

Ideas and Beliefs: Point of View

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.
Computing Practice & Programming	
L1:CPP.2	Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning.
L1:CPP.7	Use computing devices to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
Computers and Communications Devices	
L1:CD.3	Apply strategies for identifying simple hardware and software problems that may occur during use.
Community Global, and Ethical Impacts	
L1:CI.3	Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.
English Language Arts	
Reading: Literature	
CCSS.ELA-LITERACY.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.
Reading: Informational Text	
CCSS.ELA-LITERACY.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CCSS.ELA-LITERACY.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Reading: Foundational Skills	
CCSS.ELA-LITERACY.RF.4C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing	
CCSS.ELA-LITERACY.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-LITERACY.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening	
CCSS.ELA-LITERACY.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Language	
CCSS.ELA-LITERACY.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Fine Arts	
Creating	
DA:Cr3.1	a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements. b. Record changes in a dance sequence through writing, symbols, or a form of media technology.

MU:Cr2.1	a Demonstrate selected and develop musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
Performing/Presenting/Producing	
TH:Pr5.1	a. Choose acting exercises that can be applied to a drama/theatre work. b. Demonstrate the use of technical elements in a drama/theatre work.
VA:Pr5.1	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
Responding	
MA:Re7.1	a. Identify, describe, and differentiate how message and meaning are created by components in media artworks. b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.
MU:Re8.1	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.
VA:Re9.1	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
Connecting	
MA:Cn10.1	a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences. b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.
TH:Cn11.1	a. Investigate historical, global and social issues expressed in drama/theatre work.
VA:Cn11.1	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
Mathematics	
Geometry	
CCSS.MATH.CO NTENT.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
CCSS.MATH.CO NTENT.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
CCSS.MATH.CO NTENT.G.A.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
CCSS.MATH.CO NTENT.G.A/B.4	Classify two-dimensional figures in a hierarchy based on properties.
Physical Education and Health	
Motor Skills and Movement	
S1.E6	Applies skill.
S1.E22	Applies skill.

S1.E23	Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.
S1.E24	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
S1.E25	a. Strikes a pitched ball with a bat using a mature pattern. b. Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.
S1.E26	Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).
Movement and Performance	
S2.E5	a. Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. b. Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. c. Recognizes the type of throw, volley or striking action needed for different games & sports situations
Health Enhancement & Fitness	
S3.E5	a. Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. b. Designs a fitness plan to address ways to use physical activity to enhance fitness.
Personal and Social Behavior	
S4.E4	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.
Science	
Physical Sciences	
PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down.
Engineering Design	
ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Social/Emotional Learning	
Self-Awareness	
1B.a	Analyze how personal qualities influence choices and successes.
Social Studies	
World History	
NSS-WS1-1	The biological and cultural processes that gave rise to the earliest human communities
NSS-WS1-2	The processes that led to the emergence of agricultural societies around the world
NSS-WS2-1	The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley
NSS-WS2-2	How agrarian societies spread and new states emerged in the third and second millennia BCE
NSS-WS2-3	The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE
NSS-WS2-4	Major trends in Eurasia and Africa from 4000-1000 BCE
NSS-WS3-1	Innovation and change from 1000-600 BCE horses, ships, iron, and monotheistic faith
NSS-WS3-2	The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE

NSS-WS3-3	How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE
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