point of view on a topic or text.	Boomtown Blues , Powwow Party!	Guilty as Charged?
	K-4	W.4.4: Student provides an organizational structure to convey ideas and information clearly, including transitional words and phrases and a conclusion related to the opinion presented.	Powwow Party!	Guilty as Charged?
	K-4	W.4.5: Student uses facts, concrete details, quotations, illustrations, headings, definitions, precise language, and domain-specific vocabulary to introduce and develop a topic.	Painting the News , Powwow Party!	Exhibiting Connections
	K-4	W.4.6: Student provides an organizational structure to convey ideas and information clearly, including transitional words and phrases and a conclusion related to the information or explanation presented.	Painting the News , Powwow Party!	
	K-4	W.4.7: Incorporates effective techniques such as dialogue, descriptive details, and precise word choice to develop real or imagined experiences or events.	Detecting the Details , Pack Your Wagon	

<u>Language Arts Cont.</u>	K-4	W.4.8: Organizes an event sequence that unfolds naturally, including transitional words and phrases and a conclusion that follows from the narrated experiences or events.	Detecting the Details	
	6-8	RI.8.1: Analyzes text for a central idea, its development over the course of the text and relationship to supporting details, cites textual evidence to support literal and inferential interpretations, and provides objective summaries; analyzes how a text makes connections among and distinctions between individuals, ideas, and events		Exhibiting Connections, Guilty as Charged?
	6-8	RI.8.3: Evaluates the advantages and disadvantages of presenting ideas in different text or multimedia formats.	Boomtown Blues	
	6-8	SL.8.1: Students analyze the purpose of information presented in different media and formats, evaluate motives behind the presentation, and critique the reasoning and relevance of the speaker's argument and claims.	Drawing History, Quilting a Memory, Wyoming's Dino-mite Past!	Exhibiting Connections, Guilty as Charged?
	6-8	SL.8.2: Adequately researches a topic and refers to findings when presenting claims, uses appropriate presentation skills (eye contact, adequate volume, clear pronunciation) and multimedia and visual displays, and adapts speech to a variety of contexts and tasks.		Exhibiting Connections, Guilty as Charged?
	6-8	W.8.10: Incorporates effective techniques such as dialogue, pacing, descriptive details, and reflection, and uses precise word choice and sensory language to convey real or imagined experiences or events.	Detecting the Details	
	6-8	W.8.11: Organizes an event sequence that unfolds naturally, including the use of transitional words, phrases, and clauses for multiple purposes, and a conclusion that follows from and reflects on the narrated experiences or events	Detecting the Details	
	6-8	W.8.2: Student establishes and maintains a formal style.	Powwow Party!	

<u>Language Arts Cont.</u>	6-8	W.8.3: Student provides a logical organizational structure to convey reasons and evidence clearly, including transitional words and phrases and a conclusion related to the argument presented.	Powwow Party!	
	6-8	W.8.3: Uses logical reasoning and relevant evidence from accurate, credible sources to support a claim and distinguish between opposing claims.	Boomtown Blues	
	6-8	W.8.6: Student uses precise language, domain-specific vocabulary, and information including facts, concrete details, quotations, and definitions to introduce and develop a topic.	Drawing History, Just who do you think you are?	
	6-8	W.8.7: Student provides an organizational structure to convey ideas and information clearly, including varied transitional words and phrases and a conclusion related to the information or explanation presented.	Painting the News, Powwow Party!	
	6-8	W.8.8: Student establishes and maintains a formal style.	Drawing History, Painting the News, Powwow Party!	
	6-8	W.8.9: Engages the reader by establishing a context or point of view and introducing the narrator and/or characters.	Detecting the Details	
	9-12	RI.12.4: Integrate and evaluate multiple sources of information presented in different media or formats		Exhibiting Connections
	9-12	SL.12.1: The student comes to discussions prepared to: work with peers to promote civil, democratic discussions and decision making, propel conversations by posing and responding to questions that probe reasoning and evidence, and respond thoughtfully to diverse perspectives.	Just who do you think you are?, Published Persuasion	Exhibiting Connections
	9-12	SL.12.2: Integrate multiple sources of information presented in diverse formats and media	Just who do you think you are?, Published Persuasion	Exhibiting Connections
	9-12	SL.12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	Drawing History, Published Persuasion	

<u>Language Arts Cont.</u>	9-12	SL.12.4: Presents information, findings, and supporting evidence, conveying a clear and distinct perspective; makes a strategic use of digital media; adapts speech to a variety of contexts and tasks.	Drawing History, Just who do you think you are?, Published Persuasion	Exhibiting Connections
	9-12	W.12.3: Uses valid reasoning and relevant and sufficient evidence to develop claims and counterclaims fairly and thoroughly, establishes the significance of the claim(s), and distinguishes the claims from alternate or opposing claims	Published Persuasion	
	9-12	W.12.4: Creates an organization that logically sequences claim(s), counterclaims, reasons, and evidence; includes transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text; provides a concluding statement or section that follows from and supports the argument presented.	Published Persuasion	
	9-12	W.12.5: Establishes and maintains a formal style and objective tone	Published Persuasion	
	9-12	W.12.6: Develops a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples	Drawing History, Just who do you think you are?	
	9-12	W.12.7: Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes appropriate and varied transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text; provides a concluding statement or section that follows from and supports the information or explanation presented.	Drawing History, Just who do you think you are?	Exhibiting Connections
	9-12	W.12.8: Establishes and maintains a formal style and objective tone	Drawing History, Just who do you think you are?	

Social Studies				
	K-2	SS2.2.1: Students name the ways groups meet human needs and concerns and contribute to personal identity and daily life.	Boomtown Blues , Powwow Party!	
	K-2	SS2.2.2: Students recognize ways in which expression of culture influence people.	Boomtown Blues , Painted Stories , Powwow Party!	
	K-2	SS2.3.1: Give examples of and/or identify needs, wants, goods, and services	Boomtown Blues , Painted Stories	
	K-2	SS2.4.1: Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster)	Boomtown Blues	
	K-2	SS2.5.3: Use the human features of a community to describe what makes that community special and why others want to move there or move away from there.	Boomtown Blues , Powwow Party!	
	K-2	SS2.5.4: Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources)	Painted Stories	
	3-5	SS5.1.4: Understand the purpose of the legal system		Guilty as Charged?
	3-5	SS5.2.1: Students identify and describe ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.	Boomtown Blues , Pack Your Wagon , Powwow Party!	
	3-5	SS5.2.2: Students identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).	Boomtown Blues , Pack Your Wagon , Painting the News , Powwow Party!	Exhibiting Connections
	3-5	SS5.2.3: Students identify and describe characteristics and contributions of local and state cultural groups in Wyoming.	Boomtown Blues , Painting the News , Powwow Party!	Exhibiting Connections , Guilty as Charged?
	3-5	SS5.2.4: Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States	Painting the News	Exhibiting Connections , Guilty as Charged?

<u>Social Studies</u> <u>Cont.</u>	3-5	SS5.3.1: Give examples of needs, wants, goods, services, scarcity, and choice.	Boomtown Blues, Pack Your Wagon	Exhibiting Connections, Guilty as Charged?
	3-5	SS5.3.2: Identify basic economic concepts (e.g., supply, demand, price, and trade).	All Aboard!, Pack Your Wagon	
	3-5	SS5.3.3: Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).	All Aboard!	Guilty as Charged?
	3-5	SS5.4.1: Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity) events	Boomtown Blues	Guilty as Charged?
	3-5	SS5.4.2: Describe how tools and technology make life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., shops allowed for discovery of new lands or boiling water prevented spread of disease).	All Aboard!	
	3-5	SS5.4.4: Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural, ethnic, and workplace) and how those roles and/or groups have changed over time.	Boomtown Blues, Pack Your Wagon	
	3-5	SS5.4.5: Identify differences between primary and secondary sources. Find primary and secondary sources about an historical event. Summarize central ideas in primary and secondary resources.	Painting the News	Exhibiting Connections, Guilty as Charged?
	3-5	SS5.5.3: Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American Indians and the Oregon Trail), and how ideas, goods, and /or people move from one area to another.	Boomtown Blues, Pack Your Wagon, Powwow Party!	Exhibiting Connections

<u>Social Studies Cont.</u>	3-5	SS5.5.4: Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).	All Aboard! , Pack Your Wagon	Exhibiting Connections
	3-5	SS5.6.1: Use various media resources in order to address a question or solve a problem		Exhibiting Connections
	3-5	SS5.6.2: Identify validity of information (e.g., accuracy, relevancy, fact, or fiction)		Guilty as Charged?
	3-5	SS5.6.4: Identify the difference between primary and secondary sources		Exhibiting Connections , Guilty as Charged?
	6-8	SS8.1.6: Understand the basic structures of various political systems (e.g., tribal, local, national, and world)		Guilty as Charged?
	6-8	SS8.2.1: Students explain how family systems, religion, language, literature, and the arts contribute to the development of cultures.	Drawing History , Pack Your Wagon , Quilting a Memory	
	6-8	SS8.2.2: Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture	Drawing History , Pack Your Wagon , Painting the News , Quilting a Memory	Exhibiting Connections
	6-8	SS8.2.3: Compare and contrast the unique cultural characteristics of various groups within Wyoming and the nation.	Drawing History	Exhibiting Connections
	6-8	SS8.2.4: Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).	All Aboard! , Drawing History	Guilty as Charged?
	6-8	SS8.3.3: Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).	All Aboard!	Guilty as Charged?
	6-8	SS8.3.5: Describe how values and beliefs influence individual, family, and business decisions (microeconomics).	Pack Your Wagon	Exhibiting Connections , Guilty as Charged?
<u>Social Studies Cont.</u>	6-8	SS8.3: Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).	All Aboard!	

<u>Social Studies Cont.</u>	6-8	SS8.4.1: Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War)		Exhibiting Connections
	6-8	SS8.4.2: Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.	All Aboard!	
	6-8	SS8.4.2: Students discuss current events to better understand the world in which they live.	Boomtown Blues, Quilting a Memory	
	6-8	SS8.4.4: Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).	All Aboard!, Drawing History, Pack Your Wagon, Quilting A Memory	Exhibiting Connections
	6-8	SS8.4.5: Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources	Drawing History, Painting the News, Quilting a Memory	Exhibiting Connections, Guilty as Charged?
	6-8	SS8.5.1: Students use charts, maps, and graphs to answer questions dealing with people, places, events, or environments.	Painting the News	Guilty as Charged?, Exhibiting Connections
	6-8	SS8.5.2: Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices		Exhibiting Connections
	6-8	SS8.5.3: Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.	Pack Your Wagon	Guilty as Charged?
	6-8	SS8.5.4: Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.	All Aboard!	
	6-8	SS8.6.1: Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem		Exhibiting Connections, Guilty as Charged?
	6-8	SS8.6.2: Distinguish among fact, opinion, and reasoned judgment in a text		Guilty as Charged?
	6-8	SS8.6.4: Use accurate, sufficient, and relevant information from primary and secondary sources to support writing	Quilting a Memory	Guilty as Charged?

<u>Social Studies</u> <u>Cont.</u>	9-12	SS12.1.2: Explain and/or demonstrate how to participate in the political process and form personal opinions	Published Persuasion	
	9-12	SS12.2.1: Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events	Drawing History, Just who do you think you are?, Published Persuasion	
	9-12	SS12.2.2: Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.	Drawing History, Just who do you think you are?, Published Persuasion	Exhibiting Connections
	9-12	SS12.2.3: Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).	Drawing History, Just who do you think you are?	Exhibiting Connections
	9-12	SS12.2.4: Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional)	Drawing History	Exhibiting Connections
	9-12	SS12.3.1: Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed	Published Persuasion	
	9-12	SS12.3.4: Explain how financial and government institutions make economic decisions (e.g., banking, investment, credit, regulation, and debt)	Published Persuasion	
	9-12	SS12.3.5: Evaluate how values and beliefs influence microeconomic and macroeconomic decisions	Just who do you think you are?, Published Persuasion	Exhibiting Connections
	9-12	SS12.4.1: Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world	Drawing History, Just who do you think you are?, Published Persuasion	Exhibiting Connections

Social Studies Cont.	9-12	SS12.4.4: Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events	Drawing History, Just who do you think you are?, Published Persuasion	Exhibiting Connections
	9-12	SS12.4.5: Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives	Drawing History, Published Persuasion	Exhibiting Connections
	9-12	SS12.5.1: Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness		Exhibiting Connections
	9-12	SS12.5.3: Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place	Published Persuasion	Exhibiting Connections
	9-12	SS12.6.1: Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem	Published Persuasion	Exhibiting Connections
Fine Arts				
	K-4	Fpa 4.1.A.3: Students apply the elements and principles of design to their artwork	Roaring Dinos!, Wyoming's Dino-mite Past!	
	K-4	FPA.4.1.A.5: Students use art materials and tools in a safe and responsible manner.	Shape Up!, Boomtown Blues, Roaring Dinos!, Wyoming's Dino-mite Past!	
	K-4	FPA.4.1.A.6: Students complete and exhibit their artwork.	Shape Up!, Boomtown Blues, Roaring Dinos!, Wyoming's Dino-mite Past!	
	K-4	FPA.4.2.A.2: Students respond to art, using vocabulary that describes subjects, themes and symbols.	Boomtown Blues	
	K-4	FPA.4.3.D.1: Students observe, practice, perform and respond to dances from their community and different cultures.	Powwow Party!	

<u>Fine Arts</u> <u>Cont.</u>	K-4	FPA.4.3.D.2: Students observe or perform historical movements or dances.	Powwow Party!	
	K-4	FPA.4.3.D.3: Students recognize that people create and perform dance differently. Observe or perform and compare multiple dance genres.	Powwow Party!	
	K-4	FPA4.1.A.1: Students create and revise original art to express ideas, experiences and stories	Boomtown Blues, Painted Stories	
	K-4	FPA4.1.A.2: Students investigate and apply a variety of materials, resources, technologies and processes to communicate experiences and ideas through art.	Boomtown Blues, Detecting the Details	
	K-4	FPA4.1.A.3: Students apply the elements and principles of design to their artwork.	Boomtown Blues, Detecting the Details, Painted Stories, Shape Up!, Wyoming's Dino- mite Past	
	K-4	FPA4.1.A.4: Students collaborate with others in creative artistic process.	Painted Stories	
	K-4	FPA4.1.D.5: Students demonstrate a sequence of movements, remember them in a short phrase and identify the beginning, middle and end.	Powwow Party!	
	K-4	FPA4.1.M.4: Students create music using a variety of traditional and non-traditional sound sources.	Powwow Party!	
	K-4	FPA4.2.D.1: Students observe and discuss how dance is similar to and different from other forms of human movement.	Powwow Party!	
	K-4	FPA4.2.D.2: Students observe or perform dance and discuss observations in relation to personal context.	Powwow Party!	
	K-4	FPA4.3.M.3: Students identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures.	Powwow Party!	
	K-4	FPA4.4.D.4: Students are attentive and respond appropriately to vocal, musical, social, or observed cues.	Powwow Party!	
	5-8	FPA.8.1.A.1: Students create and revise original art to express ideas, experiences and stories	Boomtown Blues	

<u>Fine Arts</u> <u>Cont.</u>	5-8	FPA.8.1.A.2: Students select and recognize qualities and characteristics of art media, techniques, technologies and processes to communicate their experiences and ideas through art.	Boomtown Blues	
	5-8	FPA.8.1.A.3: Students analyze the use of the elements and principles of design in their artwork.	Boomtown Blues, Detecting the Details, Wyoming's Dino-mite Past!	
	5-8	FPA.8.1.A.5: Students use art materials and tools in a safe and responsible manner.	Boomtown Blues, Wyoming's Dino-mite Past!	
	5-8	FPA.8.1.A.6: Students prepare and exhibit their artwork.	Boomtown Blues, Wyoming's Dino-mite Past!	
	5-8	FPA.8.2.A.1: Students observe and describe in detail the physical properties of works of art.	Quilting a Memory	
	5-8	FPA.8.2.A.2: Students interpret art, identifying subjects, themes and symbols that communicate their knowledge of context, values and meaning.	Boomtown Blues, Quilting a Memory	
	5-8	FPA8.1.M.3: Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality.	Powwow Party!	
	5-8	FPA8.2.D.1: Students explain how different kinds of movement impact meaning and interpretation of artistic choices.	Powwow Party!	
	5-8	FPA8.2.D.2: Students observe or perform dance and discuss the main ideas of the dance, articulating emotional and kinesthetic responses in relation to personal context.	Powwow Party!	
	5-8	FPA8.3.D.1: Students explain how values and beliefs are reflected in dance in their community and in different cultures.	Powwow Party!	
	5-8	FPA8.3.D.3: Students compare and contrast choreography from a variety of styles of dance.	Powwow Party!	
	5-8	FPA8.3.D.4: Students recognize the role of dancers in their community and investigate how these artists create their work.	Powwow Party!	

<u>Fine Arts</u> <u>Cont.</u>	5-8	FPA8.3.M.3: Students compare the purposes of music, roles of musicians, and environments in which music is typically performed in a variety of world cultures.	Powwow Party!	
	5-8	FPA8.4.D.4: Students recognize the role of dancers in their community and investigate how these artists create their work.	Powwow Party!	
	9-12	FPA11.1.A.2: Students envision, create, communicate experiences and ideas, and work toward artistic goals through use of media, techniques, technologies, and processes.	Just who do you think you are?	
	9-12	FPA11.1.A.4: Students collaborate with other in creative artistic processes.	Just who do you think you are?	
	9-12	FPA11.3.A.2: Students describe the function and explore the meaning of specific art objects within varied cultures, eras, and environments.	Published Persuasion	
	9-12	FPA11.3.A.3: Students analyze relationships of works of art to one another in terms of history, aesthetics, environment, and culture and place their work within the continuum of the visual arts.	Published Persuasion	
	9-12	FPA11.4.A.3: Students analyze the contributions that art and visual artists make to their local community and contemporary society.	Published Persuasion	
<u>Mathematics</u>				
	K	K.G.2: Correctly name shapes regardless of their orientations or overall size.	Shape UP!	
	K	K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length)	Shape UP!	
	K	K.G.5: Model shapes in the world by building shapes.	Shape UP!	
	K	K.G.6: Compose simple shapes to form larger shapes.	Shape UP!	

<u>Mathematics</u> <u>Cont.</u>	K	K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Shape UP!	
<u>Science</u>				
	K-4	SC4.1.3: Students show connections between living things, their basic needs, and the environments.	Roaring Dinos! , Wyoming's Dino-mite Past!	
	K-4	SC4.1.4: Students investigate water, air, rocks, and soils to compare basic properties of earth materials.	Roaring Dinos! , Wyoming's Dino-mite Past!	
	K-4	SC4.3.1: Students recognize the nature and history of science (Discuss how scientific ideas change over time; Describe contributions of scientists).	Roaring Dinos! , Wyoming's Dino-mite Past!	
	K-4	SC4.8.1.7: Properties of Objects: Students classify objects by properties that can be observed, measured, and recorded, including color, shape, size, weight, volume, texture, and temperature.	Detecting the Details	
	K-4	SC48.2.2: Students use the inquiry process to conduct simple scientific investigations (Collect and organize data; Use data to construct simple graphs, charts, diagrams, and/or models; Draw conclusions and accurately communicate results, making connections to daily life; Pose or identify questions and make predictions; Conduct investigations to answer questions and check predictions.	Detecting the Details	
	5-8	SC8.1.4: Students investigate the interconnectedness of organisms, identifying similarity and diversity of organisms through a classification system of hierarchical relationships and structural homologies.	Wyoming's Dino-mite Past!	
	5-8	SC8.1.5: Students recognize behavior as a response of an organism to an internal or environmental stimulus and connect the characteristics and behaviors of an organism to biological adaptation.	Wyoming's Dino-mite Past!	
	5-8	SC8.1.9: Students systematize the Earth's history in terms of geologic evidence, comparing past and present Earth processes and identifying catastrophic events and fossil evidence.	Wyoming's Dino-mite Past!	

<u>Science Cont</u>	5-8	SC8.3.1: Students recognize the nature and history of science.	Wyoming's Dino-mite Past!	
<u>Physical Education</u>				
	3-5	PE5.1.1: Students combine locomotor and body control skills into movement patterns.	All Aboard!	
	3-5	PE5.3.1: Students understand the purpose of and apply appropriate rules, procedures, and safe practices in physical activity setting.	All Aboard!	
	3-5	PE5.3.2: Students interact and communicate positively with others.	All Aboard!	
	6-8	PE8.3.2: Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.	All Aboard!	