

Individual Personhood: Sequences

Computer Science	
Computational Thinking	
L1:CT.5	Make a list of sub-problems to consider while addressing a larger problem.
Collaboration	
L1:CL.3	Identify ways that teamwork and collaboration can support problem solving and innovation.
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.
L1:CPP.8	Navigate between webpages using hyperlinks and conduct simple searches using search engines.
Computers and Communications Devices	
L1:CD.1	Demonstrate an appropriate level of proficiency with keyboards and other input and output devices.
English Language Arts	
Reading: Literature	
CCSS.ELA-LITERACY.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
Reading: Informational Text	
CCSS.ELA-LITERACY.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Writing	
CCSS.ELA-LITERACY.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Speaking & Listening	
CCSS.ELA-LITERACY.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Language	
CCSS.ELA-LITERACY.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Writing in Science & Technical Subjects	
CCSS.ELA-LITERACY.WHS T.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Fine Arts	
Creating	
MA:Cr1.1	Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.
VA:Cr3.1	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

Performing/Presenting/Producing	
DA:Pr5.1	a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions. b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing. c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.
MU:Pr4.1	a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. b. Explain how understanding the structure and the elements of music are used in music selected for performance. c. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. d. Identify how cultural and historical context inform performances. e. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
TH:Pr4.1	a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work. b. Experiment with various physical choices to communicate character in a drama/theatre work.
Responding	
DA:Re8.1	a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.
MA:Re8.1	Analyze the intent of a variety of media artworks, using given criteria.
TH:Re7.1	a. Describe and record personal reactions to artistic choices in a drama/theatre work.
TH:Re8.1	a. Explain how artists make choices based on personal experience in a drama/theatre work. b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work. c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.
Connecting	
MU:Cn10.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Mathematics	
Expressions and Equations	
CCSS.MATH.CO NTENT.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
CCSS.MATH.CO NTENT.6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.
CCSS.MATH.CO NTENT.6.EE.A.3	Apply the properties of operations to generate equivalent expressions.
CCSS.MATH.CO NTENT.6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

CCSS.MATH.CO NTENT.6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
Physical Education and Health	
Motor Skills and Movement	
S1.M1	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.
S1.M2	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 nd base to 1st base).
S1.M3	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
Movement and Performance	
S2.M12	Varies application of force during dance or gymnastic activities.
S2.M13	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.
Health Enhancement & Fitness	
S3.M10	Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance.
S3.M11	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility).
S3.M12	Describes the role of warm-ups and cool-downs before and after physical activity.
S3.M13	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.
S3.M14	Identifies major muscles used in selected physical activities.
Personal and Social Behavior	
S4.M2	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
S4.M7	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
Value of Physical Activity	
S5.M5	Identifies how self-expression and physical activity are related.
Science	
Physical Sciences	
PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
PS2-3	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
PS2-4	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
PS2-5	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

Engineering Design	
ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
English/Science Connections	
CCSS.ELA-LITERACY.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-LITERACY.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
Social/Emotional Learning	
Self-Awareness	
1A.a	Analyze factors that create stress or motivate successful performance.
Social Studies	
World History	
NSS-WS5-1	The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion
NSS-WS5-2	The redefining of European society and culture, 1000-1300 CE
NSS-WS5-3	The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350
NSS-WS5-4	The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries
NSS-WS5-5	Patterns of crisis and recovery in Afro-Eurasia, 1300-1450
NSS-WS5-6	The expansion of states and civilizations in the Americas, 1000-1500
NSS-WS5-7	Major global trends from 1000-1500 CE
English/Social Studies Connections	
CCSS.ELA-LITERACY.RH.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-LITERACY.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.