

## Individual Personhood: Growth

Computer Science	
Computational Thinking	
L1:CT.5	Make a list of sub-problems to consider while addressing a larger problem.
Collaboration	
L1:CL.3	Identify ways that teamwork and collaboration can support problem solving and innovation.
Computing Practice & Programming	
L1:CPP.1	Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning.
L1:CPP.8	Navigate between webpages using hyperlinks and conduct simple searches using search engines.
Computers and Communications Devices	
L1:CD.1	Demonstrate an appropriate level of proficiency with keyboards and other input and output devices.
English Language Arts	
Reading: Literature	
CCSS.ELA-LITERACY.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Reading: Informational Text	
CCSS.ELA-LITERACY.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
Reading: Foundational Skills	
CCSS.ELA-LITERACY.RF.3A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Writing	
CCSS.ELA-LITERACY.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-LITERACY.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Speaking & Listening	
CCSS.ELA-LITERACY.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Language	
CCSS.ELA-LITERACY.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Fine Arts	
Creating	
MA:Cr1.1	Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.
VA:Cr3.1	Create artist statements using art vocabulary to describe personal choices in art-making.

Performing/Presenting/Producing	
DA:Pr5.1	a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement). b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention. c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.
MU:Pr4.1	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill. b. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony ) in music selected for performance. c. When analyzing selected music, read and perform using standard notation. d. Explain how context (such as social, cultural, and historical ) informs performances. e. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style ).
TH:Pr4.1	a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work. character in a drama/theatre work. b. Use physical choices to create meaning in a drama/theatre work.
Responding	
MA:Re8.1	Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.
TH:Re7.1	a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.
TH:Re8.1	a. Justify responses based on personal experiences when participating in or observing a drama/theatre work. b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
Connecting	
MU:Cn10.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Mathematics	
Operations and Algebraic Thinking	
CCSS.MATH.CO NTENT.OA.A.1/ EE.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
CCSS.MATH.CO NTENT.OA.A/B. 2/EE.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
CCSS.MATH.CO NTENT.OA.A/B/ C.3/EE.A/B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Physical Education and Health	
Motor Skills and Movement	
S1.E1	a. Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. b. Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. c. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).
S1.E2	Uses appropriate pacing for a variety of running distances.
S1.E5	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
Movement and Performance	
S2.E1	Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments.
Health Enhancement & Fitness	
S3.E4	Identifies the need for warm-up & cool-down relative to various physical activities.
Personal and Social Behavior	
S4.E3	Gives corrective feedback respectfully to peers.
Value of Physical Activity	
S5.E3	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
Science	
Physical Sciences	
PS3-1	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
Life Sciences	
LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
Social/Emotional Learning	
Self-Awareness	
1A.a	Analyze factors that create stress or motivate successful performance.
Social Studies	
Economics and Financial Literacy	
NSS-E.1A	Know: Careers are based on working at jobs in the same occupation or profession for many years; Different careers require different education and training. Interview individuals and create a timeline that shows the education, training, and job experiences that occurred as the individuals progressed through different stages of their careers.
NSS-E.1B	Know: People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities. Conduct research on a specific career. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their incomes and job opportunities.
NSS-E.1C	Know: Getting more education and learning new job skills can increase a person's human capital and productivity. Explain how taking a babysitting class or getting lifeguard training can improve a young person's human capital or productivity.

NSS-E.1D	Know: People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills. Gather data on the average wage or salary for different jobs and explain how they differ by the level of education, job skill, or years of experience.
NSS-E.1E	Know: Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime. Using data on the lifetime earnings of workers with different levels of education, explain why adults with a college education typically earn more than adults with only a high school education.
NSS-E.1F	Know: Education, training, and development of job skills have opportunity costs in the form of time, effort, and money. Describe the opportunity costs of attending a training course on babysitting, lifeguarding, or first aid.