

For Carmen in San Sebastián - 3rd Grade Program

NYS Learning Standards and Learning Objectives

NYS Learning Standards for the Arts: Theatre

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **TH:Pr4.1.3**
 - **b.** Investigate how movement and voice are incorporated into theatrical experiences.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **TH:Pr5.1.3**
 - **b.** Identify the basic technical elements of theater.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **TH:Pr6.1.3**
 - **a.** Share reflections on a theatrical experience.

Anchor Standard 7: Perceive and analyze artistic work.

- **TH:Re7.1.3**
 - **a.** Explain why artistic choices are made.

Anchor Standard 8: Interpret meaning in artistic work.

- **TH:Re8.1.3**
 - **a.** Explain how personal preferences and emotions affect an observer.
 - **b.** Examine how connections are made between oneself and the emotions of a character.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **TH:Re9.1.3**
 - **a.** Understand how and why a drama or theater work is evaluated.
 - **b.** Consider and analyze technical elements in theatrical experiences.
 - **c.** Evaluate and analyze problems and situations from an audience perspective.

Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

- **TH:Cn10.1.3**
 - **a.** Use personal experiences and knowledge to make connections to community and culture.

Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

- **TH:Cn11.1.3**
 - **a.** Identify connections to community, social issues, and other content areas in a drama or theater work.

NYS Next Generation English Language Arts Learning Standards

Speaking and Listening: Comprehension and Collaboration

- **Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
 - **3SL1:** Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
 - 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
 - 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.
 - 3SL1d: Explains their own ideas and understanding of the discussion.
 - 3SL1e: Consider individual differences when communicating with others.
- **Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
 - **3SL2:** Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
- **Anchor Standard 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
 - **3SL3:** Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.

NYS Learning Standards for Science

Inheritance and Variation of Traits: Life Cycles and Traits

- **3-LS3-2:** Use evidence to support the explanation that traits can be influenced by the environment.
- **3-LS4-3:** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- **3-LS4-4:** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Learning Standards for Languages Other Than English (LOTE)

Standard 2: Students will develop cross-cultural skills and understandings.

NYS Social Studies Framework

Key Idea 3.4: Each community or culture has a unique history, including heroic figures, traditions, and holidays.

- **3.4a:** People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
 - Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.

Learning Objectives

Students:

- Recognize Spanish vocabulary words
- Compare and contrast Luis Soriano and his Biblioburro with characters from the play
- Relate major themes, such as kindness, citizenship, selflessness, and creative problem solving to situations in their own lives
- Discover elements of Puerto Rican folktales and culture