

# NIDO & MARIANA QUBEIN CHILDREN'S MUSEUM

## NORTH CAROLINA STANDARDS ALIGNMENT

# THIRD GRADE



# INTRODUCTION

Each exhibit within the Nido and Mariana Qubein Children’s Museum aligns with the North Carolina standard course of study in eight subject areas. We believe children learn best when they have opportunities to explore open-ended concepts through play and inquiry. “We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself” (Lloyd Alexander) and therefore encourage all of our visitors to ask questions, make mistakes, and discover solutions through play. A visit to the museum includes inquiry-based activities directly correlated to each of the following standards in third grade.

While all of our exhibits integrate multiple subject areas, those most applicable to each subject area appear above the standards which are aligned to that exhibit.

Our unique field trip experiences can cater to the needs of your class or group. Are you looking for specific support or reinforcement on a particular concept, ask, and we will be happy to help!

## OPTIONAL DISCOVERY GUIDE LED LESSON

(\$3 per student)

Our Discovery Guide led field trip experience integrates all of the elements of STEAM through a fun, engaging, and hands-on 45 minute lesson and experiment. After the lesson, students will be deeply engaged in all the museum has to offer and better prepared to fully immerse themselves in the activities and learning opportunities available in each exhibit. Additionally, a museum scavenger hunt catered to third grade standards is available for use by classroom chaperones and students to ensure they receive the complete museum experience!



# ARTS EDUCATION – DANCE AND MUSIC

The “Big Kid” room and Playroom are specifically geared to get kids singing, dancing and creating! Fun music, tik tok challenges, the giant piano and more can be used to hone students’ performing arts abilities. The following dance and music standards are in practice during a visit to the museum.

## CREATION AND PERFORMANCE

3.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

3.CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

## DANCE MOVEMENT SKILLS

3.DM.1 Understand how to use movement skills in dance.

## RESPONDING

3.R.1 Use a variety of thinking skills to analyze and evaluate dance.

## CONNECTING

3.C.1 Understand cultural, historical, and interdisciplinary connections with dance.

## MUSICAL LITERACY

3.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

3.ML.3 Create music using a variety of sound and notational sources.

## MUSICAL RESPONSE

3.MR.1 Understand the interacting elements to respond to music and music performances.

## CONTEXTUAL RELEVANCY

3.CR.1 Understand global, interdisciplinary, and 21st century connections with music.



# ARTS EDUCATION – THEATRE ARTS

*WHPU-TV, the Play Room, and the outdoor amphitheater are perfect areas for students to explore their theatre arts passions! In these spaces, visitors of all ages will enjoy imagining, creating, acting out and viewing a wide array of theatrical productions, whether filmed on the green screens, demonstrated with puppets or set on the outdoor stage! The following theatre arts standards are in practice during a visit to the museum.*

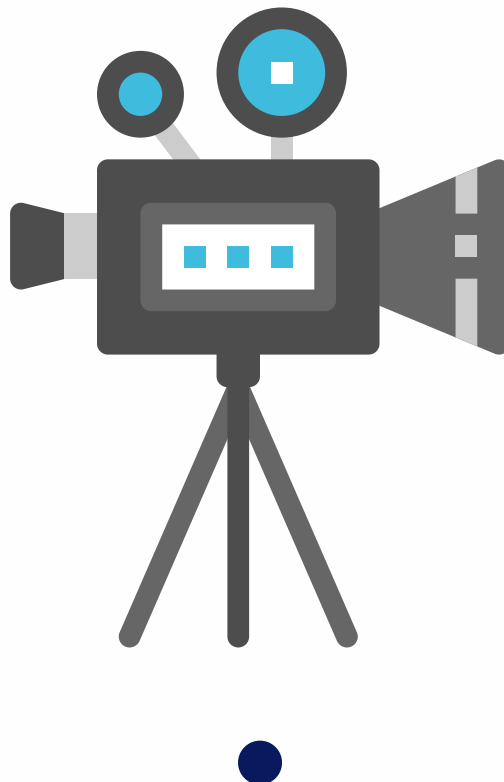
## COMMUNICATION

3.C.1 Use movement, voice, and writing to communicate ideas and feelings.

3.C.2 Use performance to communicate ideas and feelings.

## AESTHETICS

3.AE.1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.



# ARTS EDUCATION – VISUAL ARTS

*Visitors will delve into the many facets of the visual arts throughout the Nido and Mariana Qubein Children’s Museum! However, the Art Studio, Furniture Design Studio and STEAM Lab are specifically designed to showcase these areas and provide hands-on learning environments that offer creative experiences that encourage imagination, creativity and discovery while encouraging the integration of STEAM concepts. The following visual arts standards are in practice during a visit to the museum.*

## VISUAL LITERACY

- 3.V.1 Use the language of visual arts to communicate effectively.
- 3.V.2 Apply creative and critical thinking skills to artistic expression.
- 3.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

## CONTEXTUAL RELEVANCY

- 3.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.
- 3.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.



# ENGLISH LANGUAGE ARTS

*As a print rich environment, the Nido and Mariana Qubein Children's Museum naturally encourages students' growth in Language Arts in a fun and engaging way! Eye-catching graphics with facts and thought provoking text get even the youngest of learners eager to read. While the entire museum is a dedicated space for practicing Language Arts, the following exhibits will stretch visitors' learning in this area: Kids Point, Hall of Mysteries, Mars Academy, STEAM Lab and Nations. Additionally, speaking, listening, collaboration and communication are major components of a day at the museum! In every exhibit, students will be encouraged and guided through collaborating with other visitors to imagine, create, test and explore! The following English Language Arts standards are in practice during a visit to the museum.*

## READING STRAND

### READING STANDARDS FOR LITERATURE

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

### READING STANDARDS FOR INFORMATIONAL TEXT

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

### Integration of Ideas and Analysis

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

## READING FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

RF.3.5 Read with sufficient accuracy and fluency to support comprehension.

## SPEAKING AND LISTENING STRAND

Collaboration and Communication

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2 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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

## LANGUAGE STRAND

Conventions of Standard English

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

Knowledge of Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.



# HEALTHFUL LIVING

## HEALTH AND PHYSICAL EDUCATION

*The physical, mental, and emotional health of our community, particularly our children, is of the utmost importance to the Nido and Mariana Qubein Children's Museum. This is why when children visit the museum, the first and foremost thing they will do is have fun! We know that the more fun and exercise kids get, the better they will learn! All of our exhibits get students actively moving and engaged in learning. The Witcher Super U Fit Lab in conjunction with the Kids Point Cafe, Dentist, Fire Department, Emergency Medical Services, and Grocery actively educates visitors on healthy choices in their physical activities, diet and lifestyle choices. The following healthful living standards are in practice during a visit to the museum.*

### MENTAL AND EMOTIONAL HEALTH

3.MEH.1 Understand positive stress management strategies.

3.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.

### PERSONAL AND CONSUMER HEALTH

3.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.

3.PCH.2 Apply measures for cleanliness and disease prevention.

3.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.

### INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

3.ICR.1 Understand healthy and effective interpersonal communication and relationships.

### NUTRITION AND PHYSICAL ACTIVITY

3.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.

3.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

### MOTOR SKILL DEVELOPMENT

3.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

### MOVEMENT CONCEPTS

3.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.

### HEALTH-RELATED FITNESS

3.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

### PERSONAL/SOCIAL RESPONSIBILITY

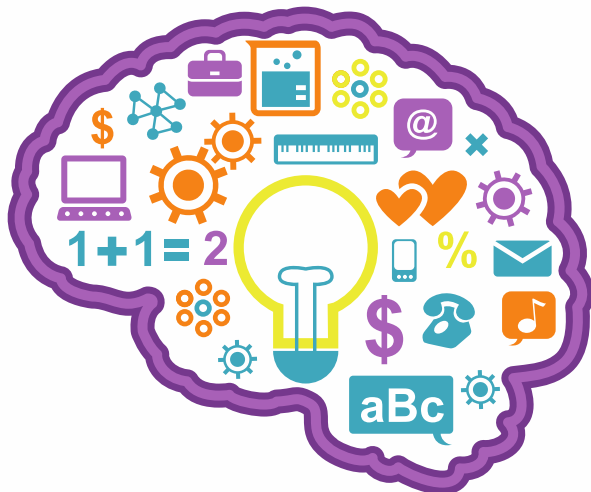
3.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.



# DIGITAL LEARNING

The Nido and Mariana Qubein Children’s Museum values its role in encouraging responsible digital citizenship and educating students on the ever-changing technological advances available to them. Our goal is to demonstrate to our guests that they have the capabilities to solve real-world problems and improve their communities both locally and globally. Unique technology is available to guests throughout the museum and direct instruction on digital learning is provided through “pop-up” STEAM experiments, the STEAM lab, Mars Academy, Kids Point WHPU-TV, Speed and Sport, Furniture Design Studio, Water Works and the Tech Lounge (Big Kid Room). The following Digital Learning standards are in practice during a visit to the museum.

1. Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others
4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.



# MATHEMATICS

*Mathematics skills are a necessity for everyday life and are a significant component of the Nido and Mariana Qubein Children's Museum STEAM programs. Students will implement the following mathematics standards throughout the museum, but especially in the STEAM Lab, Kids Point Grocery, Cafe, Furniture Design Studio, Speed and Sport, and the Hall of Mysteries. The following Mathematics standards are put into practice during a visit to the museum.*

## Operations and Algebraic Thinking

NC .3 .OA .3 Represent, interpret, and solve one-step problems involving multiplication and division.

NC .3 .OA .6 Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.

NC .3 .OA .7 Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.

NC .3 .OA .8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.

## NUMBER AND OPERATIONS IN BASE TEN

NC .3 .NBT .2 Add and subtract whole numbers up to and including 1,000.

NC .3 .NBT .3 Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10-90.

## NUMBER AND OPERATIONS – FRACTIONS

NC .3 .NF .3 Represent equivalent fractions with area and length models.

## MEASUREMENT AND DATA

NC .3 .MD .1 Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.

NC .3 .MD .2 Solve problems involving customary measurement.

NC .3 .MD .5 Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.

NC .3 .MD .7 Relate area to the operations of multiplication and addition.

NC .3 .MD .8 Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.

# SCIENCE

*The Nido and Mariana Qubein Children's Museum is a beacon for Scientific exploration for kids! Science is exciting and intriguing when children can get messy, make mistakes, and experiment with what interests them. Elements of STEAM are found in every aspect of the Children's Museum and are especially highlighted in the STEAM Lab, Mars Academy, Water Works, Kids Point Speed 'N Sport Shop, Pet Clinic, and Hall of Mysteries. The following Science standards are in practice during a visit to the museum.*

## FORCES AND MOTION

3.P.1 Understand motion and factors that affect motion.

## MATTER: PROPERTIES AND CHANGE

3.P.2 Understand the structure and properties of matter before and after they undergo a change.

## ENERGY: CONSERVATION AND TRANSFER

3.P.3 Recognize how energy can be transferred from one object to another.

## EARTH IN THE UNIVERSE

3.E.1 Recognize the major components and patterns observed in the earth/moon/sun system.

## EARTH SYSTEMS, STRUCTURES AND PROCESSES

3.E.2 Compare the structures of the Earth's surface using models or three-dimensional diagrams.

## STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

3.L.1 Understand human body systems and how they are essential for life: protection, movement and support.

## ECOSYSTEMS

3.L.2 Understand how plants survive in their environments.



# SOCIAL STUDIES

*The Nido and Mariana Qubein Children’s Museum enhances High Point’s city and surrounding areas while encouraging visitors to engage with the local community, appreciate our diversity, and better understand the unique cultures that come together across the globe. Students can read facts about countries around the world at the Nations Table, actively engage in “pop-up” activities centralized around cultural and historic celebrations, and will interact with economic and financial literacy concepts through exhibits such as Kids Point Cafe and Grocery. The following Social Studies standards are in practice during a visit to the museum.*

## HISTORY

3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.

3.H.2 Use historical thinking skills to understand the context of events, people and places.

## GEOGRAPHY AND ENVIRONMENTAL LITERACY

3.G.1 Understand the earth’s patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).

## ECONOMICS AND FINANCIAL LITERACY

3.E.2 Understand entrepreneurship in a market economy.

## CIVICS AND GOVERNMENT

3.C&G.2 Understand how citizens participate in their communities.

## CULTURE

3.C.1 Understand how diverse cultures are visible in local and regional communities.



# GUIDANCE

*The Nido and Mariana Qubein Children's Museum is the perfect place for kids to be kids and learn through playing with one another! Through play, visitors learn communication, collaboration and problem-solving strategies while exploring the intersection of numerous community members and organizations that are available to support them.*

## SOCIO-EMOTIONAL

SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

SE.2 Understand the relationship between self and others in the broader world.

SE.3 Use communication strategies effectively for a variety of purposes and audiences.

## COGNITIVE

C.1 Use creative strategies to make decisions and solve problems.

C.2 Use analytical strategies to understand situations and make appropriate decisions.

## CAREER

CR.1 Understand the meaning and importance of career self-awareness and career goals.

CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

