

Ideas and Beliefs: Location, Location

Computer Science

Computational Thinking

L1:CT.2	Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises.
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Computing Practice & Programming

L1:CPP.2	Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning.
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L1:CPP.7	Use computing devices to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
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Computers and Communications Devices

L1:CD.3	Apply strategies for identifying simple hardware and software problems that may occur during use.
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Community Global, and Ethical Impacts

L1:CI.3	Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.
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English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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CCSS.ELA-LITERACY.RI.6	Distinguish their own point of view from that of the author of a text.
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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.
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CCSS.ELA-LITERACY.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking & Listening

CCSS.ELA-LITERACY.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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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	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.
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MU:Cr2.1	a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
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Performing/Presenting/Producing	
DA:Pr4.1	a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus. b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing. c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.
MU:Pr4.1	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. b. Demonstrate understanding of the structure in music selected for performance. c. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. d. Describe how context (such as personal and social) can inform a performance. e. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
TH:Pr4.1	a. Apply the elements of dramatic structure to a story and create a drama/theatre work. b. Investigate how movement and voice are incorporated into drama/theatre work.
Responding	
MU:Re7.1	a. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. b. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
TH:Re7.1	a. Understand why artistic choices are made in a drama/theatre work.
VA:Re9.1	Evaluate an artwork based on given criteria.
Connecting	
MA:Cn10.1	a. Use personal and external resources, such as interests, information, and models, to create media artworks. b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.
MU:Cn10.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Mathematics	
Measurement & Data	
CCSS.MATH.CO NTENT.MD.B/C. 5	Recognize area as an attribute of plane figures and understand concepts of area measurement.
CCSS.MATH.CO NTENT.MD.B/C. 6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
Geometry	
CCSS.MATH.CO NTENT.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

CCSS.MATH.CO NTENT.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
Physical Education and Health	
Motor Skills and Movement	
S1.E22	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
S1.E24	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.
S1.E25	Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting.
Movement and Performance	
S2.E4	Employs the concept of alignment in gymnastics and dance. Employs the concept of muscular tension with balance in gymnastics and dance.
Health Enhancement & Fitness	
S3.E5	Demonstrates, with teacher direction, the health-related fitness components.
Personal and Social Behavior	
S4.E4	Works cooperatively with others. Praises others for their success in movement performance.
Value of Physical Activity	
S5.E3	Reflects on the reasons for enjoying selected physical activities.
Science	
Physical Sciences	
Life Sciences	
LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
Social/Emotional Learning	
Self-Awareness	
1B.a	Describe personal skills and interests that one wants to develop.
Social Studies	
U.S. History	
NSS-US.4c3	Compare historical biographies or fictionalized accounts of historical figures with primary documents in order to analyze inconsistencies and disagreements in these accounts, and assess their reliability.
NSS-US.4d2	Describe the history of events, such as the signing of the Mayflower Compact and the Declaration of Independence, and the writing of the Constitution, the Bill of Rights, and the Emancipation Proclamation.

NSS-US.4e3	Analyze the Pledge of Allegiance and patriotic songs, poems, and sayings that were written long ago to demonstrate understanding of their significance.
NSS-US.4e4	Analyze songs, symbols, and slogans that demonstrate freedom of expression and the role of protest in a democracy.
NSS-US.5a1	Draw upon data in historical maps, historical narratives, diaries, and other fiction or nonfiction accounts in order to chart various movements (westward, northward, and eastward) in the United States.
NSS-US.5a4	Identify reasons why groups such as freed African Americans, Mexican and Puerto Rican migrant workers, and Dust Bowl farm families migrated to various parts of the country.
NSS-US.5a5	Analyze the experiences of those who moved from farm to city during the periods when cities grew rapidly in the United States.
NSS-US.6a3	Examine art, crafts, music, and language of people from a variety of regions long ago and describe their influence on the nation.