

## Ideas and Beliefs: Diversity

### Computer Science

#### Computational Thinking

L1:CT.2	Use writing tools, digital cameras, and drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.
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#### Computing Practice & Programming

L1:CPP.2	Use developmentally appropriate multimedia resources (e.g., interactive books and educational software) to support learning across the curriculum.
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### English Language Arts

#### Reading: Literature

CCSS.ELA-LITERACY.RL.3	Describe how characters in a story respond to major events and challenges.
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#### Reading: Informational Text

CCSS.ELA-LITERACY.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
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CCSS.ELA-LITERACY.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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#### Writing

CCSS.ELA-LITERACY.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
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#### Speaking & Listening

CCSS.ELA-LITERACY.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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#### Language

CCSS.ELA-LITERACY.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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### Fine Arts

#### Creating

MA:Cr1.1	Discover multiple ideas for media artworks through brainstorming and improvising.
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MU:Cr2.1	a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
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#### Performing/Presenting/Producing

DA:Pr4.1	a. Demonstrate clear directionality and intent when performing locomotor and nonlocomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change. b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing. c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.
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MU:Pr4.1	a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. b. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. c. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. d. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.
TH:Pr4.1	a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama). b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., (e.g., process drama, story drama, creative drama).
Responding	
MU:Re7.1	a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. b. Describe how specific music concepts are used to support a specific purpose in music.
TH:Re7.1	a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
VA:Re9.1	Use learned art vocabulary to express preferences about artwork.
Connecting	
MA:Cn10.1	a. Use personal experiences, interests, information, and models in creating media artworks. b. Discuss experiences of media artworks, describing their meaning and purpose.
MU:Cn10.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>Mathematics</b>	
Geometry	
CCSS.MATH.CO NTENT.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
CCSS.MATH.CO NTENT.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
CCSS.MATH.CO NTENT.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
<b>Physical Education and Health</b>	
Motor Skills and Movement	
S1.E22	Volleys an object upward with consecutive hits.
S1.E24	Strikes an object upward with a short-handled implement, using consecutive hits.
S1.E25	Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.
Personal and Social Behavior	
S4.E4	Works independently with others in partner environments.
Value of Physical Activity	
S5.E3	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).

<b>Science</b>	
Life Sciences	
LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
<b>Social/Emotional Learning</b>	
Self-Awareness	
1B.a	Describe personal skills and interests that one wants to develop.
<b>Social Studies</b>	
U.S. History	
NSS-US.7a3	Compare and contrast various aspects of family life, structures, and roles in different cultures and in many eras with students' own family lives.
NSS-US.7a7	Analyze the dance, music, and arts of various cultures around the world to draw conclusions about the history, daily life, and beliefs of the people in history.
NSS-US.7a8	Explain the customs related to important holidays and ceremonies in various countries in the past.
NSS-US.7b2	Draw upon historical narratives to identify early explorers and world travelers, such as Marco Polo, Zheng He, Eric the Red, and Christopher Columbus, and to describe the knowledge gained from their journeys.
NSS-US.7b3	Draw upon historical narratives in order to identify European explorers of the 15th and 16th centuries, and explain their reasons for exploring, the information gained from their journeys, and what happened as a result of their travels.
NSS-US.7b4	Gather data in order to explain the effects of the diffusion of food crops and animals between the Western and Eastern hemispheres after the voyages of Columbus.