

## Individual Personhood: Making Arguments

### 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	Determine a theme of a story, drama, or poem from details in the text; summarize 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, including those that allude to significant characters found in mythology (e.g., Herculean).
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#### Reading: Informational Text

CCSS.ELA-LITERACY.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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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 through investigation of different aspects of a topic.
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#### Speaking & Listening

CCSS.ELA-LITERACY.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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#### Language

CCSS.ELA-LITERACY.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 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 music, applying teacher provided and collaboratively developed criteria and feedback to show improvement over time. b. Present the final version of personal created music to others, and explain connection to expressive intent.
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TH:Cr3.1	a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review. b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work. c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.
VA:Cr3.1	Revise artwork in progress on the basis of insights gained through peer discussion.
Performing/Presenting/Producing	
MA:Pr5.1	a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions. b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions. c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.
VA:Pr4.1	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
Responding	
DA:Re7.1	a. Find patterns of movement in dance works that create a style or theme. b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.
MA:Re7.1	a. Identify, describe, and explain how messages are created by components in media artworks. b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.
MU:Re9.1	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.
Connecting	
DA:Cn10.1	a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives. b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.
TH:Cn10.1	a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.
<b>Mathematics</b>	
Operations and Algebraic Thinking	
CCSS.MATH.CONTENT.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
CCSS.MATH.CONTENT.OA.A/B.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
CCSS.MATH.CONTENT.OA.A/B/C.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

<b>Physical Education and Health</b>	
<b>Motor Skills and Movement</b>	
S1.E1	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.
S1.E2	Runs for distance using a mature pattern.
S1.E5	Combines locomotor movement patterns and dance steps to create and perform an original dance.
<b>Movement and Performance</b>	
S2.E1	Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). Applies the concept of closing spaces in small-sided practice tasks. Dribbles in general space with changes in direction and speed.
<b>Health Enhancement &amp; Fitness</b>	
S3.E4	Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment.
<b>Personal and Social Behavior</b>	
S4.E3	Listens respectfully to corrective feedback from others (e.g., peers, adults).
<b>Science</b>	
<b>Life Sciences</b>	
LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
<b>Social/Emotional Learning</b>	
<b>Self-Awareness</b>	
1A.a	Describe a range of emotions and the situations that cause them.
<b>Social Studies</b>	
<b>U.S. History</b>	
NSS-US.7a1	Investigate the ways historians learn about the past if there are no written records.
NSS-US.7a5	Describe life in urban areas and communities of various cultures of the world at various times in their history.
NSS-US.7a6	Describe significant historical achievements of various cultures of the world.
NSS-US.7b1	Trace on maps and explain the migrations of large groups, such as the movement of Native American ancestors across the Bering Strait land bridge, the Bantu migrations in Africa, the movement of Europeans and Africans to the Western Hemisphere, and the exodus of Vietnamese boat people, Haitians, and Cubans in recent decades.
NSS-US.8b1	Create a timeline showing the varieties in forms of transportation and their developments over time.
NSS-US.8b3	Investigate the development of extensive road systems, such as the Roman roads of the early Roman Empire; the trade routes by camel caravan linking East Asia, Southwest Asia, and Africa during the ancient and early Middle Ages; the network of roads and highways of the Incas in Peru; the National Road in the U.S.; and the interstate highway system in order to explain the travel and communication difficulties encountered by people over vast expanses of territory, and the social and economic effects of these developments.
NSS-US.8b4	Trace the developments in rail transportation beginning in the 19th century and the effects of national systems of railroad transport on the lives of people.

