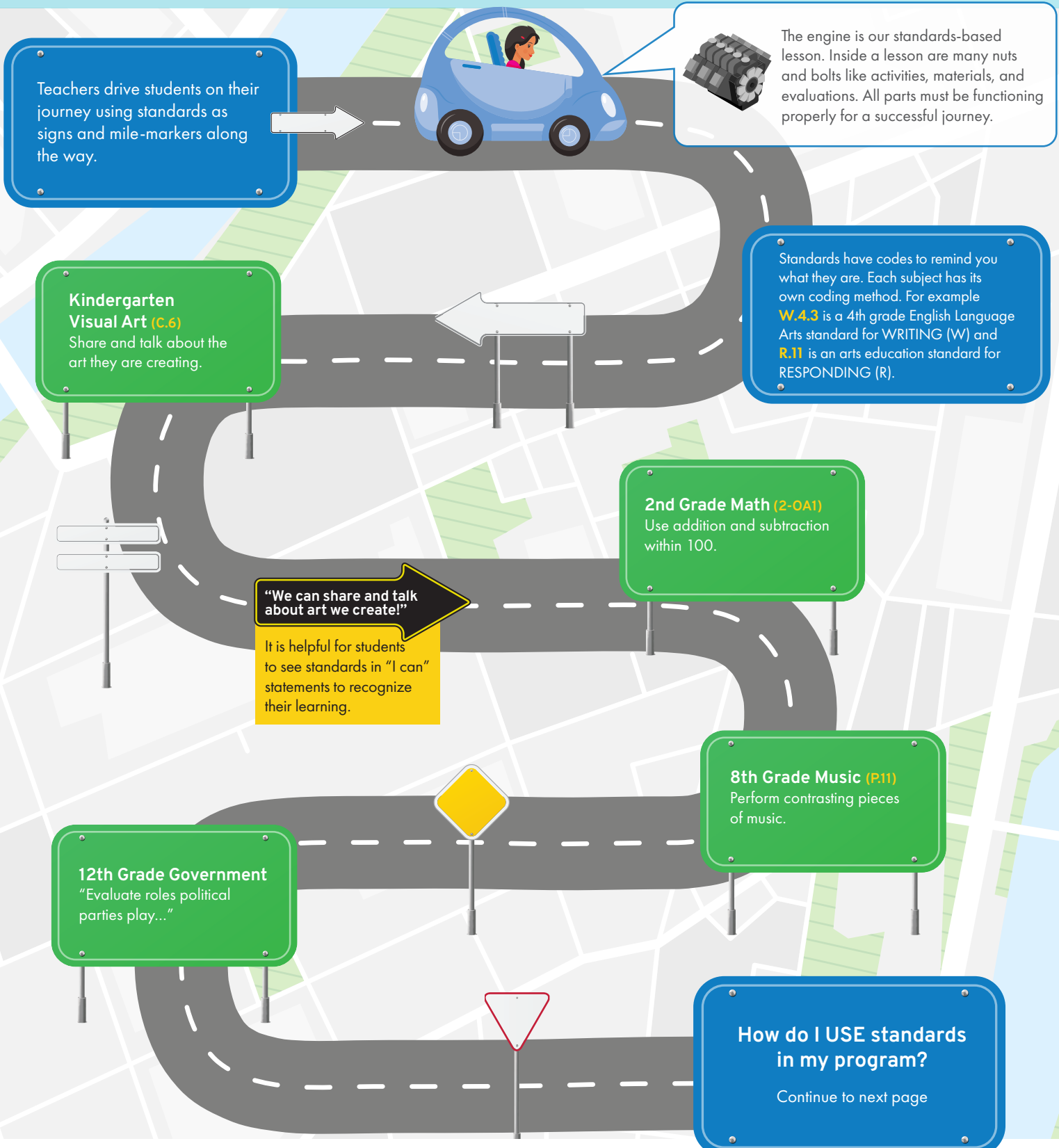


WHAT ARE STANDARDS?

Standards define **WHAT** a student should be able to know and do along their educational journey.

Standards vary from state to state. There are standards for each grade level and for each subject area. Any program or single experience can be enhanced by incorporating standards, and your programs may even already correspond to a few!

Read on to learn how standards work and how to identify which ones might fit with your programs.



TRAVEL TIMELINE FOR USING STANDARDS

DECIDE DESTINATION

Determine the goal of your project, program, or unit.



LOOK UP DIRECTIONS

Find the steps and standards that match your destination.



CHOOSE A VEHICLE

Choose or design a unit with lessons that will progress students towards your destination.



PLAN YOUR SCHEDULE

Decide the times and length of your project, program, or unit.



PACK YOUR BAG

Gather supplies and appropriate amount of materials that will be needed along the journey as well as the destination.



START YOUR JOURNEY

Drive! Go! Set Sail! Put your instruction into action. **Document** student progress as you go along (journal, sketchbook, souvenirs, photos, videos).



REFLECT ON YOUR ADVENTURE

Use the proof and documentation of your teaching travels to reflect on how to improve. Share your work with others so they too can take a similar journey.

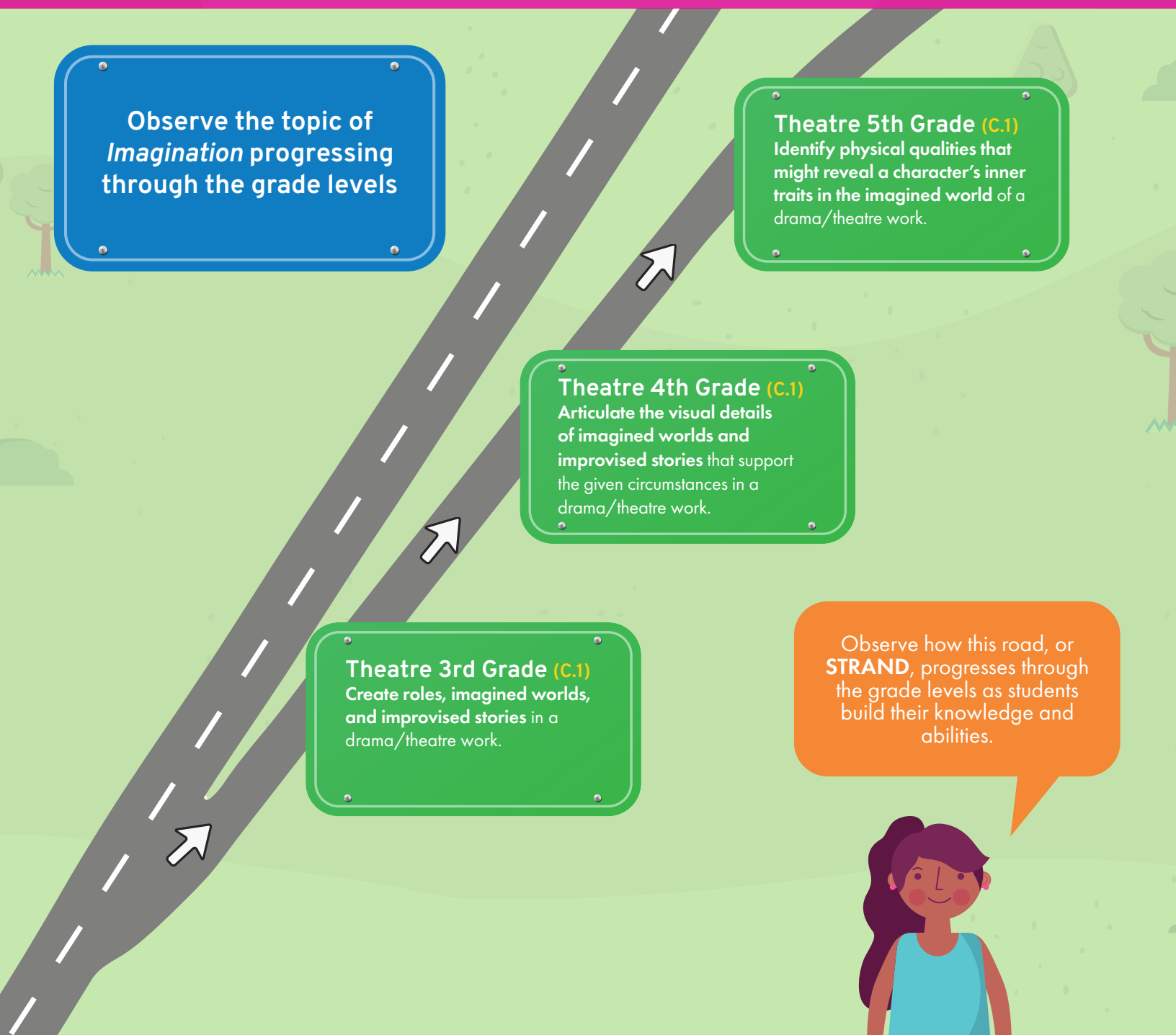


HOW STANDARDS CONNECT

Your journey with standards can be utilized two different ways:
STANDARDS ACROSS GRADE LEVELS & STANDARDS ACROSS SUBJECT AREAS

STANDARDS ACROSS GRADE LEVELS

Some standards include sub-topics with the opportunity to diverge onto a scenic, back road or single-lane highway. These back roads, also called **STRANDS**, also progress through the grade levels.



Observe the topic of *Imagination* progressing through the grade levels

Theatre 5th Grade (C.1)
Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.

Theatre 4th Grade (C.1)
Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.

Theatre 3rd Grade (C.1)
Create roles, imagined worlds, and improvised stories in a drama/theatre work.

Observe how this road, or **STRAND**, progresses through the grade levels as students build their knowledge and abilities.

HOW STANDARDS CONNECT

STANDARDS ACROSS SUBJECT AREAS

Some standards from different courses of study converge on similar topics and big ideas. These cross-curricular connections create opportunities for Arts Integration!

Communication Highway

This is a unifying concept aka a "BIG IDEA"

4th Grade Dance (C.4)

Create a dance study that expresses and communicates a main idea and discuss the reasons for the movement choices.

4th Grade Visual Arts (R.11)

Analyze components in visual imagery that convey meaning and messages.

4th Grade English Language Arts Reading (RI.4.2)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

How do I FIND Standards that correspond to my education programs?

Browse the complete Alabama Course of Study Standards at the link below to find standards that fit with your programs. Remember, you can always ask an educator friend to check your work.

<https://alex.state.al.us/browseStand.php>

Observe how these standards in multiple subject areas converge onto the **BIG IDEA** of **Communication** as students focus on **messages** and **main idea**.