

## Social Systems: Alone and Together

### Computer Science

#### Computational Thinking

L1:CT.6	Understand the connections between computer science and other fields.
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#### Collaboration

L1:CL.1	Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities.
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#### Computing Practice & Programming

L1:CPP.4	Gather and manipulate data using a variety of digital tools.
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#### Computers and Communications Devices

L1:CD.4	Identify that information is coming to the computer from many sources over a network.
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#### Community Global, and Ethical Impacts

L1:CI.1	Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.
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### English Language Arts

#### Reading: Literature

CCSS.ELA-LITERACY.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.
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CCSS.ELA-LITERACY.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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#### Reading: Informational Text

CCSS.ELA-LITERACY.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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#### Reading: Foundational Skills

#### Writing

CCSS.ELA-LITERACY.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
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CCSS.ELA-LITERACY.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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#### Speaking & Listening

CCSS.ELA-LITERACY.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
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#### Language

CCSS.ELA-LITERACY.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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### Fine Arts

#### Creating

DA:Cr2.1	a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development). b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.
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VA:Cr1.1	a. Elaborate on an imaginative idea. b. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
Performing/Presenting/Producing	
MA:Pr6.1	a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks. b. Identify and describe the experience, and share results of and improvements for presenting media artworks
VA:Pr6.1	Identify and explain how and where different cultures record and illustrate stories and history of life through art.
Responding	
DA:Re9.1	a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.
TH:Re8.1	a. Consider multiple personal experiences when participating in or observing a drama/theatre work. b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work. c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.
Connecting	
MU:Cn11.1	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>Mathematics</b>	
Number & Operations - Fractions	
CCSS.MATH.CONTENT.NF.A.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .
CCSS.MATH.CONTENT.NF.A.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
CCSS.MATH.CONTENT.NF.A/B.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
<b>Physical Education and Health</b>	
Motor Skills and Movement	
S1.E13	Throws underhand to a partner or target with reasonable accuracy
S1.E14	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force
S1.E16	Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
S1.E17	Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.
Movement and Performance	
S2.E2	Recognizes locomotor skills specific to a wide variety of physical activities.
Health Enhancement & Fitness	
S3.E1	Charts participation in physical activities outside physical education class. Identifies physical activity benefits as a way to become healthier.
Personal and Social Behavior	
S4.E6	Works independently and safely in physical activity settings.

Value of Physical Activity	
S5.E4	Describes the positive social interactions that come when engaged with others in physical activity.
<b>Science</b>	
Life Sciences	
LS2-1	Construct an argument that some animals form groups that help members survive.
<b>Social/Emotional Learning</b>	
Social Awareness	
1B.b	Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.
<b>Social Studies</b>	
U.S. History	
NSS-US.4a2	Identify and explain the basic principles that Americans set forth in the documents that declared the nation's independence from England (the Declaration of Independence) and that created the new nation's government (U.S. Constitution).
Civics and Government	
NSS-C.4A	How is the world divided into nations?
NSS-C.4B	How do nations interact with one another?