

Ingenuity and Opportunity: Small Details, Big Picture

Computer Science	
Computational Thinking	
L1:CT.1	Understand and use the basic steps in algorithmic problem-solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).
Computing Practice & Programming	
L1:CPP.3	Use technology tools (e.g., multimedia and text authoring, presentation, web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities.
L1:CPP.9	Identify a wide range of jobs that require knowledge or use of computing.
Computers and Communications Devices	
L1:CD.2	Understand the pervasiveness of computers and computing in daily life (e.g., voice mail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems).
Community Global, and Ethical Impacts	
L1:CI.4	Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).
English Language Arts	
Reading: Literature	
CCSS.ELA-LITERACY.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Reading: Informational Text	
CCSS.ELA-LITERACY.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RI.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Writing	
CCSS.ELA-LITERACY.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Speaking & Listening	
CCSS.ELA-LITERACY.SL.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Language	
CCSS.ELA-LITERACY.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
Writing in Science & Technical Subjects	
CCSS.ELA-LITERACY.WHS T.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHS T.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Fine Arts	
Creating	
DA:Cr1.1	a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events). b. Explore various movement vocabularies to transfer ideas into choreography.
DA:Cr2.1	a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance. b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.
TH:Cr3.1	a. Articulate and examine choices to refine a devised or scripted drama/theatre work. b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work. c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.
VA:Cr2.1	a. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. b. Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. c. Design or redesign objects, places, or systems that meet the identified needs of diverse users.
Performing/Presenting/Producing	
MA:Pr4.1	Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.
Responding	
VA:Re8.1	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
Connecting	
DA:Cn11.1	a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.
MU:Cn11.1	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Mathematics	
The Number System	
CCSS.MATH.CO NTENT.6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
CCSS.MATH.CO NTENT.6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
CCSS.MATH.CO NTENT.6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
CCSS.MATH.CO NTENT.6.NS.C.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

CCSS.MATH.CO NTENT.6.NS.C.7	Understand ordering and absolute value of rational numbers.
Physical Education and Health	
Motor Skills and Movement	
S1.M4	Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.
S1.M5	Throws, while stationary, a leading pass to a moving receiver.
S1.M6	Performs pivots, fakes and jab steps designed to create open space during practice tasks.
S1.M7	Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes.
S1.M8	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.
Movement and Performance	
S2.M7	Creates open space in net/wall games with a short-handled implement by varying force and direction.
S2.M8	Reduces offensive options for opponents by returning to mid-court position.
S2.M9	Selects appropriate shot and/or club based on location of the object in relation to the target.
Health Enhancement & Fitness	
S3.M7	Identifies the components of skill-related fitness.
S3.M15	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.
S3.M16	Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.
Personal and Social Behavior	
S4.M6	Identifies the rules and etiquette for physical activities/games and dance activities.
Value of Physical Activity	
S5.M1	Describes how being physically active leads to a healthy body.
Science	
Physical Sciences	
PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
PS3-2	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
English/Science Connections	
CCSS.ELA- LITERACY.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA- LITERACY.RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)
Social/Emotional Learning	
Responsible Decision Making	
1C.b	Analyze why one achieved or did not achieve a goal.

Social Studies	
Economics and Financial Literacy	
NSS-E.2C	Know: People choose from a variety of payment methods in order to buy goods and services. Explain how they would use the following payment methods to purchase a good or service: cash, check, debit card, credit card, mobile phone, online payment, prepaid card, layaway, and rent to own.
NSS-E.2D	Know: Choosing a payment method entails weighing the costs and benefits of the different payment options. Choose the best payment method for the following purchases by weighing the costs and benefits of various payment options: ticket to a concert, food at a convenience store, airline ticket, cell phone bill, beverage at a middle school basketball game, and car payment.
NSS-E.2E	Know: A budget includes fixed and variable expenses, as well as income, savings, and taxes. Prepare a monthly budget for a family given their income, savings goals, taxes, and list of fixed and variable expenses.
NSS-E.2F	Know: People may revise their budget based on unplanned expenses and changes in income. Offer ways to balance a family's budget given unplanned expenses such as health care costs, car repairs, or change in income.
NSS-E.3H	Know: Different people save money for different reasons, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events; People's choices about how much to save and for what to save are based on their tastes and preferences. Write a short story comparing the savings choices of a young college graduate to those of a married couple who recently celebrated their 40th birthdays and who have two children.
NSS-E.3I	Know: To assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit. Identify the FDIC and the National Credit Union Administration (NCUA) as the government agencies responsible for insuring depositors' savings and state the limit of FDIC and NCUA coverage. Explain why the bank-run scene in the movie <i>It's a Wonderful Life</i> is less likely to occur in today's world of insured banks.
English/Social Studies Connections	
CCSS.ELA-LITERACY.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts