

## Dugout Canoe Exhibit Potential Standards & Ideas

Kindergarten		Exhibit relation
LA.K.1.2.3	The student will recognize and produce words that rhyme; and	Poems
LA.K.2.1.1	The student will identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);	Myths
LA.K.2.1.3	The student will identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;	Poems
LA.K.2.1.5	The student will participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection).	Poems
LA.K.2.2.1	The student will identify the purpose of nonfictional text;	info
LA.K.2.2.2	The student will retell important facts from a text heard or read; and	Info
LA.K.4.2.2	The student will participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);	Info, notes
LA.K.6.1.1	The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).	info
LA.K.6.2.3	The student will participate in creating a simple class report where the teacher is the scribe.	Info, notes
MA.K.G.2.4	Interpret the physical world with geometric shapes, and describe it with corresponding vocabulary.	Canoes, tools, pictures
SC.K.N.1.1	Collaborate with a partner to collect information.	Notes
SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features.	Sketch canoe
SS.K.A.1.2	Develop an awareness of a primary source.	interviews
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.	Fishing, making canoe, gathering items
VA.K.H.1.1	Describe art from selected cultures and places.	Artwork
VA.K.H.1.2	Follow directions for suitable behavior in an art audience.	Behavior at exhibit
VA.K.H.1.3	Explain how art-making can help people express ideas and feelings.	Artwork
VA.K.H.2.1	Compare selected artworks from various cultures to find differences and similarities.	Artwork
<b>1<sup>st</sup> grade</b>		
LA.1.1.1.2	The student will distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).	Compare poems and info.
LA.1.2.1.1	The student will identify various literary forms (e.g., stories,	Myths

	poems, fables, legends, picture books);	
LA.1.2.1.2	The student will retell the main events (e.g., beginning, middle, end) in a story;	Info, poems
LA.1.2.1.3	The student will identify the characters and settings in a story;	Poems
LA.1.2.1.4	The student will identify rhyme, rhythm, alliteration, and patterned structures in poems for children;	Poems
LA.1.4.2.2	The student will participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);	Notes, info
LA.1.4.2.3	The student will write an informational/expository paragraph that contains a topic sentence and at least three details.	Notes, info
LA.1.6.2.3	The student will write a simple report with a title and three facts, using informational sources.	Notes, info
SC.1.E.5.3	Investigate how magnifiers make things appear bigger and help people see things they could not see without them.	Microscope
SC.1.L.14.3	Differentiate between living and nonliving things.	Stages of canoe, items transported by canoe
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.	Notes, info, anything can be described
SS.1.A.1.1	Develop an understanding of a primary source.	interviews
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.	Info
SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.	What allows for canoes?
VA.1.C.1.2	Gather clues to help interpret and reflect on works of art.	Artwork
VA.1.C.3.2	Distinguish between artwork, utilitarian objects, and objects from nature.	Canoes, tools, art regarding canoes
VA.1.F.3.1	Describe the use of art to share community information.	Drink made in canoe
VA.1.H.1.1	Discuss how different works of art communicate information about a particular culture.	Culture around canoes
VA.1.H.1.2	Discuss suitable behavior expected of audience members.	behavior
VA.1.H.1.3	Describe ways in which artists use their work to share knowledge and life experiences.	Poems and artwork
VA.1.H.2.1	Compare artworks from different cultures, created over time, to identify differences in style and media.	Artwork
VA.1.H.2.2	Identify objects of art that are used every day for utilitarian purposes.	tools
<b>2<sup>nd</sup> grade</b>		
LA.2.2.1.3	The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery,	poems

	and suggest mood;	
LA.2.2.1.7	The student will identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and	Poems
LA.2.2.2.2	The student will use explicitly stated information to answer a question;	Qs in note sheet, info
LA.2.3.2.1	The student will draft writing by maintaining focus on a single idea and developing supporting details.	Notes, info
LA.2.3.3.3	The student will revise by creating interest by incorporating descriptive words and supporting details, such as sensory language.	Notes, info
LA.2.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;	Notes, info
LA.2.4.2.3	The student will write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;	Notes, info
SC.2.L.17.1	Compare and contrast the basic needs that all living things, including humans, have for survival.	Info, what canoes used for
SS.2.A.1.1	Examine primary and secondary sources.	Interviews & info
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.	Info
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.	Info & extra
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.	Impact on canoes
VA.2.C.1.2	Reflect on and discuss various possible meanings in works of art.	Artwork
VA.2.F.3.1	Describe the use of art to promote events within the school or community.	artwork
VA.2.C.3.2	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.	Art & tools
VA.2.H.1.1	Identify examples in which artists have created works based on cultural and life experiences.	Artwork
VA.2.H.2.1	Identify differences or similarities in artworks across time and culture.	Artwork & extra

<b>3<sup>rd</sup> grade</b>		
LA.3.2.1.3	The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);	Poems
LA.3.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.	Notes, info
LA.3.4.2.3	The student will write informational/expository essays that	Notes, info

	contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.	
LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.	Notes, info
SC.3.N.1.7	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.	Ex. Of empirical evidence
SS.3.A.1.1	Analyze primary and secondary sources.	Interviews & info
VA.3.C.1.2	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.	Artwork
VA.3.C.3.1	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.	Artwork
VA.3.C.3.2	Describe the connections between visual art and other contexts through observation and art criticism.	Artwork
VA.3.C.3.3	Explain the similarities and differences between artworks and utilitarian objects.	Artwork & tools
VA.3.H.1.1	Describe cultural similarities and differences in works of art.	Artwork
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.	Behavior
VA.3.H.2.1	Compare differences or similarities in artworks across time and culture.	Artwork & extra
VA.3.H.2.2	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.	Artwork & tools

<b>4<sup>th</sup> grade</b>		
LA.4.2.1.3	The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);	Poems
LA.4.2.1.4	The student will identify an author's theme, and use details from the text to explain how the author developed that theme;	Poems
LA.4.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;	Notes, info
LA.4.4.2.3	the student will write informational/expository essays that contain introductory, body, and concluding paragraphs;	Notes, info
LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).	Notes, info
MA.4.G.5.3	Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.	Make a canoe

SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.	What canoes used for
SC.4.E.6.5	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.	Microscopes
SC.4.L.17.2	Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.	What canoes used for
SC.4.L.17.4	Recognize ways plants and animals, including humans, can impact the environment.	Making canoes, what canoes used for
SC.4.N.1.7	Recognize and explain that scientists base their explanations on evidence.	Ex. Of evidence from study
SC.4.P.10.4	Describe how moving water and air are sources of energy and can be used to move things.	How do canoes use this energy?
SS.4.A.2.1	Compare Native American tribes in Florida.	Info
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.	info
VA.4.C.1.2	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.	artwork
VA.4.C.3.2	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.	Artwork
VA.4.C.3.3	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.	Artwork
VA.4.F.2.1	Discuss how artists and designers have made an impact on the community.	Artwork
VA.4.H.1.1	Identify historical and cultural influences that have inspired artists to produce works of art.	Artwork, canoe myths
VA.4.H.1.2	Identify suitable behavior for various art venues and events.	Behavior
VA.4.H.1.3	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.	Artwork
VA.4.H.1.4	Identify and practice ways of showing respect for one's own and others' personal works of art.	Behavior
VA.4.H.2.2	Identify differences between artworks and utilitarian objects.	Artwork & tools
VA.4.H.3.1	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.	artwork
<b>5<sup>th</sup> grade</b>		
LA.5.2.1.3	The student will demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;	Poems
LA.5.2.1.4	The student will identify an author's theme, and use details	poems

	from the text to explain how the author developed that theme;	
LA.5.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;	Notes, info
LA.5.4.1.2	The student will write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.	Notes, info
LA.5.4.2.1	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	Notes, info
LA.5.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;	Notes, info
LA.5.4.2.3	The student will write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;	Notes, info
LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).	Notes, info
LA.5.6.2.3	The student will write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and	Notes, info
SC.5.N.2.1	Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.	Ex. Of evidence
SS.5.A.1.1	Use primary and secondary sources to understand history.	Interviews & info
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).	Compare based on canoes
SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).	Info & extra
SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.	Info & extra
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.	Info (& maybe extra)

VA.5.C.1.2	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.	Artwork
VA.5.C.3.1	Use the structural elements of art and organizational principles of design when engaged in art criticism.	Artwork
VA.5.C.3.2	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.	Artwork
VA.5.C.3.3	Critique works of art to understand the content and make connections with other content areas.	Artwork
VA.5.F.2.3	Discuss contributions that artists make to society.	Artwork
VA.5.H.1.1	Examine historical and cultural influences that inspire artists and their work.	Artwork
VA.5.H.1.3	Identify and describe the importance a selected group or culture places on specific works of art.	Artwork
VA.5.H.2.1	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.	Artwork
VA.5.H.2.2	Describe the ways in which artworks and utilitarian objects impact everyday life.	Artwork & tools
VA.5.O.1.3	Explain how creative and technical ability is used to produce a work of art.	Artwork & tool use
VA.5.O.2.1	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.	artwork

Nearly any other language arts standards apply depending on how the teacher wants to structure the assignment and what degree of revision is going to be included.

There are several art standards which involve creating artistic pieces based on something the student learned, or another culture which could also apply.

Highlighted text are standards that have not been flushed out more extensively.