

Individual Personhood: Life

Computer Science

Computational Thinking

L1:CT.5	Make a list of sub-problems to consider while addressing a larger problem.
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Collaboration

L1:CL.3	Identify ways that teamwork and collaboration can support problem solving and innovation.
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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.
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L1:CPP.8	Navigate between webpages using hyperlinks and conduct simple searches using search engines.
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Computers and Communications Devices

L1:CD.1	Demonstrate an appropriate level of proficiency with keyboards and other input and output devices.
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English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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CCSS.ELA-LITERACY.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
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Reading: Foundational Skills

CCSS.ELA-LITERACY.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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Writing

CCSS.ELA-LITERACY.W.7	Conduct short research projects that build knowledge about a topic.
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Speaking & Listening

CCSS.ELA-LITERACY.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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Language

CCSS.ELA-LITERACY.L.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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Fine Arts

Creating

MU:Cr3.1	a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback. b. Present the final version of personal created music to others, and describe connection to expressive intent.
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TH:Cr3.1	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work. b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work. c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.
VA:Cr3.1	Elaborate visual information by adding details in an artwork to enhance emerging meaning.
Performing/Presenting/Producing	
MA:Pr5.1	a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions. b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions. c. Exhibit standard use of tools and techniques while constructing media artworks.
VA:Pr4.1	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
Responding	
DA:Re7.1	a. Find a movement pattern that creates a movement phrase in a dance work. b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.
MA:Re7.1	a. Identify and describe how messages are created by components in media artworks. b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.
MU:Re9.1	Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.
Connecting	
DA:Cn10.1	a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different. b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.
TH:Cn10.1	a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.
Mathematics	
Operations and Algebraic Thinking	
CCSS.MATH.CONTENT.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>
CCSS.MATH.CONTENT.OA.A/B.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>
CCSS.MATH.CONTENT.OA.A/B/C.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

CCSS.MATH.CO NTENT.OA.A/B/ C.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i>
Physical Education and Health	
Motor Skills and Movement	
S1.E1	Leaps using a mature pattern.
S1.E2	Travels showing differentiation between sprinting and running.
S1.E3	Jumps & lands in the horizontal & vertical planes using a mature pattern.
S1.E4	
Movement and Performance	
S2.E1	Recognizes the concept of open spaces in a movement context.
Health Enhancement & Fitness	
S3.E4	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.
Personal and Social Behavior	
S4.E3	Accepts and implements specific corrective feedback from the teacher.
Science	
Life Sciences	
LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
Social/Emotional Learning	
Self-Awareness	
1A.a	Describe a range of emotions and the situations that cause them.
Social Studies	
U.S. History	
NSS-US.3a3	Compare and contrast how Native American or Hawaiian life today differs from the life of these same groups over 100 years ago.
NSS-US.3b1	Gather data in order to analyze geographic, economic, and religious reasons that brought the first explorers and settlers to the state or region.
NSS-US.3b2	Reconstruct in timelines the order of early explorations and settlements including explorers, early settlements, and cities.
NSS-US.3b4	Analyze some of the interactions that occurred between the Native Americans or Hawaiians and the first European, African, and Asian-Pacific explorers and settlers in the students' state or region.
NSS-US.3c1	Develop a timeline on their state or region and identify the first inhabitants who lived there, each successive group of arrivals, and significant changes that developed over the history of their state or region.
NSS-US.3c4	Examine newspaper and magazine accounts and construct interview questions for a written, telephone, or in-person interview with a recent immigrant in order to discover why they came, what their life was like, and to describe some of the experiences that they have had in adjusting to the state or region.
NSS-US.3c5	Draw upon census data and historical accounts in order to describe patterns and changes in population over a period of time in a particular city or town in the students' state or region.
NSS-US.3c6	Describe the problems, including prejudice and intolerance, as well as the opportunities that various groups who have lived in their state or region have experienced in housing, the workplace, and the community.

NSS-US.3c7

Draw upon historical narratives to examine the sources of strength and determination, such as family, church, synagogue, community, or fraternal organizations that various groups drew upon in attempts to overcome problems during this period.