

Ingenuity and Opportunity: Technology

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).
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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.
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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).
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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).
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English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
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CCSS.ELA-LITERACY.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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Writing

CCSS.ELA-LITERACY.W.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CCSS.ELA-LITERACY.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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Speaking & Listening

CCSS.ELA-LITERACY.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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Language

CCSS.ELA-LITERACY.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Fine Arts

Creating

MA:Cr3.1	a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force. b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.
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TH:Cr1.1	a. Create roles, imagined worlds, and improvised stories in a drama/theatre work. b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work. c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
VA:Cr2.1	a. Create personally satisfying artwork using a variety of artistic processes and materials. b. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. c. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
Performing/Presenting/Producing	
DA:Pr5.1	a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support. b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.
MU:Pr6.1	a. Perform music with expression and technical accuracy. b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.
VA:Pr5.1	Identify exhibit space and prepare works of art including artists' statements, for presentation.
Responding	
MU:Re8.1	Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
TH:Re9.1	a. Understand how and why groups evaluate drama/theatre work. b. Consider and analyze technical elements from multiple drama/theatre works. c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.
Connecting	
DA:Cn11.1	a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.
MA:Cn11.1	a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior. b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.
Mathematics	
Operations and Algebraic Thinking	
CCSS.MATH.CO NTENT.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>
Numbers & Operations in Base Ten	
CCSS.MATH.CO NTENT.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
CCSS.MATH.CO NTENT.NBT.A/B .2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.MATH.CO NTENT.NBT.A/B .3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
Physical Education and Health	
Motor Skills and Movement	
S1.E10	Moves into and out of gymnastics balances with curling, twisting & stretching actions.
S1.E11	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.
S1.E12	Combines balance and weight transfers with movement concepts to create and perform a dance.
Movement and Performance	
S2.E5	Applies simple strategies & tactics in chasing activities. Applies simple strategies in fleeing activities.
Health Enhancement & Fitness	
S3.E6	Identifies foods that are beneficial for before and after physical activity.
Personal and Social Behavior	
S4.E1	Exhibits personal responsibility in teacher-directed activities.
Value of Physical Activity	
S5.E1	Discusses the relationship between physical activity and good health.
Science	
Physical Sciences	
PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
PS2-3	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
PS2-4	Define a simple design problem that can be solved by applying scientific ideas about magnets.
Social/Emotional Learning	
Relationship Skills	
1C.a	Describe the steps in setting and working toward goal achievement.
Social Studies	
Economics and Financial Literacy	
NSS-E.4A	Know: Interest is the price the borrower pays for using someone else's money. Explain the reason why, when a person borrows \$100 to buy a new cell phone, he or she will have to pay back more than the \$100 at a future date.
NSS-E.4B	Know: When people use credit, they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest. Identify goods and services people often purchase with the use of a loan.
NSS-E.4C	Know: By using credit to buy durable goods—such as cars, houses, and appliances—people are able to use the goods while paying for them. Explain why people do not wait to buy a car until they have saved enough to pay for the car with cash.
NSS-E.4D	Know: Borrowers who repay loans as promised show that they are worthy of getting credit in the future; A reputation for not repaying a loan as promised can result in higher interest charges on future loans, if loans are available at all. Explain why a student might refuse to lend lunch money to someone who didn't pay back lunch

	money that was borrowed previously. Explain why a bank would charge more interest or decide not to lend to a borrower who has had problems repaying a loan in the past.
NSS-E.5A	Know: After people have saved some of their income, they must decide how to invest their savings so that it can grow over time. Describe the difference between saving and financial investing. Give examples of the risk associated with activities such as riding a bicycle, using a skateboard, or having a pet.
NSS-E.5B	Know: A financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income. Explain why a stockholder benefits if the company produces an increasingly popular product.