

## Changes and Continuity: Season after Season

### Computer Science

#### Computational Thinking

L1:CT.4	Describe how a simulation can be used to solve a problem.
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#### Collaboration

#### Computing Practice & Programming

L1:CPP.6	Implement problem solutions using a block-based visual programming language.
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L1:CPP.10	Gather and manipulate data using a variety of digital tools.
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#### Computers and Communications Devices

L1:CD.5	Identify factors that distinguish humans from machines.
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#### Community Global, and Ethical Impacts

### English Language Arts

#### Reading: Literature

CCSS.ELA-LITERACY.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
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CCSS.ELA-LITERACY.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
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#### Reading: Informational Text

CCSS.ELA-LITERACY.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
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#### Reading: Foundational Skills

#### Writing

CCSS.ELA-LITERACY.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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#### Speaking & Listening

CCSS.ELA-LITERACY.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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#### Language

CCSS.ELA-LITERACY.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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### Fine Arts

#### Creating

DA:Cr1.1	a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement. b. Explore a given movement problem. Select and demonstrate a solution.
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DA:Cr3.1	a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements. b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.
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MU:Cr1.1	a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
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#### Performing/Presenting/Producing

MA:Pr4.1	Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.
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TH:Pr6.1	a. Practice drama/theatre work and share reflections individually and in small groups.
Responding	
MA:Re9.1	Identify basic criteria for and evaluate media artworks, considering possible improvements and context.
VA:Re8.1	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
Connecting	
TH:Cn11.1	a. Identify connections to community, social issues and other content areas in drama/theatre work. b. Explore how stories are adapted from literature to drama/theatre work. c. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.
VA:Cn11.1	Recognize that responses to art change depending on knowledge of the time and place in which it was made.
<b>Mathematics</b>	
Operations and Algebraic Thinking	
CCSS.MATH.CONTENT.OA.B/C.5	Apply properties of operations as strategies to multiply and divide. <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i>
CCSS.MATH.CONTENT.OA.C.6	Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i>
CCSS.MATH.CONTENT.OA.C/D.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
CCSS.MATH.CONTENT.OA.D.8	Solve two-step word problems using the four operations. 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>	
Motor Skills and Movement	
S1.E18	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
S1.E19	Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass.
S1.E21	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. Uses a continuous running approach and kicks a stationary ball for accuracy.
Movement and Performance	
S2.E3	Combines movement concepts(direction, levels, force, time) with skills as directed by the teacher.
Health Enhancement & Fitness	
S3.E2	Engages in the activities of physical education class without teacher prompting.
Personal and Social Behavior	
S4.E2	Works independently for extended periods of time.

<b>Science</b>	
Earth and Space Sciences	
ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
ESS2-2	Obtain and combine information to describe climates in different regions of the world.
ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
<b>Social/Emotional Learning</b>	
Self-Management	
1A.b	Describe and demonstrate ways to express emotions in a socially acceptable manner.
<b>Social Studies</b>	
U.S. History	
NSS-US.3d1	List in chronological order the major historical events that are part of the state's history.
NSS-US.3d2	Analyze the significance of major events in the state's history, their impact on people then and now, and their relationship to the history of the nation.
NSS-US.3d3	Read historical narratives to describe how the territory or region attained its statehood.
NSS-US.3d4	Identify historical problems or events in the state and analyze the way they were solved and/or the ways that they continue to be addressed.
NSS-US.3d5	Examine various written accounts in order to identify and describe regional or state examples of major historical events and developments that involved interaction among various groups (e.g., the Alamo, the Underground Railroad, the building of the Transcontinental Railroad, and the California Gold Rush).
NSS-US.3e2	Analyze how the ideas of significant people affected the history of their state.
NSS-US.3e4	Draw upon a variety of sources to describe the unique historical conditions that influenced the formation of the state.