

Social Systems: Discussing Ideas

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	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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CCSS.ELA-LITERACY.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
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Writing

CCSS.ELA-LITERACY.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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CCSS.ELA-LITERACY.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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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 4 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. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices. b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.
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VA:Cr1.1	a. Brainstorm multiple approaches to a creative art or design problem. b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Performing/Presenting/Producing	
MA:Pr6.1	a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks. b. Explain results of and improvements for presenting media artworks.
VA:Pr6.1	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
Responding	
DA:Re9.1	a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.
TH:Re8.1	a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives. c. Identify and discuss physiological changes connected to 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.
Mathematics	
Number & Operations - Fractions	
CCSS.MATH.CO NTENT.NF.A.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
CCSS.MATH.CO NTENT.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
CCSS.MATH.CO NTENT.NF.A/B. 3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
CCSS.MATH.CO NTENT.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
CCSS.MATH.CO NTENT.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i>
Physical Education and Health	
Motor Skills and Movement	
S1.E14	Throws overhand using a mature pattern in nondynamic environments (closed skills). Throws overhand to a partner or at a target with accuracy at a reasonable distance.
S1.E15	Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills).

S1.E16	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills).
S1.E17	Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed.
Movement and Performance	
S2.E2	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.
Health Enhancement & Fitness	
S3.E1	Analyzes opportunities for participating in physical activity outside physical education class.
Personal and Social Behavior	
S4.E6	Works safely with peers and equipment in physical activity settings.
Value of Physical Activity	
S5.E4	Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.
Science	
Earth and Space Sciences	
ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans
Social/Emotional Learning	
Social Awareness	
1B.b	Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.
Social Studies	
Civics and Government	
NSS-C.5A	What does it mean to be a citizen of the United States?
NSS-C.5B	How does a person become a citizen?
NSS-C.5C	What are important rights in the United States?
NSS-C.5D	What are important responsibilities of Americans?
NSS-C.5E	What dispositions or traits of character are important to the preservation and improvement of American democracy?
NSS-C.5F	How can Americans participate in their government?
NSS-C.5G	What is the importance of political leadership and public service?
NSS-C.5H	How should Americans select leaders?