

## Changes and Continuity: Evidence and Examples

### Computer Science

#### Computational Thinking

L1:CT.4	Describe how a simulation can be used to solve a problem.
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#### Computing Practice & Programming

L1:CPP.6	Implement problem solutions using a block-based visual programming language.
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L1:CPP.10	Gather and manipulate data using a variety of digital tools.
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#### Computers and Communications Devices

L1:CD.5	Identify factors that distinguish humans from machines.
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### English Language Arts

#### Reading: Literature

CCSS.ELA-LITERACY.RL.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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CCSS.ELA-LITERACY.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
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#### Reading: Informational Text

CCSS.ELA-LITERACY.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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#### Writing

CCSS.ELA-LITERACY.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CCSS.ELA-LITERACY.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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#### Speaking & Listening

CCSS.ELA-LITERACY.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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#### Language

CCSS.ELA-LITERACY.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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### Fine Arts

#### Creating

DA:Cr1.1	a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences). b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.
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DA:Cr3.1	a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process. b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).
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MU:Cr1.1	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.
Performing/Presenting/Producing	
MA:Pr4.1	Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.
TH:Pr6.1	a. Share small-group drama/theatre work, with peers as audience.
Responding	
MA:Re9.1	Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.
VA:Re8.1	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
Connecting	
TH:Cn11.1	a. Respond to community and social issues and incorporate other content areas in drama/theatre work. b. Investigate cross-cultural approaches to storytelling in drama/theatre work. c. Compare the drama/theatre conventions of a given time period with those of the present.
VA:Cn11.1	Through observation, infer information about time, place, and culture in which a work of art was created.
<b>Mathematics</b>	
Operations and Algebraic Thinking	
CCSS.MATH.CO NTENT.OA.A/B/ C.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
CCSS.MATH.CO NTENT.OA.B/C. 5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>
Numbers & Operations in Base Ten	
CCSS.MATH.CO NTENT.NBT.B/C .6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
<b>Physical Education and Health</b>	
Motor Skills and Movement	
S1.E18	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
S1.E19	Passes & receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). Passes & receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.
S1.E20	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
S1.E21	Kicks along the ground and in the air, and punts using mature patterns.

<b>Movement and Performance</b>	
S2.E3	Applies the movement concepts of speed, endurance and pacing for running. Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.
<b>Health Enhancement &amp; Fitness</b>	
S3.E2	Actively engages in the activities of physical education class, both teacher-directed and independent.
<b>Personal and Social Behavior</b>	
S4.E2	Reflects on personal social behavior in physical activity.
<b>Science</b>	
<b>Earth and Space Sciences</b>	
ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
<b>Social/Emotional Learning</b>	
<b>Self-Management</b>	
1A.b	Describe and demonstrate ways to express emotions in a socially acceptable manner.
<b>Social Studies</b>	
<b>Economics and Financial Literacy</b>	
NSS-E.6A	Know: Risk is the chance of loss or harm. Give examples of the risk associated with activities such as riding a bicycle, using a skateboard, or having a pet.
NSS-E.6B	Know: Risk from accidents and unexpected events is an unavoidable part of daily life. Write a newspaper article on an unexpected "bad" event such as a tornado, car accident, or illness, and describe the effect the event would have on individuals and their families.
NSS-E.6C	Know: Individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk. Draw a poster depicting an age-appropriate activity (e.g., owning and riding a bicycle) that illustrates how to avoid risk of harm or loss (not riding the bike) or how to reduce the chance of a bad event (riding in a safe manner) and potential harm if the bad event happens (wearing a bike helmet).
NSS-E.6D	Know: One method to cope with unexpected losses is to save for emergencies. Give examples of events for which emergency savings could offset financial losses