THREE RIVERS PARTNERSHIP

2025-2026
Syllabi and Kits for All Courses

*ALL KITS ARE SUBJECT TO AVAILABILITY AND THE CONTENTS MAY BE ALTERED BASED ON THAT.

Three Rivers Community Schools - Three Rivers Partnership

COURSE DESCRIPTIONS

*This is a comprehensive list of courses (not every course is available each term); please see page 4 for what is available 2025-2026.

TABLE OF CONTENTS:

The mission of Three Rivers Community Schools is to educate, motivate, and inspire all students to reach their full potential to become successful adults and to pursue their dreams.

Educate: to teach, train, or advise someone.
Motivate: to provide a reason for doing something.
Inspire: to excite, encourage, or breathe life into.
Dream: to create a vision in the imagination.

*Courses Available to Take 2025-2026

CRITICAL THINKING (CRT)
American Sign Language 101 (Grades 3-12)
American Sign Language 201 (Grades 3-12)
Architecture and Legos (Grades K-8) (FIRST TIMERS ONLY)
Art and Design with Legos (Grades K-8)
Build and Program Your Own Computer (Grades 7-12)
Building Beyond Legos Elementary (Grades 4-5)
Discovery (CRT) (Grades K-12)
Drone Building (Grades 5-9)
Electronics I (Grades 5-9)
In the Know (Grades 6-12)
Introduction to Robotics 2.0 (Grades 1-4)
Introduction to the Internet (Grades K-12)
Inspire Ideas 3 (Grades K-8)
Jr. Robotics (Grades K-2)
Makerspace: Advanced Tinkering (Grades 5-12)
Makerspace: Jr. Tinkering (Grades K-3)
Makerspace: Tinkering (Grades 3-5)
Multidisciplinary PBL (Grades K-12)
National Parks 1 (Grades K-12)
National Parks 2 (Grades K-12)
Wilderness Adventures (Grades K-12)
Robotics I (Grades 3-12)
Survival Skills 2.0 (Grades 6-12)
World Connections (Grades 1-5)

PHYSICAL AND HEALTH EDUCATION (PE)
Cardio (Grades K-12)
Dance Around the World (Grades K-12)
Life Fitness (Grades K-12)
Physical Education 3 (Grades K-12)

VISUAL AND PERFORMING ARTS (ART)
Art of Baking (Grades K-12)
Art of Plating (Grades K-12)
Color Theory (Grades K-12)
Drawing (Grades K-12)
Elements of Art and Principles of Design (Grades K-12)
Equine Art Photography (Grades K-12)
Sculpture (Grades K-12) 2
Sewing Arts and Skills (Grades K-12)
Time Travelers (Grades K-5)

VISUAL AND PERFORMING ARTS (Music)
Instrument Families (Grades K-12)
Music Theory (Grades K-12)
Music Theory 2 (Grades K-12) (MAYBE)
Piano (Grades K-12)

Universal Information

Resources Included: Students are provided access to Canvas Learning Management System course content. Online lesson instruction and activities, opportunities to engage with a certified, online instructor and classmates, when appropriate, and online assessments to measure student performance of course objectives and readiness for subsequent academic pursuits.

Additional Costs: None.

Scoring System: Three Rivers Partnership does not assign letter grades. The course is based on a credit or no credit grade and 60% is required to receive credit.

Time Commitment: Semester sessions are 18-weeks long: Students must be able to spend 1 or more hours per day in the course to be successful.

Technology Requirements: Students will require a computer device with headphones and an up-to-date Chrome Web Browse.

Instructor Support System: For technical issues within your course, contact the Teacher of Record or Partnership Director.

Instructor Contact Expectations: Students can use email or the private message system within the Canvas Learning Management System to access highly qualified teachers when they need instructor assistance. Students will also receive feedback on their work inside the learning management system.

Academic Support Available: In addition to access to a highly qualified, Michigan certified teacher, students have access to academic videos and outside resources. For technical issues within the course, students can contact the Three Rivers Partnership Director.

Required Assessment: Online assessments consist of formative and summative assessments represented by computer-graded multiple choice, instructor-graded writing assignments including hands-on projects, model building and other forms of authentic assessments.

Technical Skills Needed: Basic technology skills necessary to locate and share information and files as well as interact with others in a Learning Management System (LMS), include the ability to:
1. Download, edit, save, convert, and upload files
2. Use a messaging service similar to email
3. Communicate with others in online discussion or message boards, following basic rules of netiquette
4. Open attachments shared in messages
5. Create, save, and submit files in commonly used word processing program formats and as a PDF
6. Insert images or links into a file or html editor
7. Activate a microphone or webcam on your device, and record and upload or link audio and/or video files
8. Follow an online pacing guide or calendar of due dates
9. Create and maintain usernames and passwords

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American Sign Language 101

Course Description:
A fun beginner ASL course taught by a deaf person, this online class will introduce ASL vocabulary and grammar. 12 instructional weekly videos will be provided in Canvas where students will watch, learn, and complete the accompanying assignments given in PDF form for printing at home. Students will also have the opportunity to record themselves signing and submitting their recorded assignments using Studio in Canvas. This course is a great way to learn ASL remotely! (Students must be able to read and comprehend English sentences to complete the coursework, so K-2 could enroll if they're strong readers.) Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 English sentence for the ASL phrases/questions	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 3 ASL phrases/questions	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 4 Three-letter names	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

Module Title	Content Standard
Module 5 Signing Correct/Incorrect	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 6 Animal Vocabulary	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 7 Food Vocabulary	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 8 Vocabulary	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 9 Vocabulary	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 10 Vocabulary	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 11 Vocabulary	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 12 Vocabulary	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 13 Vocabulary	MITECS.EL.K-8.a.: Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 14 Research	MITECS.KC.K-8.a: Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Module Title	Content Standard
Module 15 Research Careers	MITECS.KC.K-8.a: Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
Module 16 Research	MITECS.KC.K-8.a: Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Architecture Legos (Grades K-5)

Course Description:
LEGOs are universal world-building units and a popular gateway into architecture. Of course, you can build almost anything with them, cars, spaceships, you name it, but buildings of all kinds — from police-stations to castles — are some of the most popular subjects. This course will touch on basic construction skills that can spark an interest in careers in construction. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-5
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Classic Creative Houses Brick Building Set for Kids, Toy House Gift with Accessories and Doll Houses, Creative Toy for Young Builders	Lego 2 Pounds Bulk Lot! Random Parts, Pieces & Bricks
LEGO Classic Bricks and Houses	LEGO My City Street Skate Park Building
Fun in The Park - City People Pack Building Kit	LEGO My City Apartment Building 60365 Toy Set with Connecting Three Floor Room Modules, Includes a Mobility Scooter
Alpine Lodge Model Building Kit	LEGO City Police Station with Van, Garbage Truck & Helicopter Toy
City Burger Bar Fire Rescue	LEGO Friends Olly and Paisley's Family Houses Toy for Kids

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Geometric Shapes and Streetscapes	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 3 Neighborhood Walks	ART.VA.II.K.3 Participate in discussions of the aspects of environment, family, and home in the creation of art.
Module 4 Parks and Playgrounds	ART.VA.II.K.3 Participate in discussions of the aspects of environment, family, and home in the creation of art.
Module 5 Building Block Town	ART.VA.II.K.5 Express thoughts and ideas through the creation of artwork.
Module 6 ACTING OUT STRUCTURES	ART.VA.II.K.5 Express thoughts and ideas through the creation of artwork.
Module 7 HUMAN PROPORTIONS	ART.VA.III.K.4 Describe a personal artwork.
Module 8 DRAW YOUR ROOM FROM MEMORY	ART.VA.III.K.4 Describe a personal artwork.
Module 9 SENSORY EXPLORATION	ART.VA.III.K.3 Describe the sensory qualities in a work of art.
Module 10 VISUALIZATION SKILLS	ART.VA.III.K.3 Describe the sensory qualities in a work of art.
Module 11 COLOR, LIGHT AND YOUR CLASSROOM ENVIRONMENT.	ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness.
Module 12 STRUCTURES	ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness.
Module 13 DRAW YOUR HOME FROM MEMORY..	ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.
Module 14 EARTH FRIENDLY	ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.

Module Title	Content Standard
Module 15 PROPORTIONS AND SCALE - TWO DIMENSIONAL	ART.VA.III.2.1 Develop a visual vocabulary.
Module 16 PROPORTIONS AND SCALE - THREE DIMENSIONAL	ART.VA.III.2.1 Develop a visual vocabulary.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 WHAT IS YOUR FAVORITE PLACE?	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 3 PICTURE YOUR OWN HOME - PART 1.	ART.VA.II.K.3 Participate in discussions of the aspects of environment, family, and home in the creation of art.
Module 4 PICTURE YOUR OWN HOME - PART 2	ART.VA.II.K.3 Participate in discussions of the aspects of environment, family, and home in the creation of art.
Module 5 PICTURE YOUR OWN HOME - PART 3	ART.VA.II.K.5 Express thoughts and ideas through the creation of artwork.
Module 6 ANIMAL HOUSES	ART.VA.II.K.5 Express thoughts and ideas through the creation of artwork.
Module 7 MAN-MADE STRUCTURES	ART.VA.III.K.4 Describe a personal artwork.
Module 8 STRUCTURAL CONCEPTS	ART.VA.III.K.4 Describe a personal artwork.

Module Title	Content Standard
Module 9 MEASURING.	ART.VA.III.K.3 Describe the sensory qualities in a work of art.
Module 10 MEASURING AND DRAWING YOUR CLASSROOM	ART.VA.III.K.3 Describe the sensory qualities in a work of art.
Module 11 SENSORY ASPECTS OF YOUR CLASSROOM	ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness.
Module 12 BUILDING TYPES	ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness.
Module 13 RECIPE FOR A CITY - PART 1	ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.
Module 14 RECIPE FOR A CITY - PART 2	ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.
Module 15 RECIPE FOR A CITY - PART 3	ART.VA.III.2.1 Develop a visual vocabulary.
Module 16 Present City	ART.VA.III.2.1 Develop a visual vocabulary.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Architecture Legos (Grades 6-8)

Course Description:
LEGOs are universal world-building units and a popular gateway into architecture. Of course, you can build almost anything with them, cars, spaceships, you name it, but buildings of all kinds — from police-stations to castles — are some of the most popular subjects. This course will touch on basic construction skills that can spark an interest in careers in construction. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades 6-8
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
LEGO Architecture New York City 21028, Build It Yourself New York Skyline Model Kit	LEGO Classic Large Creative Brick Box 10698 Building Toy Set
LEGO Ideas A-Frame Cabin	Riverside House Building Set, Architectural Building Model Set with LED Lighting
LEGO Ideas A-Frame Cabin	City Garden Hotel Building Blocks Toys Sets, City Street House Construction
LEGO Creator Main Street 31141 Building Toy Set, 3 in 1 Features a Toy City Art Deco Building, Market Street Hotel, Café Music Store	90 Piece Windows,Doors, Fences Building Block Parts
	City Street Lamp House Garden Building Accessories with Lights Trees and Flower Pot
	Newsstand Lighting Building Bricks Set - City Town Life Newsstand LED Light Construction Building Model
	City Town Center Bus Station Building Kit, Bus Station Building Blocks Toy for Kids
	City Restaurant Architecture Building Kit with LED Lights,3 Levels City Restaurant Model Building Blocks

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 METRIC SYSTEM	ART.VA.I.6.3 Develop a successful visual vocabulary
Module 3 ANTHROPOMORPHIC BUILDINGS	ART.VA.I.6.3 Develop a successful visual vocabulary
Module 4 DIFFERENT KINDS OF HOMES	ART.VA.III.6.1 Observe, describe, and analyze visual characteristics at a developing level
Module 5 HOUSE MATERIALS	ART.VA.III.6.1 Observe, describe, and analyze visual characteristics at a developing level
Module 6 ACTING OUT STRUCTURES	ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 7 HOUSE LINKAGES	ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 8 HOW WE USE OUR HOME	ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 9 DRAW YOUR HOME	ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 10 WHAT IS A NEIGHBORHOOD?.	ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level.
Module 11 GUIDED NEIGHBORHOOD WALK..	ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level.
Module 12 BUILDING TYPES.	ART.VA.II.7.4 Initiate new ideas employing inventiveness and innovation at an emerging level with increasing independence.

Module Title	Content Standard
Module 13 BUILDING TYPES AND AESTHETICS	ART.VA.II.7.4 Initiate new ideas employing inventiveness and innovation at an emerging level with increasing independence.
Module 14 NEIGHBORHOOD LANDMARKS	ART.VA.II.HS.7 Create preliminaries, possibilities, and drafts at an emerging level.
Module 15 NEIGHBORHOOD ACTIVITIES.	ART.VA.II.HS.7 Create preliminaries, possibilities, and drafts at an emerging level.
Module 16 ECOLOGY & THE BUILT ENVIRONMENT	ART.VA.V.7.4 Demonstrate an understanding of their place in the visual world and develop an appreciation of how they are part of a global society at an emerging level.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 DESIGN YOUR OWN HOME - PART 1	ART.VA.I.6.3 Develop a successful visual vocabulary
Module 3 DESIGN YOUR OWN HOME - PART 2	ART.VA.I.6.3 Develop a successful visual vocabulary
Module 4 DESIGN YOUR OWN HOME - PART 3	ART.VA.III.6.1 Observe, describe, and analyze visual characteristics at a developing level
Module 5 DESIGN A COMMUNITY NEIGHBORHOOD - PART 1	ART.VA.III.6.1 Observe, describe, and analyze visual characteristics at a developing level
Module 6 DESIGN A COMMUNITY NEIGHBORHOOD - PART 2	ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.

Module Title	Content Standard
Module 7 DESIGN A COMMUNITY NEIGHBORHOOD - PART 3	ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 8 HISTORY OF CITIES	ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 9 POLITICS AND ECONOMICS OF A CITY..	ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 10 CITY PLANNING.	ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level.
Module 11 INFRASTRUCTURE.	ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level.
Module 12 PRESERVATION..	ART.VA.II.7.4 Initiate new ideas employing inventiveness and innovation at an emerging level with increasing independence.
Module 13 BUILDING MATERIALS	ART.VA.II.7.4 Initiate new ideas employing inventiveness and innovation at an emerging level with increasing independence.
Module 14 OUR ENVIRONMENT	ART.VA.II.HS.7 Create preliminaries, possibilities, and drafts at an emerging level.
Module 15 DESIGN A CITY - PART 1	ART.VA.II.HS.7 Create preliminaries, possibilities, and drafts at an emerging level.
Module 16 DESIGN A CITY - PART 2	ART.VA.V.7.4 Demonstrate an understanding of their place in the visual world and develop an appreciation of how they are part of a global society at an emerging level.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Art and Design Legos (Grades K-8)

Course Description:
LEGOs are universal world-building units and provide unique opportunities to be creative. Each module will include an art period and time throughout history and a chance to represent that in LEGOS. Bringing 2-D art to 3-D form in LEGOS. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades 6-8
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit (K-5)	Spring Semester Kit (K-5)
LEGO Painting Easter Eggs Painting	LEGO DOTS Designer Toolkit
LEGO DOTS Creative Picture Frames	LEGO DOTS Creative Designer Box
LEGO Art: Art Project – Create Together	Ueuo Starry Sky Flower Night Building
LEGO Spring Festival Good Fortune	LEGO Classic 11032, Creative Color
TzFioy Great Sphinx Egypt Building Blocks Set	
LEGO Caveman & Cavewoman Minifigure Set	
Fall Semester Kit (6-8)	Spring Semester Kit (6-8)
LEGO Botanicals Artificial Wildflower Bouquet - Fake Indoor Flowers	LEGO Classic 11032, Creative Color
LEGO Art Mona Lisa Building Set	LEGO Ideas Vincent Van Gogh The Starry Night -
LEGO Icons Bonsai Tree Building Set	LEGO Art Modern Art 31210
TzFioy Great Sphinx Egypt Building	LEGO 31197 ART Andy Warhol's Marilyn Monroe

Fall Semester Kit (K-5)	Spring Semester Kit (K-5)
LEGO Minecraft The Armadillo Mine	

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 The Stone Age (30,000 b.c.–2500 b.c.)	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 3 Mesopotamian Time (3500 b.c.–539 b.c.)	Grades K-5: ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas. Grades 6-8: ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level.
Module 4 The Egyptian Art Period (3100 b.c.–30 b.c.)	Grades K-5: ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art. Grades 6-8: ART.VA.II.6.1 Identify, design, and solve creative problems at a developing level,
Module 5 The Greek and Hellenistic Art Period (850 b.c.–31 b.c.)	Grades K-5: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life. Grades 6-8: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.

Module Title	Content Standard
Module 6 The Roman Period (500 b.c.– a.d. 476)	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 7 The Indian, Chinese, and Japanese Art Period (653 b.c.–a.d. 1900)	Grades K-5: ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas. Grades 6-8: ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level.
Module 8 The Chinese Art Period (653 b.c.–a.d. 1900)	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 9 The Japanese Art Period (653 b.c.–a.d. 1900)	Grades K-5: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills. Grades 6-8: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills.
Module 10 Byzantine and Islamic Art (a.d. 476–a.d.1453)	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 11 Feldman's 4 Steps to Look at Art	Grades K-5: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills.

Module Title	Content Standard
	Grades 6-8: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills.
Module 12 The Early and High Renaissance (1400–1550) in Art	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 13 The High Renaissance (1400–1550) in Art	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 14 The Venetian and Northern Renaissance (1430–1550) in Art	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 15 Mannerism (1527–1580) in Art	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 16 Baroque (1600–1750) in Art	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and

Module Title	Content Standard
	preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Neoclassical (1750–1850)	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 3 Romanticism (1780–1850)	Grades K-5: ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas. Grades 6-8: ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level.
Module 4 Realism (1848–1900)	Grades K-5: ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art. Grades 6-8: ART.VA.II.6.1 Identify, design, and solve creative problems at a developing level,
Module 5 Impressionism (1865–1885)	Grades K-5: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life. Grades 6-8: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.
Module 6 Post-Impressionism (1885–1910)	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.

Module Title	Content Standard
Module 7 Fauvism and Expressionism (1900–1935)	Grades K-5: ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas. Grades 6-8: ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level.
Module 8 Expressionism cont.	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 9 Cubism, Futurism, Suprematvism, Constructivism, De Stijl (1905–1920)	Grades K-5: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills. Grades 6-8: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills.
Module 10 Futurism cont.	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 11 Constructivism cont.	Grades K-5: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills. Grades 6-8: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills.
Module 12	Grades K-5: ART.VA.III.3.2 Examine how art

Module Title	Content Standard
De Stijl cont.	expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 13 Dada and Surrealism (1917–1950)	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 14 Abstract Expressionism (1940s–1950s)	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 15 Pop Art (1960s)	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 16 Postmodernism and Deconstructivism (1970–)	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Build and Program Your Own Computer (Grades 7-12)

Following video instruction, students will start with their very own Piper Computer Kit—which they get to assemble into a small, working computer! We then jump into a world of computer code with a simple, yet versatile, programming language called Python. Python is used by everyone from beginners to professionals, so it is a great skill to learn. Kits will be from the Fun Learning Company and will use Fun Learning Company's FLIP online content.

7-12 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Building Beyond Legos Elementary (Grades 4-5)

Students will go beyond ordinary Legos and learn to build creations that bend, light up, and incorporate walls/ceilings, including creating chain reactions and their own mini Rube Goldberg Machine. At the end of the course, students keep their own set of Flexo, a copy of Lego Chain Reactions (with build components), and Lego tape, plus receiver tape to continue designing and creating without limits! Kits will be from the Fun Learning Company and will use Fun Learning Company's FLIP online content.

4-5 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Discovery (Grades K-12)

Course Description:
This course provides a platform for discovery about you and the world around you. Students will have the option to explore a variety of self-directed learning experiences to apply their online learning and further their understanding of the content. The virtual content/lessons will relate to specific experiences and provide additional virtual ones as well. Students are required to complete the virtual content whether or not they attend each in-person experience. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Varies Each Semester Based on the Trip	ART.VA.IV.K.2 - Identify and talk about artwork found around the world. ART.VA.IV.6.2 - Develop an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication. ART.VA.IV.HS.2 - Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.
Module 3 Varies Each Semester Based on the Trip	ART.VA.IV.K.1 - Understand that humans from all cultures, past or present, have created art. ART.VA.IV.6.1 - Recognize and describe how art contributes to and reflects all societies and cultures. ART.VA.IV.HS.1 - Observe and describe artwork with respect to history and culture.

Module Title	Content Standard
Module 4 Varies Each Semester Based on the Trip	ART.VA.I.K.1 - Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.6.1 - Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.1 - Apply acquired knowledge and skills to the creative problem solving process.
Module 5 Varies Each Semester Based on the Trip	ART.VA.I.K.4 - Prepare, complete, and sign finished artwork. ART.VA.I.6.5 - Produce and exhibit a final product that demonstrates quality craftsmanship and technique at a developing level. ART.VA.I.HS.4 - Exhibit, present, and publish quality works of art.
Module 6 Varies Each Semester Based on the Trip	S1.1.K - Performs locomotor skills while maintaining balance. S1.15.6 - Transfers weight with correct timing for the striking pattern. S1.1.L1 - Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities.
Module 7 Varies Each Semester Based on the Trip	K-5th grade: S2.3.2 Varies time and force with gradual increases and decreases. 6th-8th grade: S2.1.6 - Creates open space by using locomotor movements (e.g. walking, running, jumping, and landing) in combination with movement (e.g. varying pathways; change of speed; direction or pace). 9th-12th grade: S2.2.L1 - Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

Module Title	Content Standard
Module 8 Varies Each Semester Based on the Trip	K-5th grade: ART.VA.II.4.6 Incorporate the uses of different technologies to show artistic expression through an original artwork. 6th-8th grade: ART.VA.II.6.6 - Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at a developing level. 9th-12th grade: ART.VA.I.HS.2 - Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 Varies Each Semester Based on the Trip	K-5th grade: ART.VA.II.4.6 Incorporate the uses of different technologies to show artistic expression through an original artwork. 6th-8th grade: ART.VA.II.6.6 - Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at a developing level. 9th-12th grade: ART.VA.I.HS.2 - Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 10 Varies Each Semester Based on the Trip	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.II.6.4 - Initiate new ideas employing inventiveness and innovation at a developing level. ART.VA.II.HS.4 - Apply knowledge and skill to symbolize the essence of an idea.
Module 11 Varies Each Semester Based on the Trip	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.II.6.4 - Initiate new ideas employing inventiveness and innovation at a developing level. ART.VA.II.HS.4 - Apply knowledge and skill to symbolize the essence of an idea.

Module Title	Content Standard
Module 12 Varies Each Semester Based on the Trip	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.II.6.4 - Initiate new ideas employing inventiveness and innovation at a developing level. ART.VA.II.HS.4 - Apply knowledge and skill to symbolize the essence of an idea.
Module 13 Varies Each Semester Based on the Trip	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.II.6.4 - Initiate new ideas employing inventiveness and innovation at a developing level. ART.VA.II.HS.4 - Apply knowledge and skill to symbolize the essence of an idea.
Module 14 Varies Each Semester Based on the Trip	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.II.6.4 - Initiate new ideas employing inventiveness and innovation at a developing level. ART.VA.II.HS.4 - Apply knowledge and skill to symbolize the essence of an idea.
Module 15 Varies Each Semester Based on the Trip	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.II.6.4 - Initiate new ideas employing inventiveness and innovation at a developing level. ART.VA.II.HS.4 - Apply knowledge and skill to symbolize the essence of an idea.
Module 16 Varies Each Semester Based on the Trip	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.II.6.4 - Initiate new ideas employing inventiveness and innovation at a developing level. ART.VA.II.HS.4 - Apply knowledge and skill to symbolize the essence of an idea.

Module Title	Content Standard
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Drone Building (Grades 5-9)

Students will start by learning to solder and making their own small, battery-powered, LED circuit. Once they're comfortable soldering, students will be ready to build and test their first drone – Mini Lego Drone by Kitables. Then we can move on to a more complex drone, using the Flybrix drone kit, which allows us to test out quad, hex, and octo airframe designs! Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

5-9 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Electronics I (Grades 5-9)

Students will learn about basic circuits and electronics without soldering. We will start out learning about individual electrical components with the Snap Circuits Light kit - with numerous projects you can build, take apart, and rebuild, including an infrared detector, a flying fan, and a strobe light. Optional application time will include projects from LittleBits Gizmos and Gadget, building creations that interact with smartphones and tablets (provided) including games, driving robots, and a spinning lamp. Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

5-9 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Conversational Spanish for Kids

Course Description:
A language and culture program for students in K-8th grade. Students will be immersed in Spanish through music, games, conversation and fun! Some topics we will cover include: Greetings, Numbers, Colors, Cultural traditions, Animals, Body Parts, Days of the Week, I like/I want..., etc.

Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-8
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Title: **Introductions** Learn to introduce yourself and list a few things that you enjoy doing	MITECS.4-7.GC.7.a. With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.
Module 3 Title: **Numbers** Learn to count from 1-20, and to skip count by 10s	MITECS.4-7.GC.7.a. With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.
Module 4 Setting up DuoLingo Title: **DuoLingo Classroom** Learn how DuoLingo can help build vocabulary and serve as daily practice; practice setting and achieving personal goals	MITECS.4-7.EL.1.a. With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.

Module Title	Content Standard
Module 5 Title **Colors** Learn to identify 8-12 different colors	MITECS.4-7.EL.1.a. With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.
Module 6 Title **Days of the Week** Learn to express the date in day/month/year form	MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.
Module 7 Title **The Body** Learn to identify 8-10 different body parts	MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.
Module 8 Title **Clothing** Learn to describe what you are wearing	MITECS.4-7.KC.3.a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.
Module 9 Title **I like/I don't like** Learn to express your preferences and interests	MITECS.4-7.KC.3.a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.
Module 10 Title **Animals** Learn a how to describe and name different animals	MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.
Module 11 Title Story: **Opposites** Learn prepositional phrases and descriptive words	MITECS.4-7.KC.3.a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.
Module 12 Title: **The house** Learn to describe things in, on and around your house	MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.

Module Title	Content Standard
Module 13 Title: **The Three Little Bears** Combine what we learned in previous Modules: Animals, Opposites, I like/I don't like/The house	MITECS.4-7.KC.3.a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.
Module 14 Title **La Familia** Learn the various family relationships including immediate family, step-family, extended family	MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.
Module 15 Title **All About Me** Students will learn how to introduce themselves and describe themselves to others	MITECS.4-7.KC.3.a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.
Module 16 Title **Create a presentation** Students will share a presentation about themselves: physical description, hobbies and interests, their home and family, etc.	MITECS.4-7.CC.6.c. With guidance from an educator, students share ideas in multiple ways—visual, audio, etc
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

In the Know (Grades 6-12)

Course Description:
In this course, students will utilize the 5 parts of Critical Thinking while exploring seldom-taught life skills. There are many life skills that can benefit students in their present situation, looking forward to college, and/or as they move into the workforce. This course will touch on 16 life skills which will help facilitate a smooth transition into adulthood. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades 6-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Time Management	MITECS.1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 3 Meal Planning	MITECS.1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 4 Personal Learning Goals	MITECS.1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

Module Title	Content Standard
Module 5 Punctuality	10.0301.GPT.D - Exhibit public relations skills to increase internal and external customer/client satisfaction.
Module 6 Emergency Situations	Health.3.3.5 - Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.
Module 7 CPR	Health.3.3.5 - Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.
Module 8 Self Defense	Health.3.3.5 - Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.
Module 9 Stay in Shape!	Health.1.1.10 Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.
Module 10 TBD	ART.VA.V.HS.2 Explore and understand the variety of art and design careers. (21st Century Skills: II.2, II.3, II.5, III.7)
Module 11 Interviews	ART.VA.V.HS.2 Explore and understand the variety of art and design careers. (21st Century Skills: II.2, II.3, II.5, III.7)
Module 12 Professionalism	ART.VA.V.HS.2 Explore and understand the variety of art and design careers. (21st Century Skills: II.2, II.3, II.5, III.7)
Module 13 Resume	ART.VA.V.HS.2 - Explore and understand the variety of art and design careers. (21st Century Skills: II.2, II.3, II.5, III.7)
Module 14 Handshakes	10.0301.GPT.D - Exhibit public relations skills to increase internal and external customer/client satisfaction.

Module Title	Content Standard
Module 15 Note Taking	ART.VA.II.HS.4 - Apply knowledge and skill to symbolize the essence of an idea. (21st Century Skills: I.1, I.6)
Module 16 Digital Citizenship	MITECS.2.b - Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Inspire - Ideas 3

Course Description:
The course is focused on ideas and inspiring students to try new options. There will be a week or two on all of the electives we offer. This is the perfect course for students who like to be inspired by famous people in each of the career fields. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-8
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Andres Valencia (Artist)	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 3 Alexandra Nechita (Sculptor/Artist)	Grades K-5: ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas. Grades 6-8: ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level.
Module 4 Kitty Tait (Baker)	Grades K-5: ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art.

Module Title	Content Standard
	Grades 6-8: ART.VA.II.6.1 Identify, design, and solve creative problems at a developing level,
Module 5 Sumail Hassan (Gamer)	Grades K-5: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life. Grades 6-8: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.
Module 6 Crystal Huang (Dancer)	Grades K-5: ART.D.IV.4.2 Students learn and perform dances from two countries. Grades 6-8: ART.D.I.6.2 Explore and demonstrate basic dance steps and position from two different styles or traditions.
Module 7 Mavis Spencer (Equestrian)	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 8 Malala Yousafzai (Education Activist)	Grades K-5: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life. Grades 6-8: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life
Module 9 Ariana Grande (Singer)	Grades K-5: ART.M.I.K.4 Sing melodies with confidence in a large group Grades 6-8: ART.M.I.6.2 Sing melodies with confidence in a large group.
Module 10 Stevie Wonder (Piano/Singer)	Grades K-5: ART.M.I.K.4 Sing melodies with confidence in a large group Grades 6-8: ART.M.I.6.2 Sing melodies with confidence in a large group.
Module 11	Grades K-5: ESS03.02.02 Analyze situations

Module Title	Content Standard
Greta Thunberg (Climate Activist)	and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills. Grades 6-8: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills.
Module 12 Pele (Soccer/Football)	Grades K-5: Recognizes that physical activity is important for good health. (S5.1.K) Grades 6-8: Describes how being physically active leads to a healthy body. (S3.1.6)
Module 13 Katie Ledecky (Swimming)	Grades K-5: Recognizes that physical activity is important for good health. (S5.1.K) Grades 6-8: Describes how being physically active leads to a healthy body. (S3.1.6)
Module 14 Krystal Paniagua (Fashion Design)	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 15 Quvenzhané Wallis (Youngest Oscar nominee in acting)	Grades K-5: ART.T.IV.3.2 Identify the similarities and differences between live and recorded theatrical events. Grades 6-8: ART.T.V.7.1 Examine how the arts are integrated in recorded or live theater performances.
Module 16 Bella Devyatkina (Multi-linguist)	Grades K-5: WL.1.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of Topics. Grades 6-8: WL.1.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of Topics.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and

Module Title	Content Standard
	preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Julien Calot(Artist)	Grades K-5: ART.VA.III.3.2 Examine how art expresses cultural traditions. Grades 6-8: ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.
Module 3 Guan Xiao (Sculptor/Artist)	Grades K-5: ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas. Grades 6-8: ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level.
Module 4 Flynn McGarry (Chef)	Grades K-5: ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art. Grades 6-8: ART.VA.II.6.1 Identify, design, and solve creative problems at a developing level,
Module 5 Felix Arvid Ulf Kjellberg (Gamer)	Grades K-5: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life. Grades 6-8: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.
Module 6 Luke Barrett (Dancer)	Grades K-5: ART.D.IV.4.2 Students learn and perform dances from two countries. Grades 6-8: ART.D.I.6.2 Explore and

Module Title	Content Standard
	demonstrate basic dance steps and position from two different styles or traditions.
Module 7 Tabitha Kyle (Equestrian)	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 8 Thandiwe Abdullah (Equal Rights Activist)	Grades K-5: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life. Grades 6-8: MITECS.4-7.DC.2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life
Module 9 Taylor Swift (Singer)	Grades K-5: ART.M.I.K.4 Sing melodies with confidence in a large group Grades 6-8: ART.M.I.6.2 Sing melodies with confidence in a large group.
Module 10 Neil Nayyar (Musician)	Grades K-5: ART.M.I.K.4 Sing melodies with confidence in a large group Grades 6-8: ART.M.I.6.2 Sing melodies with confidence in a large group.
Module 11 Xiuhtezcatl Martinez (Climate Activist)	Grades K-5: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills. Grades 6-8: ESS03.02.02 Analyze situations and behaviors that affect conflict management. Determine best options/outcomes for conflict resolution using critical thinking skills.
Module 12 Tiger Woods (Golf)	Grades K-5: Recognizes that physical activity is important for good health. (S5.1.K) Grades 6-8: Describes how being physically active leads to a healthy body. (S3.1.6)
Module 13 Venus Williams (Tennis)	Grades K-5: Recognizes that physical activity is important for good health. (S5.1.K)

Module Title	Content Standard
	Grades 6-8: Describes how being physically active leads to a healthy body. (S3.1.6)
Module 14 Isabella Rose Taylor (Fashion Design)	Grades K-5: ART.VA.V.3.1 Describe how art can be found in various environments. Grades 6-8: ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.
Module 15 Jackie Cooper (Youngest Oscar nominee in acting)	Grades K-5: ART.T.IV.3.2 Identify the similarities and differences between live and recorded theatrical events. Grades 6-8: ART.T.V.7.1 Examine how the arts are integrated in recorded or live theater performances.
Module 16 Kiran Karthikeya (Multi-linguist)	Grades K-5: WL.1.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of Topics. Grades 6-8: WL.1.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of Topics.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Introduction to Robotics 2.0 (Grades 1-4)

This class is for students who have taken Jr. Robotics in the past but are not yet ready for the much more complicated building and programming in Robotics I (or 3rd graders just starting with no robotics/programming experience); they will "check-out" robots for one semester and then exchange for new robots between semesters. Please note that parents will need to assist students with this class and ensure they are working on their

assignments – they will not be completely autonomous. Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

1-4 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Introduction to the Internet (Grades K-12)

Course Description:
Add in the Information from the Course Catalog Handbook.Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-5
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Internet Safety	MITECS.4-7.EL.1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning. MITECS.8-11.DC.2.a. Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online. MITECS.12-14.EL.1.d. Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.

Module Title	Content Standard
Module 3 Quote Tool	MITECS.4-7.EL.1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning. MITECS.8-11.DC.2.a. Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online. MITECS.12-14.EL.1.d. Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
Module 4 Using Signs in your search	MITECS.4-7.EL.1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning. MITECS.8-11.DC.2.a. Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online. MITECS.12-14.EL.1.d. Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.

Module Title	Content Standard
Module 5 Search within a website	MITECS.4-7.EL.1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning. MITECS.8-11.DC.2.a. Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online. MITECS.12-14.EL.1.d. Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
Module 6 The "and, or, not" Operators	MITECS.4-7.GC.7.d. With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions. MITECS.8-11.CT.5.b. Students select effective technology to represent data. MITECS.12-14.DC.2.d. Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.
Module 7 Online Research: Tips for Effective Search Strategies	MITECS.4-7.GC.7.d. With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions. MITECS.8-11.CT.5.b. Students select effective technology to represent data. MITECS.12-14.DC.2.d. Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.

Module Title	Content Standard
Module 8 IP addresses and DNS	MITECS.4-7.GC.7.d. With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions. MITECS.8-11.CT.5.b. Students select effective technology to represent data. MITECS.12-14.DC.2.d. Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.
Module 9 HTTP and HTML	MITECS.4-7.GC.7.d. With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions. MITECS.8-11.CT.5.b. Students select effective technology to represent data. MITECS.12-14.DC.2.d. Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.
Module 10 Encryption and Public Security	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.EL.1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments. MITECS.12-14.EL.1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.

Module Title	Content Standard
Module 11 Cybersecurity and Crime	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.EL.1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments. MITECS.12-14.EL.1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.
Module 12 Internet in Action	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.EL.1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments. MITECS.12-14.EL.1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.
Module 13 Internet in Action	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.EL.1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments. MITECS.12-14.EL.1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.

Module Title	Content Standard
Module 14 Internet in Action	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.EL.1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments. MITECS.12-14.EL.1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.
Module 15 Internet in Action	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.EL.1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments. MITECS.12-14.EL.1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.
Module 16 Culminating (Ending) Presentation	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.EL.1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments. MITECS.12-14.EL.1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.

Module Title	Content Standard
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Research Project Tips	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 3 Credible Sources	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.

Module Title	Content Standard
Module 4 Creating a Folder and a Google.doc (Saving Sources)	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 5 Pick a topic and Share	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 6 How to Search	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.

Module Title	Content Standard
Module 7 Choose at least 3 sources (K-5) Choose at least 7 sources (6-8) Choose at least 10 sources (9-12)	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 8 Ways to Present your Research - Google.doc	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 9 Ways to Present your Research - Video Upload	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.

Module Title	Content Standard
Module 10 Ways to Present your Research - Google Slides	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 11 Introduction	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 12 Body 1	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.

Module Title	Content Standard
Module 13 Body 2	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 14 Body 3	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 15 Conclusion	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.

Module Title	Content Standard
Module 16 Images	MITECS.4-7.CC.6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others. MITECS.8-11.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. MITECS.12-14.KC.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Jr. Robotics (Grades K-2)

Through a combination of instruction students will learn to build and program using different robots throughout the year. Students will draw lines and use color codes to control their Ozobot. Probot Car will help them learn about angles, sensors, and measurements. With Lego WeDo Robots, they'll get to build and program lots of projects, and then make a few even bigger robots with the Simple and Motorized Mechanisms! Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

K-2 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Makerspace: Advanced Tinkering (Grades 5-12)

Covering a variety of critical thinking/makerspace concepts, this class has a series of hands-on projects for kids to construct. Students will learn to create, innovate, and troubleshoot as they work through various tinkering projects--providing a variety of real world context. Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

5-12 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Makerspace: Jr. Tinkering (Grades K-3)

Covering a variety of critical thinking/makerspace concepts, this class has a series of hands-on projects for kids to construct. Students will learn to create, innovate, and troubleshoot as they work through various tinkering projects--providing a variety of real world context. Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

K-3 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Makerspace: Tinkering (Grades 3-5)

Covering a variety of critical thinking/makerspace concepts, this class has a series of hands-on projects for kids to construct. Students will learn to create, innovate, and troubleshoot as they work through various tinkering projects--providing a variety of real world context. Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

3-5 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Multidisciplinary PBL
(Grades K-12)

Course Description:
Add in the Information from the Course Catalog Handbook.Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-5
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 What is PBL?	ISTE.CC.6a Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
Module 3 Project Idea Develop a Driving Question (New driving question each semester)	ISTE.CC.6c Communicates complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
Module 4 Creativity, Innovation & Open Ended Questions	ISTE.CC.6d - Publish or present content that customizes the message and medium for their intended audiences.
Module 5 Background Info - Pick your Content Standards	ISTE.EL.1a - Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

Module Title	Content Standard
Module 6 Reflect on Your Question / See if it Needs to be Narrowed Down	ISTE.EL.1b Build networks and customize their learning environments in ways that support the learning process.
Module 7 Feedback	ISTE.EL.1c Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
Module 8 Research	ISTE.GC.7b Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.
Module 9 Using Digital Tools to Plan	ISTE.ID.4a Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
Module 10 Building Networks	ISTE.ID.4b Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
Module 11 2nd Round of Feedback from 3 Other Sources	ISTE.ID.4c Develop, test, and refine prototypes as part of a cyclical design process.
Module 12 Curating Information	ISTE.ID.4d Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
Module 13 Real World Examples	ISTE.KC.3a Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits
Module 14 Presentation Expectations	ISTE.KC.3c Curates information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
Module 15 Design Process	ISTE.KC.3d Build knowledge by actively exploring real world issues and problems, developing ideas and theories, and pursuing answers and solutions.
Module 16 Develop, Test and Refine Prototypes	MITECS.CCT.9-12.8 - Use features of a course or learning management system such as discussion forums, polls, wikis, dropbox, etc. to access and complete assignments.

Module Title	Content Standard
Module 17 Review/Publishing your Content	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest/Evaluation & Reflection	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
IF TAKING THIS FOR TWO SEMESTERS YOU HAVE TO PICK A NEW PROJECT EACH SEMESTER.	
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 What is PBL?	ISTE.CC.6a Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
Module 3 Project Idea Develop a Driving Question (New driving question each semester)	ISTE.CC.6c Communicates complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
Module 4 Creativity, Innovation & Open Ended Questions	ISTE.CC.6d - Publish or present content that customizes the message and medium for their intended audiences.
Module 5 Background Info - Pick your Content Standards	ISTE.EL.1a - Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
Module 6 Reflect on Your Question / See if it Needs to be Narrowed Down	ISTE.EL.1b Build networks and customize their learning environments in ways that support the learning process.
Module 7 Feedback	ISTE.EL.1c Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
Module 8 Research	ISTE.GC.7b Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

Module Title	Content Standard
Module 9 Using Digital Tools to Plan	ISTE.ID.4a Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
Module 10 Building Networks	ISTE.ID.4b Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
Module 11 2nd Round of Feedback from 3 Other Sources	ISTE.ID.4c Develop, test, and refine prototypes as part of a cyclical design process.
Module 12 Curating Information	ISTE.ID.4d Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
Module 13 Real World Examples	ISTE.KC.3a Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits
Module 14 Presentation Expectations	ISTE.KC.3c Curates information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
Module 15 Design Process	ISTE.KC.3d Build knowledge by actively exploring real world issues and problems, developing ideas and theories, and pursuing answers and solutions.
Module 16 Develop, Test and Refine Prototypes	MITECS.CCT.9-12.8 - Use features of a course or learning management system such as discussion forums, polls, wikis, dropbox, etc. to access and complete assignments.
Module 17 Review/Publishing your Content	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest/Evaluation & Reflection	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

National Parks 2 (Grades K-12)

Course Description:
Road trip anyone? Michigan Parks are some of the most stunning places in the world. Join us as we discover some of the fascinating details about recreational opportunities and adventures in these treasures. Whether you're looking to plan your next adventure or simply want to explore the beauty of our parks from the comfort of your living room, we know you'll enjoy this learning experience.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Mr. Pen Eraser Set with Kneaded Erasers, Gum Erasers and Pencil Erasers, Pack of 9	Michigan's Best Nature Centers and Wilderness Preserves
Michigan Rocks & Minerals: A Field Guide to the Great Lake State (Rocks & Minerals Identification Guides)	Up North in Michigan: A Portrait of Place in Four Seasons
Science Comics: Trees: Kings of the Forest	Lost In Michigan's Upper Peninsula: Amazing and Historic Locations from the Bridge to the Keweenaw
Blank Comic Book For Kids : Create Your Own Comics With This Comic Book Journal Notebook:	Isle Royale National Park Map
Wildflowers of Michigan Field Guide	Amazon Basics Watercolor Pad, 9"x12", 140 lb / 300 gsm, 30 Sheets, White
Trees of Michigan Field Guide (Tree Identification Guides)	ARTISTRO Watercolor Paint Set, 48 Vivid Colors in Portable Box
A Field Guide to the Natural Communities of	Watercolor in Nature: Paint Woodland Wildlife

Fall Semester Kit	Spring Semester Kit
Michigan	and Botanicals
2 Pack Colored Pencils Roll	M Is For Mitten: A Michigan Alphabet (Discover America State by State)
The Laws Sketchbook for Nature Journaling	Mr. Pen Eraser Set with Kneaded Erasers, Gum Erasers and Pencil
Birds of Michigan Field Guide (Bird Identification Guides)	Prina 50 Pack Drawing Set Sketch Kit, Pro Art Sketching Supplies with 3-Color Sketchbook
Michigan Bucket List Adventure Guide	Ashley Landscape Hardcover Blank Pages Book, White, 8.5" x 11",10710
Drawing Nature Book. Create Pencil Drawings of Nature	Ashley Hardcover Blank Book
9 x 12 inches Sketch Book, Top Spiral Bound Sketch Pad	Michigan Agriculture: Historical Background; Volume 1
Micro Fineliner Drawing Art Pens: 12 Black Fine Line Waterproof Ink Set Artist Supplies Archival Inking Markers	The Definitive Michigan Bucket List Guide Book:
Prina 76 Pack Drawing Set Sketching Kit, Pro Art Supplies with 3-Color Sketchbook	Geology and Landscape of Michigan's Pictured Rocks National Lakeshore and Vicinity (Great Lakes Books)
Studio Series Professional Pencil Sharpener (2 hole)	
Michigan Nature Set: Field Guides to Wildlife, Birds	
Michigan Butterflies & Pollinators: A Folding Pocket Guide to Familiar Species	
Crayola Washable Marker Set (64ct), Broad Line Markers for Kids	
Crayola Ultra Clean Fine Line Washable Markers (40ct)	

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Skidmore Park - - Research and Prepare	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
Module 3 Skidmore Park - Petting Zoo	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 4 T.K. Lawless Park - Research and Prepare	Grades K-5: ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. Grades 6-8: ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. Grades 9-12: ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 5 T.K. Lawless Park	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 6 Meyer Broadway Park - Research and Prepare	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 7 Meyer Broadway Park	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 8 Newton's Woods/Russ Forest	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 Michigan State University at Fred Russ Forest	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 10 Corey Lake Orchards	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 11 Sue Silliman House Museum	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 12 Three Rivers Library - Research	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 13 St. Joseph County Historical Society	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Corey Lake North Bay Preserve	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 15 Kalamazoo Valley Science Museum	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 16 Kalamazoo Nature Center	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 2 Winter and Nature in Michigan - Research and Prepare	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
Module 3 Winter and Nature in Michigan	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 4 Michigan's National Parks - Isle Royale	Grades K-5: ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. Grades 6-8: ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. Grades 9-12: ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 5 Michigan's National Parks - Keweenaw	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 6 Michigan's National Parks - North Country	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 7 Michigan's National Parks - Pictured Rocks	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 8 Michigan's National Parks - River Raisin	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 Michigan's National Parks - Sleeping Bear Dunes	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 10 Skidmore Park	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 11 T.K. Lawless Park	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 12 Meyer Broadway Park	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 13 Newton's Woods/Russ Forest	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Farm/Nursery	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 15 Farm/Nursery	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 16 Farm/Nursery	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Outdoor Exploration (Grades K-8)

Course Description:
Add in the Information from the Course Catalog Handbook. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-8
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Lightweight Packable Travel Hiking Backpack Daypack	UCreate Sketch Diary, 11" x 8-1/2", 70 Sheets
Outfitters Camping Hammocks	Yordawn Colored Pencils for Coloring Books, 48 Coloring Pencils Color Drawing Set Art Supplies with Roll Up
Outdoor Adventure Kit for Kids	Blue Coolers Blue Seventy-Two | 72 Hour Emergency Backpack Survival Kit
5-in-1 Fire Starter with Compass, Paracord and Whistle	How to Eat in the Woods: A Complete Guide to Foraging, Trapping, Fishing
Picnic Blankets Waterproof Foldable	Exploring Nature Activity Book for Kids: 50 Creative Projects to Spark
Camping Cookware Mess Kit with Mini Stove	The Original Outdoor Nature Scavenger Treasure Hunt Card Game
Camping Journal For Kids	Awesome Outdoor Science Experiments for Kids: 50+ STEAM
SimPure Filtered Water Bottle	Michigan Nature Set: Field Guides to Wildlife, Birds, Trees & Wildflowers of Michigan
Seek and Find Scavenger Hunt Card Game	Trails, a Family and Strategy Board Game About Hiking and Outdoors by Keymaster, 2-4 Players

Fall Semester Kit	Spring Semester Kit
Outdoor Explorer Set, Bug Catching Kit	Ecosystem - A Family Card Game about Animals, their Habitats, and Biodiversity - Card Game for Kids 10+
	Michigan Bucket List Adventure Guide: Explore 100 Offbeat Destinations You Must Visit!
	Ten-Step Drawing: Nature: Learn to draw 60 plants & animals in ten easy
	Artownlar Sketching Set Drawing Kit, Professional 40 Pieces Sketch Supplies with
	SmartLab Toys Outdoor Science Lab Bugs, Dirt, & Plants with 24 Hands On Nature Activities Science Kit.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Pretest and Introduction	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). (S3.1.2) Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.1.5)
Module 3 Hiking	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). (S3.1.2) Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.1.5)

Module Title	Content Standard
Module 4 Camping	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and others.
Module 5 Vocabulary	Standard 4: Exhibits responsible personal and social behavior that respects self and others
Module 6 Vocabulary	Standard 4: Exhibits responsible personal and social behavior that respects self and others
Module 7 Pros and Cons	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and others
Module 8 Outdoor Meals	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and others
Module 9 Outdoor Cooking	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and others
Module 10 Safely prepare water from streams for drinking	(S4.1.1) Accepts personal responsibility by using equipment and space appropriately.
Module 11	S4.1.2) Practices skills with minimal teacher

Module Title	Content Standard
Stay safe around water	prompting.
Module 12 Canoe	(S4.2.3) Works independently for extended periods of time.
Module 13 Paddling	(S4.2.5b) Exhibits respect for self with appropriate behavior while engaging in physical activity.
Module 14 Fishing	(S4.2.1) Follows the rules and parameters of the learning environment.
Module 15 Tying Knots	(S4.2.5a) Participates with responsible personal behavior in a variety of physical contexts, environments and facilities.
Module 16 Rope Cordage	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Bugs	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). (S3.1.2) Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.1.5)
Module 3 Winter Hiking	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and

Module Title	Content Standard
	after school, at home, at the park, with friends, with the family). (S3.1.2) Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.1.5)
Module 4 Frozen Lakes	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and others.
Module 5 Outdoor winter snow activities	Standard 4: Exhibits responsible personal and social behavior that respects self and others
Module 6 Outside	Standard 4: Exhibits responsible personal and social behavior that respects self and others
Module 7 Windchill	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and others
Module 8 Outdoors In	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and others
Module 9 Exploring Outdoors	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and

Module Title	Content Standard
	others
Module 10 Magnifying Glass	(S4.1.1) Accepts personal responsibility by using equipment and space appropriately.
Module 11 Life Span of Plants	S4.1.2) Practices skills with minimal teacher prompting.
Module 12 Trees	(S4.2.3) Works independently for extended periods of time.
Module 13 Soil	(S4.2.5b) Exhibits respect for self with appropriate behavior while engaging in physical activity.
Module 14 Spring Time	(S4.2.1) Follows the rules and parameters of the learning environment.
Module 15 Park Rangers	(S4.2.5a) Participates with responsible personal behavior in a variety of physical contexts, environments and facilities.
Module 16 Protect the environment	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Robotics I (Grades 3-12)

Through a combination of direct instruction, videos, and online readings, this virtual computer applications course provides students with the tools necessary to build and program robots using Lego EV3 Mindstorms. They will learn to use all the included sensors: color, gyro, touch, and ultrasonic, as well as motors and gears (including gear trains and gear ratios). Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

3-12 / Non- Essential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Robotics II (Grades 3-12)

Through a combination of direct instruction, videos, and online readings, this virtual computer applications course provides students the tools they need to take their EV3 kits to the next level! They'll get everything they need to build 15 exciting new projects, including an infrared sensor + remote, rubber treads, and a ball launcher. Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

3-12 / Nonessential / Full Year / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Survival Skills (Grades 6-12)

Course Description:
Add in the Information from the Course Catalog Handbook. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades 6-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Emergency Zone Children's Personal Compact Survival Kit | Prepare Your Family for Disasters Like Hurricanes, Earthquake, Wildfires, and More	Learn Morse Code, Morse Code Kit, Nautical Astrolabe Tool,
4M Toysmith, Green Science Climate Change/Global Warming Lab	Emergency Tent Kit, Survival Paracord, Slingshot
Venture Pal 40L Lightweight Packable Travel Hiking Backpack Daypack	Surviving on Edible Insects Book, Tiny Survival Guide, Kid's Book of First Aid, Survivor Kid Book, Wild Wilderness Adventure Handbook.
Camping Cookware Mess Kit	Garden Layout Kit, All Purpose First Aid, Tying Knots Kit, Survival Fishing Kit
100 Days of Adventure: Nature Activities, Creative Projects, and Field Trips for Every Season Eskridge, Greta$11.64 Sold by: Amazon.com Services LLC	Survival Paracord Bracelet,Fire
Be Amazing! Toys Survival Science Lab - Survival Kit for Kids - Educational Survival	The Ultimate Survive Anything Tiny Survival Guide for Emergency Disaster

Fall Semester Kit	Spring Semester Kit
Camping Gear Experiments for Boys and Girls	
Retevis RT628 Kids Walkie Talkies	A Kid's Book of First Aid: Including the Official Junior Paramedic Test
Camping Hammock	Survivor Kid: A Practical Guide to Wilderness Survival
Young Survivor, Science Kits for Kids from The Famous Crazy Scientist Lab - Survival Skill Box.	Wild Wilderness - Adventure Handbook: A Survival Guide & Science Handbook
Extra Large Picnic & Outdoor Blanket	Garden Layout Kit: Graph Paper For Garden Design In Full Color.
GearLight LED Head Lamp	Medipro All Purpose First Aid Kit - 100 Items
Mars Landing Survival Kit - Kids Plant Growing Terrarium Kit	SGT KNOTS Tying Kit - (17) Waterproof Instruction Cards, (2) 6ft Double-Braided Ropes, (1) 6ft Nylon Webbing
	Best Glide ASE Survival Fishing Kit Basic Version
	Sextant

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 3 Survival Kits	S4.5.L.1: Applies best practices for participating safely in physical activity,

Module Title	Content Standard
	exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)
Module 4 Survival Knots	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 5 Survival Shelters	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 6 Fire Basics	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 7 Primitive Fire Making	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 8 Locating Water	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 9 Water Purification	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 10 Survival Fishing	S4.5.L.1: Applies best practices for participating safely in physical activity,

Module Title	Content Standard
	exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 11 Notch Carving	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 12 Survival Traps	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 13 Orienteering	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 14 Cordage Lesson	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 15 Distress Signals	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 16 Morse Code	S4.5.L.1: Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and

Module Title	Content Standard
	recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 3 Survival Skills	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 4 Situational Awareness	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 5 Improvised Survival Tools	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 6 Injuries and Bandages	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 7 Slings and Splints	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)

Module Title	Content Standard
Module 8 Using a Fire Extinguisher	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 9 Morse Code	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 10 Survival slingshot	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 11 Celestial navigation	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 12 Survival Knots	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 13 Zip Tie Survival	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 14 Survival Fishing	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 15 Edible Insects	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits,

Module Title	Content Standard
	individual performance activities, or target games). (S1.1.L1)
Module 16 Water Purification	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, or target games). (S1.1.L1)
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Wilderness Adventures

Course Description:
This course will explore the Wilderness in your own area. You get to pick your adventure to research and describe.Wilderness Adventures is a subject-integrated curriculum that addresses academic Standards. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Noopel Emergency Whistles Lifeguard Safety Whistle with Lanyard and Keychain for Outdoor Camping	LuxoGear Emergency Whistles with Lanyard Safety Whistle Survival Shrill
Clwryviduu Survival Fire Starter,	Eyeskey Multifunctional Tactical Survival Military Compass with Lanyard & Pouch | Waterproof & Impact Resistant
Aurosports 10x25 Binoculars	Loowoko 50L Hiking Backpack, Waterproof Camping Essentials Bag
MalloMe Sleeping Bags for Adults Cold Weather & Warm	LifeStraw Personal Water Filter for Hiking
LHKNL Headlamp Flashlight	Rnoony Picnic Backpack for Camping, Picnic Basket for with Insulated Cooler
Camping with Kids Cookbook: Fun and Easy Recipes for the Whole Family	Kids Hiking Walking Socks, Boys Girls
Wilderness Survival Guide for Kids: How to Build a Fire, Perform First Aid	Lighting EVER LED Flashlights High Lumens
The Camper's Survival Guide: Food Prepping, Gear, First Aid, Etiquette, and More!	Atomic Bear Paracord Bracelet (2 Pack) - Adjustable - Fire Starter - Loud
WoneNice 50L(45+5) Waterproof Hiking	The Complete Trail Food Cookbook: Over

Fall Semester Kit	Spring Semester Kit
Backpack - Outdoor Sport Daypack with Rain Cover	300 Recipes for Campers
276PCS First Aid Kit Home Car Camping Hiking Emergency Supplies	50 Hikes in Michigan (Explorer's 50 Hikes)
Odoland 16pcs Camping Cookware Set with Folding Camping Stove,	Michigan Bucket List Adventure Guide: Explore 100 Offbeat Destinations You Must Visit!
2 Person Camping Tent with Rain Fly and Carrying Bag - Lightweight	
Wilderness 101	
Camping Michigan: A Comprehensive Guide To Public Tent And RV Campgrounds (State Camping Series)	

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Introduction to Canvas Pretest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Introduction	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
Module 3 The Idea of Wilderness	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to

Module Title	Content Standard
	solve specific visual arts problems.
Module 4 Wilderness Hero Profile #1: Arthur Carhart	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 5 Wilderness Profile Study #1: Bob Marshal	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.

Module Title	Content Standard
Module 6 Wilderness for the American People of Present and Future Generations	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 7 Wilderness Hero Study #2: Margaret (Mardy) Murie	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 8 Wilderness Outside of the Classroom Overview: Students will visit a local common and/or wild place. They will participate in a service learning project	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 9 Wilderness Profile Study #2: Okefenokee Wilderness	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate

Module Title	Content Standard
	ideas.
	ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level.
	ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 10 Ways to camp in the Wilderness	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 11 Leave No Trace & Packing for a Trip Pick a Location to Camp (FALL)	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 12 Leave No Trace & Packing for a Trip What to Wear Camping (FALL)	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 13 Leave No Trace & Packing for a Trip What to Eat/Drink Camping (FALL)	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 14 Leave No Trace & Packing for a Trip First Aid Camping (FALL)	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and

Module Title	Content Standard
	reflect upon possible visual solutions
Module 15 Leave No Trace & Packing for a Trip Proper Gear Camping (FALL)	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 16 Scavenger Hunt	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Pretest and Introduction	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
Module 3 Outstanding Opportunities What can you do in wilderness	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of

Module Title	Content Standard
	organizational principles and methods to solve specific visual arts problems.
Module 4 Wilderness Hero Study #3: Senator Gaylord Nelson	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 5 Wilderness Profile Study #3: Gila Wilderness	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 6 Preserving Wilderness Character	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and

Module Title	Content Standard
	communicate intended meaning. ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 7 Wilderness Hero Study #4: John Muir	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 8 Wilderness Profile Study #4: Boundary Waters Canoe Area Wilderness	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 9 Our Wilderness Heritage America's Wilderness	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 10 Wilderness Hero Study #5: Aldo Leopold	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 11 Wilderness Profile Study #5: Mission Mountains Tribal Wilderness	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 12 Leave No Trace & Packing for a Trip Pick a Location to Camp (SPRING)	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 13 Leave No Trace & Packing for a Trip What to Wear Camping (SPRING)	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Leave No Trace & Packing for a Trip What to Eat/Drink Camping (SPRING)	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 15	ART.VA.II.K.2 Use a variety of lines, colors,

Module Title	Content Standard
Leave No Trace & Packing for a Trip First Aid Camping (SPRING)	and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 16 Leave No Trace & Packing for a Trip Proper Gear Camping (SPRING)	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

World Connections (Grades 1-5)

Through the use of interactive technology, art, stories, crafts, cooking and other hands-on activities included in Kiwico's Atlas Crate, students will be able to experience a typical day in the life of people from other countries around the world. Students will immerse themselves in the culture and customs of various countries learning about the geography, history, customs, beliefs, festivals, music and local cuisine. Kits will be from Fun Learning Company and will use Fun Learning Company's FLIP online content.

1-5 / Nonessential / Fall / Spring / CRT

FUN LEARNING COMPANY - KITS (Grades K-12)

alyssa@funlearningcompany.com / FLIP Online

Michigan Virtual

Today's learners have grown up in the digital age and learn differently as a result. Michigan Virtual™ exists to meet the needs of today's students and educators and provide them opportunities to learn and teach effectively for today's ever-changing world. As a private nonprofit organization, Michigan Virtual is committed to advocating for change to advance K-12 education through digital learning, research, innovation and trusted, valued partnerships. Students are permitted to take advanced placement and elective courses only.

6-12 / Nonessential / OL

Cardio (Grades K-12)

Course Description:
The Physical Education course will provide personalized options to every student taking this course through student-driven choices regarding assignments, submission, and learning from community experts. The Cardio Curriculum seeks to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

KITS WILL BE CREATED UPON REQUEST.

*Note: Substitutions are possible due to availability.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Vocabulary Terms	Michigan Standard PES3.3.4 Identifies the components of health-related fitness.
Module 3 Tips for Cardio Workouts	Michigan Standard S5.1.1 Identifies physical activity as a component of good health.
Module 4 Importance of Warm-ups	S3.2.4 Actively engages in the activities in a physical education class, both teacher-directed and independent.
Module 5 Cool Down after Cardio	S3.2.7 Participates in a physical activity twice a week outside of physical education class.

Module Title	Content Standard
Module 6 Balance Exercises	S5.1.K Recognizes that physical activity is important for good health.
Module 7 Vocabulary	PES3.3.4 Identifies the components of health-related fitness.
Module 8 Cardio and Nutrition	S5.1.2 Recognizes the value of "good health balance."
Module 9 Walking for Cardio	S3.2.4 Actively engages in the activities in physical education class, both teacher-directed and independent.
Module 10 Running for Cardio	S3.6.5 Analyzes the impact of food choices relative to physical activity, youth sports and personal health.
Module 11 Why Cardio and Being Active is Important	S5.1.2 Recognizes the value of "good health balance."
Module 12 Cardio Safety	PES3.3.4 Identifies the components of health-related fitness.
Module 13 Staying Motivated	S5.1.1 Identifies physical activity as a component of good health.
Module 14 Alternative Fitness	S5.1.K Recognizes that physical activity is important for good health.
Module 15 Cardio Workout	S3.2.4 Actively engages in the activities in physical education class, both teacher-directed and independent.
Module 16 Cardio Hip Hop	S3.6.5 Analyzes the impact of food choices relative to physical activity, youth sports and personal health.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Dance Around the World (Grades K-12)

Course Description:
A History of Dance will explore the development of dance from its ancient beginnings through the 1800s AD. The role and meaning of dance in ancient cultures will be discussed, in addition to the changing purpose and codification of various dance forms. This course will move through 3000 BC to 1800 AD, delving into how dance changed and evolved in response to its environment.. This course will cover the Michigan Content Standards for the various grade levels. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.
Kits available upon request.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 **African Dance**	Grades K-5: Identify physical activities that contribute to fitness. (S3.3.2b) Grades 6-8: Describes how being physically active leads to a healthy body. (S3.1.6) Grades 9-12: Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). (S1.1.L2)

Module Title	Content Standard
Module 3 **African Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 4 **African Dance**	Grades K-5: Compares the health benefits of participating in selected physical activities. (S5.1.5) Grades 6-8: Demonstrates correct technique for a variety of skills in 1 self-selected individual performance activity. (S1.24.7) Grades 9-12: Relates physiological responses to individual levels of fitness and nutritional balance. (S3.8.L1)
Module 5 **Russian Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 6 **Russian Dance**	Grades K-5: Compares the health benefits of participating in selected physical activities. (S5.1.5) Grades 6-8: Demonstrates correct technique for a variety of skills in 1 self-selected individual performance activity. (S1.24.7) Grades 9-12: Relates physiological responses to individual levels of fitness and nutritional balance. (S3.8.L1)
Module 7 **Russian Dance**	Grades K-5: Differentiates between movement in personal (self-space) and general space. (S2.1.Ka) Grades 6-8: Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.1.8) Grades 9-12: Identifies the stages of learning a motor skill. (S2.3.L2)

Module Title	Content Standard
Module 8 **Chinese Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 9 **Chinese Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 10 **Chinese Dance**	Grades K-5: Differentiates between movement in personal (self-space) and general space. (S2.1.Ka) Grades 6-8: Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.1.8) Grades 9-12: Identifies the stages of learning a motor skill. (S2.3.L2)
Module 11 **German Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 12 **German Dance**	Grades K-5: Differentiates between movement in personal (self-space) and general space. (S2.1.Ka) Grades 6-8: Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.1.8) Grades 9-12: Identifies the stages of learning a motor skill. (S2.3.L2)

Module Title	Content Standard
Module 13 **German Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 14 **Indian Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 15 **Indian Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 16 **Indian Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs

Module Title	Content Standard
	and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 **Native American Dance**	Grades K-5: Identify physical activities that contribute to fitness. (S3.3.2b) Grades 6-8: Describes how being physically active leads to a healthy body. (S3.1.6) Grades 9-12: Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). (S1.1.L2)
Module 3 **Native American Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 4 **Native American Dance**	Grades K-5: Compares the health benefits of participating in selected physical activities. (S5.1.5) Grades 6-8: Demonstrates correct technique for a variety of skills in 1 self-selected individual performance activity. (S1.24.7) Grades 9-12: Relates physiological responses to individual levels of fitness and nutritional balance. (S3.8.L1)
Module 5 **Mexican Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 6 **Mexican Dance**	Grades K-5: Compares the health benefits of participating in selected physical activities.

Module Title	Content Standard
	(S5.1.5) Grades 6-8: Demonstrates correct technique for a variety of skills in 1 self-selected individual performance activity. (S1.24.7) Grades 9-12: Relates physiological responses to individual levels of fitness and nutritional balance. (S3.8.L1)
Module 7 **Mexican Dance**	Grades K-5: Differentiates between movement in personal (self-space) and general space. (S2.1.Ka) Grades 6-8: Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.1.8) Grades 9-12: Identifies the stages of learning a motor skill. (S2.3.L2)
Module 8 **Japanese Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 9 **Japanese Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 10 **Japanese Dance**	Grades K-5: Differentiates between movement in personal (self-space) and general space. (S2.1.Ka) Grades 6-8: Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.1.8) Grades 9-12: Identifies the stages of learning a motor skill. (S2.3.L2)
Module 11 **Spanish Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes.

Module Title	Content Standard
	(S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 12 **Spanish Dance**	Grades K-5: Differentiates between movement in personal (self-space) and general space. (S2.1.Ka) Grades 6-8: Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.1.8) Grades 9-12: Identifies the stages of learning a motor skill. (S2.3.L2)
Module 13 **Spanish Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 14 **Mongolian Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 15 **Hawaiian Dance**	Grades K-5: Balances on different bases of support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 16	Grades K-5: Balances on different bases of

Module Title	Content Standard
United States Dance	support, combining levels and shapes. (S1.7.2a) Grades 6-8: Describe the role of flexibility in injury prevention. (S3.10.8) Grades 9-12: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.6.L1)
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Life Fitness (Grades K-12)

Course Description:
The Physical Education course will provide personalized options to every student taking this course through student-driven choices regarding assignments, submission, methodology, additional virtual resources, and learning from community experts. The Life Fitness Curriculum seeks to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

KITS WILL BE CREATED UPON REQUEST.

*Note: Substitutions are possible due to availability.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Vocabulary (Part 1)	Identifies the components of health-related fitness. (S3.3.4)
Module 3 Aquatic Fitness	Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.5.5b)
Module 4 Aquatic Fitness	Applies safety principles with age-appropriate physical activities. (S4.6.5)
Module 5 Vocabulary (Part 2)	Identifies the components of health-related fitness. (S3.3.4)

Module Title	Content Standard
Module 6 Lifetime Activities	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.1.5)
Module 7 Racket Sports	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.2.5)
Module 8 Vocabulary (Part 3)	Identifies the components of health-related fitness. (S3.3.4)
Module 9 Paddle Sports	Examines the health benefits of participating in physical activity. (S5.1.4)
Module 10 Specialized Skills	Identifies physical activities that contribute to fitness. (S3.3.2b)
Module 11 Vocabulary (Part 4)	Identifies the components of health-related fitness. (S3.3.4)
Module 12 Social Interactions in Physical Activity	Reflects on personal social behavior in physical activity. (S4.2.4)
Module 13 Lifetime Physical Activities/Martial Arts	Analyzes movement situations and applies movement concepts (e.g. force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics. (S2.3.5c)
Module 14 Vocabulary (Part 5)	Identifies the components of health-related fitness. (S3.3.4)
Module 15 Lifetime Physical Activities/Golf or Disc Golf	Examines the health benefits of participating in physical activity. (S5.1.4)
Module 16 Lifetime Physical Activities/Golf or Disc Golf	Analyzes movement situations and applies movement concepts (e.g. force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics. (S2.3.5c)
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Physical Education 3 (Grades K-12)

Course Description:
The Physical Education course will provide the option of an in-person course at Barrows Education Center and through our virtual Learning Management System. This course will cover the Michigan Content Standards for the various grade levels. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Outdoor Games, Potato Sack Race Bags for Kids Adults, Egg Spoon Relay Race	Four Square Volleyball/Badminton Net Set,Height Adjustable 4 Square Volleyball
Resistance Bands Elastic Exercise Bands	Cosom Scooter, 12 Inch Children's Sit & Scoot Board
Champion Sports Playground Ball	Indoor Hockey Game Set
Bow and Arrow Set for Kids, 2-Pack LED Light Up Archery Set with 20 Suction Cup Arrows	HearthSong Giant Indoor/Outdoor Inflatable Bowling Game
5 Gallon Bucket Only	GoSports Putt-Thru Croquet Putting Game
Spalding High-Bounce Ball (Pack of 4)	12 Pack 2inch/5cm Nylon Bean Bags
Cra-Z-Art Sidewalk Chalk (32 Count)	Champion Sports Pro-Style Basketball
Chalkboard Wallpaper Peel and Stick	TheFitLife Nordic Walking Trekking Poles
7' WOODEN HANDLE JUMP ROPE	Healthy Snacks On-the-Go!
Elite Sportz Ring Toss Games for Kids	

Fall Semester Kit	Spring Semester Kit
16" Beach Balls for Kids	
Yeunmu100 PCS Balloons Assorted Colors	
Fun Express Fitness Bingo Game	
MasterPieces Kids Games - Food Bingo Game	
Daily Food Journal for Kids	

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Spoon and Egg Relay	Identify physical activities that contribute to fitness. (S3.3.2b)
Module 3 Stretching/Mindfulness	Identify the need for warm-up and cool down relative to various physical activities. (S3.4.5) Demonstrate twisting, bending, and stretching actions. (S1.10.1)
Module 4 Gaga Ball	Volleys an object with an open palm, sending it upward. (S1.22.1) Volleys an object upward with consecutive hits. (S1.22.2)
Module 5 Noodle Archery	Strikes an object with a long-handled implement (e.g. hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.25.4)
Module 6 Bounce into Buckets	Actively engages in all the activities of physical education. (S3.2.5)
Module 7	Actively engages in the activities in physical

Module Title	Content Standard
Sidewalk Chalk	education class, both teacher-directed and independent. (S3.2.4)
Module 8 Hopscotch/Jump Rope	Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.27.2a)
Module 9 Ring Toss	Actively engages in all the activities of physical education. (S3.2.5)
Module 10 Beach Ball Blanket Toss	Actively engages in all the activities of physical education. (S3.2.5)
Module 11 Cat's Corner (Dodgeball)	Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.14.4b)
Module 12 Musical Chairs	Actively engages in all the activities of physical education. (S3.2.5)
Module 13 Balloon Drop	Actively engages in all the activities of physical education. (S3.2.5)
Module 14 Fitness BINGO	Identify physical activities that contribute to fitness. (S3.3.2b)
Module 15 Nutrition BINGO	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.6.5)
Module 16 Food Diary	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.6.5)
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 2 Four Square	Identify physical activities that contribute to fitness. (S3.3.2b)
Module 3 Scooter Tag	Identify the need for warm-up and cool down relative to various physical activities. (S3.4.5) Demonstrate twisting, bending, and stretching actions. (S1.10.1)
Module 4 Scooter Polo	Strikes an object with a long-handled implement (e.g. hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.25.4)
Module 5 Noodle Hockey	Strikes an object with a long-handled implement (e.g. hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.25.4)
Module 6 Bowling	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.2.4)
Module 7 Golfing	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.2.4)
Module 8 Crab Soccer	Demonstrate twisting, bending, and stretching actions. (S1.10.1)
Module 9 Bean Bag Relay	Actively engages in all the activities of physical education. (S3.2.5)
Module 10 Rock, Paper, Scissors Bean Bag Balance	Actively engages in all the activities of physical education. (S3.2.5)
Module 11 Three (3) Ball	Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.14.4b)
Module 12 Step Aerobics	Identify the need for warm-up and cool down relative to various physical activities. (S3.4.5) Demonstrate twisting, bending, and stretching actions. (S1.10.1)

Module Title	Content Standard
Module 13 Protect the Castle	Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.14.4b)
Module 14 Basketball Race	Approaches a stationary ball and kicks it forward, demonstrating 2 of 5 critical elements of a mature pattern. (S1.21.1)
Module 15 Hiking	Identify the need for warm-up and cool down relative to various physical activities. (S3.4.5) Demonstrate twisting, bending, and stretching actions. (S1.10.1)
Module 16 On-the-go Snacks	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.6.5)
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Sports History (Grades K-12)

Course Description:
Students will gain historical knowledge about the origins and development of various sports in America as well as worldwide. Students will understand why and how sports have become a popular cultural phenomenon. Through the examination of various sports, students will learn; how the sport began, modification of sporting rules over time, why the sport grew in popularity, and famous athletes associated with the sport. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

KITS WILL BE CREATED UPON REQUEST.

*Note: Substitutions are possible due to availability.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 3 Baseball	Rules and etiquette: Identifies the rules and etiquette for physical activities, games and dance activities.(S4.6.6)
Module 4 Basketball	Rules and etiquette: Identifies the rules and etiquette for physical activities, games, and dance activities. (S4.6.6) Demonstrates competency and/or refines

Module Title	Content Standard
	activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.1.L1)
Module 5 Soccer	Rules and etiquette: Identifies the rules and etiquette for physical activities, games and dance activities. (S4.6.6) Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.1.L1) Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.5.L1)
Module 6 Volleyball	Rules and etiquette: Identifies the rules and etiquette for physical activities, games and dance activities. (S4.6.6) Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.1.L1) Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.5.L1)
Module 7 Golf	Rules and etiquette: Identifies the rules and etiquette for physical activities, games and dance activities. (S4.6.6) Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.1.L1) Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.5.L1)
Module 8 Football	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.1.L1)

Module Title	Content Standard
	Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. (S2.1.L2)
Module 9 Famous Coaches	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.1.L1) Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. (S2.1.L2)
Module 10 Badminton	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.1.L1) Identifies and discusses the historical and cultural roles of games, sports, and dance in society. (S2.1.L2)
Module 11 Ice Hockey	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.1.L1) Identifies and discusses the historical and cultural roles of games, sports, and dance in society. (S2.1.L2)
Module 12 Pickleball	Identifies and discusses the historical and cultural roles of games, sports, and dance in society. (S2.1.L2)
Module 13 Athletes of History	Identifies and discusses the historical and cultural roles of games, sports, and dance in society. (S2.1.L2)
Module 14 Snowboarding	Identifies and discusses the historical and cultural roles of games, sports, and dance in society. (S2.1.L2)
Module 15 Bowling	Identifies and discusses the historical and cultural roles of games, sports, and dance in

Module Title	Content Standard
	a society. (S2.1.L2)
Module 16 History of Strength Training	Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. (S2.1.L2)
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Art of Baking (Grades K-12)

Course Description:
Bakers use flavor, texture, and visual appeal to produce an edible art piece. This course will cover various baking essentials with a focus on photographing food and creating edible sculptures. The first semester will focus on baking basics through the lens of art and the second semester will focus on different cultural desserts through the lens of art. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Bakersfield Extracts	The Food Safety Book: What You Don't Know Could Kill You
Beginner's Baking Bible: 130+ Recipes and Techniques for New Bakers by Heather Perine (Paperback)	Food Presentation Secrets: Styling Techniques of Professionals
Farberware Nonstick Steel Bakeware Set with Cooling Rack, Baking Pan and Cookie Sheet Set with Nonstick Bread Pan and Cooling Grid, 10-Piece Set, Gray	Silicone Bundt Cake Pan - 8-10Inch Round Fluted Tube Cake Baking Molds
Joseph Joseph Adjustable Rolling Pin with Removable Rings, 13.6", Multi-Color	American Metalcraft, inc. TP14 Wide-Rim Pan
McCormick Baking Essentials 7 Count Variety Pack, 0.85 lb	Candy Thermometer with Pot Clip
MEEMA Apron Server Aprons with Pockets | Waitress Apron, Teacher Apron, for Cooking, Crafts, Bartender Apron	Wilton mini muffin pan, Silver
Mini Cookie Cutters Set - 30Pcs Heart Star Flower Round Square Hexagon Oval Diamond Shapes Cookie Cutters, Polymer Clay Cutters for Kids, Geometric Set for Biscuit Cutter, Fruit Cutter	300-Pack Holiday Party Mini Paper Baking Cups
MMmat Silicone Baking Mats - Best German	175 Best Babycakes Cupcake Maker Recipes:

Fall Semester Kit	Spring Semester Kit
Silicone - Set of 2	Easy Recipes for Bite-Size Cupcakes
Pyrex 2-Piece Glass Pie Plate Set, 9.5-Inch Pie Dish, Baking Dish, Dishwasher, Microwave, Freezer and Preheated Oven Safe	The Sweet Book of Candy Making: From the Simple to the Spectacular
Rorecay Extra Long Oven Mitts and Pot Holders Sets: Heat Resistant Silicone Oven Mittens with Mini Oven Gloves and Hot Pads Potholders for Kitchen Baking Cooking, Quilted Liner, Gray, Pack of 6	How to Make Easy Fudge
Searon Kitchen Countdown Timer Magnetic 60 Minute Wind Up Mechanical Timer Stainless Steel for Home Baking Cooking Oven (Gray Color)	Nordic Ware Classic Metal 9x13 Covered Cake Pan
Silicone Baking Mat,26" x 16" Extra Thick Large Non Stick Sheet Mat with Measurement Non-slip Dough Rolling Mat,Reusable Food Grade Silicone Counter Mat for Making Cookies,Macarons,Bread and Pastry	Good Cook Nonstick Steel 3-Piece Cookie Sheet Set
	365 Amazing Bar Cookie Recipes: A Bar Cookie Cookbook Everyone Loves!
	50 Novelty Party Cakes for Children: Fun and Fantasy Designs for Every Celebration
	The Bundt Collection: Over 131 Recipes for the Bundt Cake Enthusiast (The Bake Feed)

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 2 Basic Principles	Grades K-5: ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. Grades 6-8: ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 3 Quick Breads	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 4 Biscuits	Grades K-5: ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 5 Pie	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.

Module Title	Content Standard
Module 6 Tart	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 7 Custards/Creams	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 8 Pies/Tarts-Fillings/Assemble	Grades K-5: ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 9 Drop Cookies	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 10 Rolled Cookies	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.

Module Title	Content Standard
Module 11 Bar Cookies	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 12 Specialty Cookies	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 13 Basic Mixing Methods Box versus scratch Cakes	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 14 Coffee Cakes/Pound Cakes	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 15 Sponge Cakes/Angel Food	Grades K-5: ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.

Module Title	Content Standard
Module 16 Frosting versus Icing and decorating	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Kitchen Safety	Grades K-5: ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. Grades 6-8: ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 3 Presentation	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.

Module Title	Content Standard
Module 4 Specialty Cakes	Grades K-5: ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 5 Dessert Pizzas	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 6 Craftsmanship	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 7 Bark Candy	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 8 Mini Cupcakes	Grades K-5: ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.

Module Title	Content Standard
Module 9 Fudge	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 10 Melting Moment	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 11 Strawberry Pretzel Delight	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 12 Buckeyes	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 13 Texas Sheet Cake	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.

Module Title	Content Standard
Module 14 Bar Cookies	Grades K-5: ART.VA.II.5.5 Analyze how art conveys ideas to express one's individuality. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 15 Tarts	Grades K-5: ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. Grades 6-8: ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. Grades 9-12: ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 16 Cake Pops	Grades K-5: ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. Grades 6-8: ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. Grades 9-12: ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Art of Plating (Grades K-12)

Course Description:
Bakers use flavor, texture, and visual appeal to produce an edible art piece. This course will cover various baking essentials with a focus on photographing food and creating edible sculptures. The first semester will focus on baking basics through the lens of art and the second semester will focus on different cultural desserts through the lens of art. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Kitchen Utensil Set - 11 Cooking Utensils	Extra Long Oven Mitts and Pot Holders Sets
Kitchen Knife Set, 12-Piece Colorful Knives Set with Sheaths for Kitchen	CorningWare Ceramic Bakeware Set with Lids, Chip and Crack Resistant Stoneware
Kitchen Cutting Board (Set of 3)	The $5 Dinner Mom Cookbook: 200 Recipes
Steel 5 Quart Stock Multipurpose Pasta Pot with Strainer Lid	The Everlasting Meal Cookbook: Leftovers A-Z
ThermoPro TP-02S Instant Read Meat Thermometer Digital Cooking Food Thermometer	Veg Forward: Super-Delicious Recipes that Put Produce at the Center of Your Plate
Meat Illustrated: A Foolproof Guide to Understanding and Cooking with Cuts of All Kinds	Cooking from the Spirit: Easy, Delicious, and Joyful Plant-Based Inspirations
Mandy's Gourmet Salads: Recipes for Lettuce and Life	Foolproof Fish: Modern Recipes for Everyone, Everywhere
The Complete Cookbook for Young Chefs: 100+ Recipes that You'll Love to Cook and Eat	Zak Designs for Prepping and Serving Food
Nutrition Plate	Complete Wild Game Cookbook
Tasty Dessert: All the Sweet You Can Eat	Cuisinart CPK-200 Grilling Prep and Serve Trays
Chef Apron	Cook's Country Best Potluck Recipes
Beautiful Platters and Delicious Boards	The Complete Beans and Grains Cookbook: A Comprehensive Guide

Fall Semester Kit	Spring Semester Kit
The Pioneer Woman Cooks—Dinner's Ready!	Anything's Pastable
Cheese Board Charcuterie Gift Folding - Bamboo Sturdy	Pillsbury: Best Muffins and Quick Breads: Favorite Recipes from America's Most-Trusted Kitchens
	3PCS Silicone Bread Loaf Pan

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Knife/Kitchen Safety	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 3 Learning Precision Cuts	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 4 Stew versus Soup making a Roux	ART.VA.V.5.3 Understand and use comparative characteristics of the visual arts and other arts disciplines. ART.VA.I.8.5 Effectively produces and exhibits a final product that demonstrates quality craftsmanship and technique. ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea.

Module Title	Content Standard
Module 5 Preventing Cross-contamination	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 6 Cook to the Right Temperature	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 7 Preparing Meats (poultry)	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 8 Preparing Meats 2 (beef)	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 9 Preparing Meats 3 (pork)	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.

Module Title	Content Standard
Module 10 Make a Salad/Dressing (Lettuce)	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 11 Fast Meals/Snacks	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 12 Nutrition Plate	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
Module 13 Dessert Cookies	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.

Module Title	Content Standard
Module 14 Dessert Cake	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
Module 15 Biscuits	ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community. ART.VA.V.8.1 Effectively recognize and describe personal, family, and community connections with artworks. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.
Module 16 Quick Dinner	ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community. ART.VA.V.8.1 Effectively recognize and describe personal, family, and community connections with artworks. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 2 Casserole	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 3 Dinner on a Budget	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 4 Leftover Options	ART.VA.V.5.3 Understand and use comparative characteristics of the visual arts and other arts disciplines. ART.VA.I.8.5 Effectively produces and exhibits a final product that demonstrates quality craftsmanship and technique. ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea.
Module 5 Vegetables	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 6 Healthy Options	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.

Module Title	Content Standard
Module 7 Vegan	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 8 Vegetarian	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 9 Cooking Fish	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 10 Cooking Game	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.

Module Title	Content Standard
Module 11 Pasta	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 12 Pasta Salad	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
Module 13 Quinoa	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
Module 14 Rice	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.

Module Title	Content Standard
Module 15 Quick Bread	ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community. ART.VA.V.8.1 Effectively recognize and describe personal, family, and community connections with artworks. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.
Module 16 Surprise	ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community. ART.VA.V.8.1 Effectively recognize and describe personal, family, and community connections with artworks. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Art Through Time (Grades K-12)

Course Description:
Studying the biographies of artists has been a fundamental approach toward art history. In this course, we will examine the lives and works of great artists from varied disciplines. In the process, we will gain a better understanding of the historical development of art. In addition, we will work on improving our critical thinking abilities and our powers of observation. Fall will be in the Stone Age - Baroque.. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

KITS WILL BE CREATED UPON REQUEST.

*Note: Substitutions are possible due to availability.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 The Stone Age (30,000 b.c.–2500 b.c.)	ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. (21st Century Skills: I.3)
Module 3 Mesopotamian Time (3500 b.c.–539 b.c.)	ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. (21st Century Skills: I.3)
Module 4	ART.VA.I.HS.1 - Apply acquired

Module Title	Content Standard
The Egyptian Art Period (3100 b.c.–30 b.c.)	knowledge and skills to the creative problem-solving process. (21st Century Skills: I.4, II.2)
Module 5 The Greek and Hellenistic Art Period (850 b.c.–31 b.c.)	ART.VA.I.HS.1 - Apply acquired knowledge and skills to the creative problem-solving process. (21st Century Skills: I.4, II.2)
Module 6 The Roman Period (500 b.c.– a.d. 476)	ART.VA.I.HS.1 - Apply acquired knowledge and skills to the creative problem-solving process. (21st Century Skills: I.4, II.2)
Module 7 The Indian, Chinese, and Japanese Art Period (653 b.c.–a.d. 1900)	ART.VA.II.HS.1 - Identity, define problems, and reflect upon possible visual solutions. (21st Century Skills: I.2, I.3, I.4)
Module 8 The Chinese Art Period (653 b.c.–a.d. 1900)	ART.VA.II.HS.1 - Identify, define problems, and reflect upon possible visual solutions. (21st Century Skills: I.2, I.3, I.4)
Module 9 The Japanese Art Period (653 b.c.–a.d. 1900)	ART.VA.II.HS.1 - Identify, define problems, and reflect upon possible visual solutions. (21st Century Skills: I.2, I.3, I.4)
Module 10 Byzantine and Islamic Art (a.d. 476–a.d.1453)	ART.VA.III.HS.3 - Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology. (21st Century Skills: I.2, I.3, I.6, II.1)
Module 11 Feldman's 4 Steps to Look at Art	ART.VA.III.HS.3 - Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology. (21st Century Skills: I.2, I.3, I.6, II.1)
Module 12 The Early and High Renaissance (1400–1550) in Art	ART.VA.IV.HS.1 - Observe and describe artwork with respect to history and culture. (21st Century Skills: I.6, II.1, III.1, III.2, III.7, III.8, III.9, III.10)
Module 13 The High Renaissance (1400–1550) in	ART.VA.IV.HS.1 - Observe and describe artwork with respect to history and culture.

Module Title	Content Standard
Art	(21st Century Skills: I.6, II.1, III.1, III.2, III.7, III.8, III.9, III.10)
Module 14 The Venetian and Northern Renaissance (1430–1550) in Art	ART.VA.IV.HS.1 - Observe and describe artwork with respect to history and culture. (21st Century Skills: I.6, II.1, III.1, III.2, III.7, III.8, III.9, III.10)
Module 15 Mannerism (1527–1580) in Art	ART.VA.IV.HS.2 - Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. (21ST Century Skills: I.3, I.6, III.2, III.7)
Module 16 Baroque (1600–1750) in Art	ART.VA.IV.HS.2 - Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. (21ST Century Skills: I.3, I.6, III.2, III.7)
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Color Theory (Grades K-12)

Course Description:
Add in the Information from the Course Catalog Handbook. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Strathmore (25-508 STR-025-508 100 Sheet Sketch Pad	Tedco 8"" X 10"" Sun Art Paper Kit - 12 sheets
Acrylic Paint Set,57 PCS Professional Painting Supplies with Paint Brushes, Acrylic Paint, Easel, Canvases, Painting Pads, Palette, Paint Knife, Brush Cup and Art Sponge for Hobbyists and Beginners	Geode Canvas Set, Contemporary Resin Activity Kit, Design Your Own Geometric Wall Art Decor,
The Secret Lives of Color	Water Marbling Paint for Kids
Norberg & Linden Watercolor Paint Set	Arts and Crafts Vault - 1000+ Piece Craft Supplies Kit
Cotton Canvas Professional Bib Apron With 3 Pockets	Waterproof Paper Making Screen Kit
19x25 Art Portfolio Bag, Artist Supply Organizer with Handle	Indoor Daisy Garden Starter Kit
Color Theory: Contemporary color mixing guide	Crayola Paper Flower Science Kit
Canvas Boards for Painting Multi Pack	ESRICH Acrylic Paint Set
U.S. Art Supply 9" x 12" Premium Heavyweight Watercolor Painting Paper Pad	DIY Ceramic Winter Christmas Village - 3 Piece Set - Holiday Painting Craft Kits
Oil Paint Set| Vibrant Oil Paint	Sticker Craft Kit, Picasso, Multi

Fall Semester Kit	Spring Semester Kit
Mash-Up Pastel Fx Art Kit with Complete Art Portfolio	DIY 6Pcs Boho Shell Beads Beach Charm Ankle Bracelet Making Kit Foot
2 Pieces Color Mixing Wheel for Artist	Pack Embroidery Kit with Still Life Patterns and Instructions for Beginners
Artists Sketching Pencil Set	Scrapbooking Supplies Ki
	Full Round Drill Diamond Painting Kits Sunflower Van Gogh Picture Diamond Embroidery Adults Paint-by-Number Kits Room Art Decor
	Beginner Starry Night Crystal Rhinestone Diamond Dotz Arts Craft for Home Wall Decor Gift -
	Piet Mondrian: Activities for Kids

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Science of Colors	ART.VA.III.2.1 - Students will be able to develop a visual vocabulary.
Module 3 Color Theory Overview	ART.VA.III.2.1 - Students will be able to develop a visual vocabulary.
Module 4 Primary Colors	ART.VA.II.2.2 - Students will be able to combine the use of elements of art and principles of design to communicate ideas.
Module 5 Secondary Colors	ART.VA.II.4.2 - Students will be able to synthesize knowledge of elements of art and principles of design to creatively communicate ideas.

Module Title	Content Standard
Module 6 Tertiary Colors	ART.VA.II.5.5 - Students will be able to analyze how art conveys ideas to express one's individuality.
Module 7 Color Wheel	ART.VA.II.4.2 - Students will be able to synthesize knowledge of elements of art and principles of design to creatively communicate ideas.
Module 8 Color Harmony 1	ART.VA.III.2.1 - Students will be able to develop a visual vocabulary.
Module 9 Color Harmony 2	ART.VA.II.2.2 - Students will be able to combine the use of elements of art and principles of design to communicate ideas.
Module 10 Color Context	ART.VA.I.5.3 - Students will be able to incorporate the elements of art and principles of design to communicate ideas.
Module 11 Color Properties	ART.VA.II.4.2 - Students will be able to synthesize knowledge of elements of art and principles of design to creatively communicate ideas.
Module 12 Tone, Shade and Tint	ART.VA.III.2.1 - Students will be able to develop a visual vocabulary.
Module 13 Additive and Subtractive Color	ART.VA.I.5.3 - Students will be able to incorporate the elements of art and principles of design to communicate ideas.
Module 14 Color Themes	ART.VA.II.2.2 - Students will be able to combine the use of elements of art and principles of design to communicate ideas.
Module 15 Color Theory Through History	ART.VA.III.2.1 - Students will be able to develop a visual vocabulary.
Module 16 Summing it Up!	ART.VA.II.4.2 - Students will be able to synthesize knowledge of elements of art and principles of design to creatively communicate ideas.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Drawing (Grades K-12)

Course Description:
The following course will provide instruction in Visual and Performing Arts. This course will have information on drawing skills and terminology. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Famous Artists in History: An Art History Book for Kids (Biographies for Kids)	120 Colored Pencil Set, Big Book of Color, Color Theory for Kids, Light, Shade and Shadow Book, 3d Drawing Book.
FANCY LAND Elements of Art Principles of Design 16 Art Posters	The Big Book of Color: An adventurous journey into the magical & marvelous world of color! (Big Book Series)
Drawing Pencils, 24pcs Sketching Pencils Set with Graphite Pencils	Color Theory for kids: Author's technique of mixing colors in a fairy tale form (simply about complex)
Hygloss Puzzles DIY Party Invite - Blank Puzzle for Decorating - Art	Light, Shade and Shadow (Dover Art Instruction)
Art Pens,Fineliner Ink Pens,Set of 12 Technical Drawing pen,Pigment Pen,Fine	3d Drawing and Optical Illusions: How to Draw Optical Illusions and 3d Art
Complete the Scribble Doodle Book: A Complete-the-Doodle Drawing Book	Strathmore 200 Series Sketch Pad, 9x12 inch, 100 Sheets, Tape Bound - Artist Sketchbook for Drawing
Tessellations The History and Making of Symmetrical Designs	9 x 12 inches Sketchbook, Top Spiral Bound Sketch Pad, 1 Pack 100-Sheets (68lb/100gsm), Acid Free

Fall Semester Kit	Spring Semester Kit
9 x 12 inches Sketchbook, Top Spiral Bound Sketch Pad, 1 Pack 100-Sheets	How to Draw: 53 Step-by-Step Drawing Projects
Drawing Word Search: Themed Activity Puzzle Book | 40 Large Print	Prina 50 Pack Drawing Set Sketch Kit
Color Wheel Pocket Guide with Gray Scale Value Finder	Doodle Everything!: Learn to Draw with 400+ Easy, Adorable Designs
Discovery in the Cave (Step into Reading)	Collage Workshop for Kids: Rip, snip, cut, and create with inspiration
Strathmore Toned Mixed Media Paper Toned Tan 11"X14"-15 Sheets	PREBOX Needle Felting Kit Craft for Beginners - Wool Felt Painting Gifts
Oil Pastel Set,Professional Painting Soft Drawing Graffiti Art Crayons Washable Round Non Toxic Pastel	LEGO Art Modern Art 31210 Build & Display Home Décor Abstract Wall Art Kit, Birthday Gift Idea for Artistic
72 Count Colored Pencils for Adult Coloring Books	Draw My Face: The pocket size Party Game of Sixty-Second Portrait
Art Markers Dual Brush Pens for Coloring	The 30-Day Sketchbook Project: Daily Exercises and Prompts to Fill Pages
Strathmore (27-319 STR-27-319 200 Sheet Kids Construction Paper Pack,	
Mod Podge	
Origami Paper, 200 Sheets Origami Paper Double Sided 20 Vivid	
Canvas Boards, 8x10 inch Set of 10,Gesso Primed White Blank Canvases for Painting - 100% Cotton	
100 Sheets Carbon Paper Sheets, Carbon Transfer Paper with	
Scratch Paper Art Set Kids Adults Scratchboard Craft Kits	
Strathmore 300 Series Drawing Paper Pad	

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 History of Drawing	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
Module 3 Vocabulary Words	ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level.
Module 4 Primary Colors	ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level.
Module 5 Color Wheel	ART.VA.I.4.1 Use technologies to communicate ideas and experiences.
Module 6 Tertiary Colors	ART.VA.I.4.1 Use technologies to communicate ideas and experiences.
Module 7 Line and Pattern	ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas.
Module 8 Tessellations and Shape	ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas.
Module 9 Symbols, Shapes, Objects, Color, Shading, Value and Composition	ART.VA.II.4.6 Incorporate the uses of different technologies to show artistic expression through an original artwork.
Module 10 Elements of Shapes	ART.VA.II.4.6 Incorporate the uses of different technologies to show artistic expression through an original artwork.
Module 11 Elements of Art	ART.VA.II.4.6 Incorporate the uses of different technologies to show artistic expression through an original artwork.
Module 12 Shading Techniques	ART.VA.V.4.3 Identify connections between technology and the arts.

Module Title	Content Standard
Module 13 Op Art	ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.
Module 14 Line and Color	ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.
Module 15 Basic Shapes	ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.
Module 16 Blind Contour	ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Drawing History Lesson - Blombos cave	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.

Module Title	Content Standard
Module 3 Drawing vocabulary	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 4 Color Theory Lesson/Color Wheel - Primary Colors	Grades K-5: ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. Grades 6-8: ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. Grades 9-12: ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 5 Color Theory Lesson/Color Wheel - Secondary Colors	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 6 Color Theory Lesson/Color Wheel - Tertiary Colors	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 7 Negative Space Plant Drawings https://kinderart.com/art-lessons/drawing/negative-space-plant-drawings/	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 8 Criss Cross Doodles https://kinderart.com/art-lessons/drawing/criss-cross-doodles/	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 Creative Principles of Art https://kinderart.com/art-lessons/drawing/principles-elements-art/	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 10 See if you can Draw https://kinderart.com/art-lessons/drawing/see-can-draw-game/	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.

Module Title	Content Standard
Module 11 Shadow/Silhouette Drawing https://kinderart.com/art-lessons/drawing/silhouette-drawings/	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 12 Doodle Drawings https://kinderart.com/art-lessons/drawing/doodles/	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 13 Abstract Squares https://kinderart.com/art-lessons/painting/abstract-squares/	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Birds Eye View Dandelions https://kinderart.com/art-lessons/drawing/birds-eye-view-dandelions/	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 15 Van Gogh's Sunflowers https://kinderart.com/art-lessons/painting/van-gogh-sunflowers/	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.

Module Title	Content Standard
Module 16 Eric Carle Animals https://kinderart.com/art-lessons/painting/eric-carle-animals/	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Elements of Art and Principles of Design (Grades K-12)

Course Description:
The following course will provide instruction in Visual and Performing Arts. In the fall, the focus will be on introducing the content and exploring the use of the Elements of Art in their own projects. In the spring, the focus will be on introducing the content and exploring the use of the Principles of Design in their own projects. This course comes with an optional lab experience that can be taken in person with an approved community expert or online through a selected companion virtual program.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
Acrylic Painting Set	UCreate Watercolor Paper, White, 90 lb., 6" x 9", 200 Sheets
Principles of Design Posters	Hapinest Make Your Own Clay Geode Wind Chime Craft Kit
Art Parts: A Child's Introduction to the Elements of Art	Dover Creative Haven Tessellation Patterns Coloring Book
U.S. Art Supply 163-Piece Mega Deluxe Art Painting	Garden Layout Kit: Graph Paper For Garden Design In Full Color.
48 pcs Drawing Pencils Kit	DIY Kid Art Craft Outdoor Birdhouse Kit
Caliart Metallic Acrylic Paint Set with 12 Brushes	10Pcs Black Stretched Canvases for Painting
Artlicious Canvases for Painting - Pack of 12	Magicfly 3D Fabric Permanent Paint 40 Color, Puffy Paint with Vibrant Colors
Strathmore 455-3, 400 Series Sketch Pad	Pottery Wheels Kit
Tangle Art and Drawing Games for Kids	Crayola Spin & Spiral Art Station Deluxe, DIY Crafts

Fall Semester Kit	Spring Semester Kit
Castle Art Supplies 12 Piece Graphite Drawing Pencils Kit	Sun Art Paper Kit 5x7
Kneaded Rubber Erasers	Watercolor Paint Set, 50 Vivid Colors in Portable Box
12 PCS Blending Stumps and Tortillions Paper Art Blenders with Sandpaper Pencil Sharpener	Loopa Scratch Paper Art Set for Kids
	Diamond Tech Create N Learn Mosaic Stepping Stone Kit
	Shapes and Patterns in Nature (Nature's Wonderful Colors)

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 History	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 3 Vocabulary	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 4 Line	ART.VA.V.5.3 Understand and use comparative characteristics of the visual arts and other arts disciplines. ART.VA.I.8.5 Effectively produces and exhibits a final product that demonstrates quality craftsmanship and technique. ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea.
Module 5 Line	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 6 Line	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 7 Shape	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 8 Shape	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.

Module Title	Content Standard
Module 9 Form	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 10 Form	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 11 Color	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 12 Color	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.

Module Title	Content Standard
Module 13 Texture	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
Module 14 Texture	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
Module 15 Space	ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community. ART.VA.V.8.1 Effectively recognize and describe personal, family, and community connections with artworks. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.
Module 16 Value	ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community. ART.VA.V.8.1 Effectively recognize and describe personal, family, and community connections with artworks. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 History	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 3 Vocabulary	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 4 Pattern (Natural)	ART.VA.V.5.3 Understand and use comparative characteristics of the visual arts and other arts disciplines. ART.VA.I.8.5 Effectively produces and exhibits a final product that demonstrates quality craftsmanship and technique. ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea.
Module 5 Pattern (Man-Made)	ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 6 Contrast (High)	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
Module 7 Contrast (Low)	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 8 Emphasis (Focal Point/Area)	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 9 Emphasis (color, shape, or texture)	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 10 Balance (Symmetrical)	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.

Module Title	Content Standard
Module 11 Balance (Asymmetrical)	ART.VA.I.5.4 Participate in the process and delivery of a final product for exhibition or presentation. ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
Module 12 Proportion/Scale (landscape)	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
Module 13 Proportion/Scale (Architecture)	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
Module 14 Harmony (Visual)	ART.VA.IV.4.1 Describe how artwork communicates facts and/or experiences of various cultures. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level. ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.

Module Title	Content Standard
Module 15 Rhythm/Movement (Compositional)	ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community. ART.VA.V.8.1 Effectively recognize and describe personal, family, and community connections with artworks. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.
Module 16 Rhythm/Movement (Literal)	ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community. ART.VA.V.8.1 Effectively recognize and describe personal, family, and community connections with artworks. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Equine Art and Photography (Grades K-12)

Course Description:
Students will study the tradition and history of equine art, as well as the different influences and various techniques. Students will learn about drawing, painting, sculpting, and photography in equine art. They will learn about famous artists in each field and they will learn the techniques of creating different forms of art. There will be lessons that allow for the creation of art in each of its forms. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

*Note: Substitutions are possible due to availability.

Fall Semester Kit	Spring Semester Kit
6 Pack Mini Canvases, 30 Paint Brushes, Oil Paint Set, Oil Pastels 50 Pack, 18 Piece Set Drawing Pencils.	Kodak Waterproof Digital Camera, Travel Case for Camera.
Paint Brushes Set, 30 Pcs Paint Brushes	Horses in the American West, Horse Picture Book, Equinestrain Photography, How to Start a Photography Business Book
Paint Set, 24x12ml/0.4 Fl Oz Tubes, Non-toxic Oil Based Paints	SanDisk Memory Cards
Pentel Oil Pastels 50/Pkg-Assorted	
Horses' heads in oils and pastels	
Prismacolor Premier Graphite Drawing Pencils With Erasers & Sharpeners	
learn how to draw horses with simple techniques: simple steps horse drawing books for adults, kids, boys	

Fall Semester Kit	Spring Semester Kit
The Book of the Horse: Horses in Art	
PRINA Art Supplies 120 Colors Colored Pencils Set for Adults Coloring Books	
HORSES DRAWING:	

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Horses in Art Throughout History	ART.VA.III.4.5 Analyze how art can be a reflection of society and a response to real world experiences.
Module 3 Creating Artwork	ART.VA.I.5.1 Use materials, techniques, media, technology, and processes to communicate ideas and experiences.
Module 4 Drawing Supplies	ART.VA.I.7.1 Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.
Module 5 Different Mediums	ART.VA.I.HS.2 - Intentionally use art materials and tools when applying techniques and skills to communicate ideas. (21st Century Skills: I.6, III.3, III.6)
Module 6 Elements of Art	ART.VA.I.HS.3 - Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. (21st Century Skills: I.4, II.5, III.3)
Module 7 Art Problems	ART.VA.I.HS.3 - Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. (21st Century Skills: I.4, II.5, III.3)

Module Title	Content Standard
Module 8 Expressing Yourself	ART.VA.II.HS.2 - Create artwork using materials and techniques with skill so that personal intentions are carried out. (21st Century Skills: I.1, 1.2, II.7, III.3)
Module 9 Drawing a Horse	ART.VA.I.8.5 Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique.
Module 10 Using Graphite	ART.VA.II.HS.2 - Create artwork using materials and techniques with skill so that personal intentions are carried out. (21st Century Skills: I.1, 1.2, II.7, III.3)
Module 11 Famous Horses	ART.VA.I.8.5 Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique.
Module 12 Painting	ART.VA.I.7.1 Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.
Module 13 Edgar Degas	ART.VA.I.8.5 Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique.
Module 14 Oil Painting	ART.VA.I.8.5 Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique.
Module 15 Acrylic Painting	ART.VA.I.8.5 Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique.
Module 16 Watercolor	ART.VA.I.8.5 Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Elements of Art	Grades K-5: ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences. Grades 6-8: ART.VA.I.6.3 Develop a successful visual vocabulary. Grades 9-12: ART.VA.III.HS.1 - Analyze and describe the formal characteristics of a work of art or design. (21st Century Skills: I.3, II.1, III.1)
Module 3 Principles of Design	Grades K-5: ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences. Grades 6-8: ART.VA.I.6.3 Develop a successful visual vocabulary. Grades 9-12: ART.VA.III.HS.1 - Analyze and describe the formal characteristics of a work of art or design. (21st Century Skills: I.3, II.1, III.1)
Module 4 Aperture	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 5 Aspect Ratio	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 6 Burst Mode	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 7 Depth of Field	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 8 Exposure	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 Focal Length	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 10 Focus	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 11 Flash Photography	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 12 ISO	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 13 Shutter Speed	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 14 Balance	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 15 Rule of Thirds	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 16 Careers in Photography	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Interdisciplinary Art
(Grades K-12)

Course Description:
This course will cover various aspects of the Visual and Performing Arts. Students will receive an introduction to visual arts, theater, dance, music, and drama and how they are all connected with one another. We will also explore works of art that provide important insights into various cultures, both past and present.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

KITS WILL BE CREATED UPON REQUEST.

*Note: Substitutions are possible due to availability.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Conflict and Adversity	Grades K-5: ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences. Grades 6-8: ART.VA.I.6.3 Develop a successful visual vocabulary. Grades 9-12: ART.VA.III.HS.1 - Analyze and describe the formal characteristics of a work of art or design. (21st Century Skills: I.3, II.1, III.1)

Module Title	Content Standard
Module 3 Man vs. Society	Grades K-5: ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences. Grades 6-8: ART.VA.I.6.3 Develop a successful visual vocabulary. Grades 9-12: ART.VA.III.HS.1 - Analyze and describe the formal characteristics of a work of art or design. (21st Century Skills: I.3, II.1, III.1)
Module 4 Man Vs. Man	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 5 Freedom and Social Change	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 6 19th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 7 20th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 8 20th Century (cont)	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 21st Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 10 Heroes and Leaders	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 11 19th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 12 19th Century (cont)	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 13 20th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Humans and the Environment	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 15 19th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 16 20th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Identity	Grades K-5: ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences. Grades 6-8: ART.VA.I.6.3 Develop a successful visual vocabulary. Grades 9-12: ART.VA.III.HS.1 - Analyze and describe the formal characteristics of a work of art or design. (21st Century Skills: I.3, II.1, III.1)
Module 3 18th Century	Grades K-5: ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences. Grades 6-8: ART.VA.I.6.3 Develop a successful visual vocabulary. Grades 9-12: ART.VA.III.HS.1 - Analyze and describe the formal characteristics of a work of art or design. (21st Century Skills: I.3, II.1, III.1)

Module Title	Content Standard
Module 4 18th Century (cont)	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 5 19th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 6 20th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 7 20th Century (cont.)	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 8 Immigration and Migration	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 18th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 10 19th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 11 20th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 12 20th Century (cont.)	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 13 20th Century (cont.)	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Industry, Invention, and Progress	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 15 19th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 16 20th Century	Grades K-5: ART.VA.I.1.3 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly. Grades 6-8: ART.VA.I.6.3 ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. Grades 9-12: ART.VA.III.HS.1 - ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Sculpture (Grades K-12)

Course Description:
In the Fall, this course will focus on sculpting basics, and in the Spring, it will focus on notable sculptors.. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

KITS WILL BE CREATED UPON REQUEST.

*Note: Substitutions are possible due to availability.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 History	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.

Module Title	Content Standard
Module 3 Vocabulary	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 4 Art versus Craft	Grades K-5: ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. Grades 6-8: ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. Grades 9-12: ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 5 Sculpture Terms	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 6 Form and Space	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 7 Cube	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 8 Reed Sculpture	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 Window Sculpture	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 10 Wearable Sculpture	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.

Module Title	Content Standard
Module 11 Hive Sculpture	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 12 Dale Chihuly	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 13 Altered Alebrijes	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Lotus Floats	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 15 Figures in Motion	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.

Module Title	Content Standard
Module 16 Confetti Bowls	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Spring is focused on Clay	
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 History	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
Module 3 Vocabulary	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 4 Pinch Pots	Grades K-5: ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. Grades 6-8: ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. Grades 9-12: ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 5 Coil Hearts	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 6 Coil Pots	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions

Module Title	Content Standard
Module 7 Decorative Slabs	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 8 Still Life Animals	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 Still Life FlowersTrees	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 10 Still Life People	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 11 Still Life Home	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 12 Clay Leaf Bowls	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 13 Clay Plates	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Clay Coasters	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 15 Clay Vase	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 16 Clay Candle Holder	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Sewing Arts and Skills
(Grades K-12)

Course Description:
Sewing is both an art and a life skill. This course will follow the lessons that were created on sewing.org. SEW-lutions Guidelines are educational articles in pdf format. The Guidelines project is ongoing and new Guidelines are added on a regular basis.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

KITS WILL BE CREATED UPON REQUEST.

*Note: Substitutions are possible due to availability.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Vocabulary	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
Module 3 Basic Tools	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 4 Setting up a Sewing Room	Grades K-5: ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. Grades 6-8: ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. Grades 9-12: ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 5 Unconventional Fabric	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 6 Notions	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 7 Pattern Marking	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 8 Fabric Napkins	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 Pillows	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 10 Buttonholes and Buttons	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 11 Types of Fabric	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 12 Pattern Marking	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 13 Pins and Thread	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Notions - Elastic and Snaps	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 15 Bias and Rick-rack	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 16 Straight Stitch	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Running Stitch	ART.VA.IV.7.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.
Module 3 Simple seaming	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 4 Simple Hems	Grades K-5: ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. Grades 6-8: ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. Grades 9-12: ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
Module 5 Staystitch	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
Module 6 Gathering and Shirring	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.I.6.3 Develop a successful visual vocabulary ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions
Module 7 Seam Finishes	ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas. ART.VA.I.7.3 Demonstrate the use of successful visual vocabulary at an emerging level. ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

Module Title	Content Standard
Module 8 Ruffles	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 9 Rod Pocket Curtains	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 10 Tab Top Curtains	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 11 Shower Curtain	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 12 Stripes	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
Module 13 Piping	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
Module 14 Waistband	ART.VA.I.4.1 Use technologies to communicate ideas and experiences. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.

Module Title	Content Standard
Module 15 Button Loops	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 16 Shirt Collar	ART.VA.V.5.1 Explain how visual arts have inherent relationships to everyday life. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level. ART.VA.V.HS.1 Design creative solutions that impact everyday life.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Time Travelers: Ancient Times (Grades K-8)

Course Description:
Add in the Information from the Course Catalog Handbook.Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 First Civilizations - The Fertile Crescent	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 3 The Sumerian Empire - First Writing	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 4 Babylonian Empire	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 5 Assyrian Empire	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures**.**

Module Title	Content Standard
Module 6 Indus River Valley Civilization	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 7 Ancient Egypt - Egyptian Mythology	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 8 Ancient Egypt - Mummies	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 9 Ancient Egypt - Hieroglyphics	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 10 Ancient Israel	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 11 Phoenicians/First Alphabet	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 12 Ancient Chinese Empires	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 13 Ancient Chinese Empires	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 14 Chinese/Japanese Empires	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 15 Ancient Africa	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 16 Ancient Africa	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.

Module Title	Content Standard
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Minoans/Mycenaeans	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 3 Early Greeks/Homer	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 4 Early Greeks - Olympic Games	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 5 Persian Empire	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 6 Greek Empire - Sparta vs. Athens	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 7 Greek Empire - Greek Mythology	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.
Module 8 Greek Empire - Alexander the Great	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 9 Indian Empires	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.

Module Title	Content Standard
Module 10 Indian Empires	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 11 Rise of Rome	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 12 Roman Empire-Mythology	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 13 Roman Empire-Roman army	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 14 Roman Empire-Life in Rome	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 15 Roman Empire-The Caesars	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 16 Fall of the Roman Empire	ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Instrument Families (Grades K-12)

Course Description:
In this course, you will learn about all of the different instruments that are in a band. Every four weeks, we will discuss and learn a new family of instruments and focus on the most common in each. By the end of the semester, you'll be an instrument pro! Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

KITS WILL BE CREATED UPON REQUEST.

*Note: Substitutions are possible due to availability.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Overview of Instrument Families	ART.M.III.2.5 Identify the timbre of instrument families.
Module 3 Exploring Instrument Families	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 4 Introduction to the Wind Family	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 5 Specific Instruments of the Wind Family	ART.M.III.5.5 Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.

Module Title	Content Standard
Module 6 Introduction to the Strings Family	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 7 Specific Instruments of the Strings Family	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 8 Introduction to Percussion Family	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 9 Specific Instruments of the Percussion Family	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 10 Mallet Percussion	ART.M.III.5.5 Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.
Module 11 Introduction to the Keyboard Family	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 12 Electronic Keyboards	ART.M.III.5.5 Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.
Module 13 Summary of Instrument Families	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 14 Instrument Adventure	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 15 Instrument Adventure	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 16 Instrument Adventure	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Module Title	Content Standard
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Music Theory 1 (Grades K-12)

Course Description:
In this course, students will be introduced to music theory. Music theory as a practical discipline encompasses the methods and concepts that composers and other musicians use in creating and performing music. The course will cover the basics of music terminology. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 Forms and Terms/ Music History	ART.M.III.1.4 Introduce music vocabulary for the elements of music; i.e. melody, harmony, rhythm, tone color/timbre, form. ART.M.I.2.11 Know and use beginning vocabulary for articulation and tempo.
Module 3 Rhythm	ART.M.I.K.7 Replicate short rhythmic and melodic patterns. ART.M.I.1.7 Replicate longer rhythmic and melodic patterns.
Module 4 Rhythm 2	ART.M.I.K.9 Use a system to read quarter notes and quarter rests. ART.M.I.2.9 Use a system to read quarter notes and rests, eighth notes, and half notes

Module Title	Content Standard
Module 5 Notation (Bass and Treble Clefs)	ART.M.I.2.10 Use a system to read pitch notation for a pentatonic scale. ART.M.I.4.10 Use a system to read pitch notation for a minor scale.
Module 6 Notation (F through B)	ART.M.I.3.10 Use a system to read pitch notation for a major scale. ART.M.I.6.5 Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, and eighth notes and rests; in simple meter.
Module 7 Intervals of 2nd, 3rd, and 5th in C	ART.M.III.4.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.
Module 8 Intervals of 2nd, 3rd and 5th in G	ART.M.III.4.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.
Module 9 Intervals of 2nd, 3rd, and 5th in F Major	ART.M.III.4.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.
Module 10 Five-Finger Patterns in C	ART.M.I.2.10 Use a system to read pitch notation for a pentatonic scale.
Module 11 Five-Finger Patterns in G	ART.M.I.2.10 Use a system to read pitch notation for a pentatonic scale.
Module 12 Five-Finger Patterns in F Major	ART.M.I.2.10 Use a system to read pitch notation for a pentatonic scale.
Module 13 Chords/Triads in C	ART.M.I.3.6 Play rhythmic and chordal ostinati and melodies.
Module 14 Chords/Triads in G	ART.M.I.3.6 Play rhythmic and chordal ostinati and melodies.
Module 15 Chords/Triads in F Major	ART.M.I.3.6 Play rhythmic and chordal ostinati and melodies.
Module 16 Sight Reading Music	ART.M.III.4.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.

Module Title	Content Standard
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Piano
(Each Semester Builds on the previous semester)

Course Description:
In this course, you will learn step by step how to play the piano. This is a basic theory of music course with famous songs for playing the piano with one hand in the treble clef. We will be using the book *2-in-1 Easy Piano for Kids, Teens and Adults,* by Avgusta Udartseva. Contact the Partnership for approved community partners. Content for this course will appear in our learning management system, Canvas.

Details:
School Level: Grades K-12
Standards: Michigan Content Standards
Course Location: Canvas
When Offered: Semester 1 & 2
Content Provider: Three Rivers Partnership
Enrollment Message: Students must have access to a computer and internet connection.

A BOOK WILL BE AVAILABLE UPON REQUEST.

*Note: If you want to borrow a book, you must return it at the end of the semester/year.

Course Objectives: Upon completion of this course, students will be able to...

- Michigan Content Standards

Module Title	Content Standard
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 The Stave (Staff), Notes and Treble Clef	ART.M.III.2.5 Identify the timbre of instrument families.
Module 3 Ledger Lines and Octave	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 4 Notes on the Keyboard (layout)	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.

Module Title	Content Standard
Module 5 Note Values	ART.M.III.5.5 Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.
Module 6 4/4 Time SIgnature, Measure, Bar Line	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 7 Rests Whole, Half, Quarter, Eighth	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 8 2/4 Time Signature	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 9 ¾ Time Signature	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 10 Numbering of Measures	ART.M.III.5.5 Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.
Module 11 Incomplete Measure	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 12 Dotted Note	ART.M.III.5.5 Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.
Module 13 6/8 Time Signature	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 14 Ties and Slurs	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 15 A Collection of Songs for Practice: Alphabet Song	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 16 A Collection of Songs for Practice: Sleep Baby Sleep	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 17	1A-CS-01 Select and operate appropriate

Module Title	Content Standard
Review	software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 1 Pretest and Introduction	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 2 A Collection of Songs for Practice: Lovely Evening	ART.M.III.2.5 Identify the timbre of instrument families.
Module 3 A Collection of Songs for Practice: A-Tisket, A-Tasket	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 4 A Collection of Songs for Practice: Twinkle Twinkle Little Star	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 5 A Collection of Songs for Practice: HUmpty Dumpty	ART.M.III.5.5 Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.
Module 6 A Collection of Songs for Practice: Hickory Dickory Dock	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 7 A Collection of Songs for Practice: London Bridge is Falling Down	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 8 A Collection of Songs for Practice: Skip to My Lou	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 9 A Collection of Songs for Practice: Mary had a Little Lamb	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 10 A Collection of Songs for Practice: Muffin Man	ART.M.III.5.5 Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.

Module Title	Content Standard
Module 11 A Collection of Songs for Practice: The Wheels on the Bus	ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
Module 12 A Collection of Songs for Practice: Happy Birthday	ART.M.III.5.5 Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.
Module 13 A Collection of Songs for Practice: Old MacDonald had a Farm	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 14 A Collection of Songs for Practice: Bingo	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 15 A Collection of Songs for Practice: America	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 16 A Collection of Songs for Practice: Shenandoah	ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.
Module 17 Review	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
Module 18 Posttest	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

Music Theory 2 (Grades K-12) (MAYBE)

In this course, students will continue learning about music theory. Music theory as a practical discipline encompasses the methods and concepts that composers and other musicians use in creating and performing music. The course will cover the Second Level of Music Theory.

BOLTHOUSE, HOLLY - PIANO (Grades K-12)

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