

Ideas and Beliefs: Problems and Solutions

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 in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CCSS.ELA-LITERACY.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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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 in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak 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	Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.
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MU:Cr2.1	a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition 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 simple harmonic musical ideas.
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Performing/Presenting/Producing	
DA:Pr4.1	a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes. b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music. c. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.
MU:Pr4.1	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. b. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. c. When analyzing selected music, read and perform using iconic and/or standard notation. d. Explain how context (such as social and cultural) informs a performance. e. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).
TH:Pr4.1	a. Modify the dialogue and action to change the story in a drama/theatre work. b. Make physical choices to develop a character in a drama/theatre work.
Responding	
MU:Re7.1	a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. b. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).
TH:Re7.1	a. Identify artistic choices made in a drama/theatre work through participation and observation.
VA:Re9.1	Apply one set of criteria to evaluate more than one work of art.
Connecting	
MA:Cn10.1	a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks. b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.
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 angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
CCSS.MATH.CO NTENT.MD.B/C. 6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

CCSS.MATH.CO NTENT.MD.C.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
Geometry	
CCSS.MATH.CO NTENT.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
CCSS.MATH.CO NTENT.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
CCSS.MATH.CO NTENT.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Physical Education and Health	
Motor Skills and Movement	
S1.E6	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.
S1.E22	Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball).
S1.E23	Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.
S1.E24	Strikes an object with a short-handled implement while demonstrating a mature pattern. Strikes an object with a short- hand-led implement, alternating hits with a partner over a low net or against a wall.
S1.E25	Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).
S1.E26	Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments.
Movement and Performance	
S2.E5	Applies simple offensive strategies and tactics in chasing and fleeing activities. Applies simple defensive strategies/ tactics in chasing and fleeing activities. Recognizes the types of kicks needed for different games and sports situations.
Health Enhancement & Fitness	
S3.E5	Completes fitness assessments (pre- & post-). Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.
Personal and Social Behavior	
S4.E4	Praises the movement performance of others both more and less-skilled. Accepts players of all skill levels into the physical activity.
Science	
Physical Sciences	
PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
PS4-3	Generate and compare multiple solutions that use patterns to transfer information.
Social/Emotional Learning	
Self-Awareness	
1B.a	Describe personal skills and interests that one wants to develop.
Social Studies	
U.S. History	
NSS-US.1b2	Compare the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams, and the sources of strength and determination that families drew upon and shared.
NSS-US.2a4	Interpret population data from historical and current maps, charts, graphs, and census tables in order to make generalizations about the changing size and makeup of the local community.
NSS-US.2a7	Identify a problem in the community's past, analyzing the different perspectives of those involved, and evaluate choices people had and the solution they chose.
NSS-US.2b4	Draw upon maps and stories in order to identify geographical factors that led to the establishment and growth of communities such as mining towns (Sacramento) and trading settlements (New Orleans, Vincennes, and Astoria).
NSS-US.2b5	Describe and compare daily life in ethnically diverse urban communities long ago, such as a free African American community in Philadelphia, an Italian community in New York, or a Chinese community in San Francisco.