

Preparing for Tomorrow: Then and Now

Computer Science

Computational Thinking

L1:CT.3	Demonstrate how a string of bits can be used to represent alphanumeric information.
---------	---

Collaboration

L1:CL.2	Use online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products.
---------	--

Computing Practice & Programming

L1:CPP.5	Construct a program as a set of step-by-step instructions to be acted out (e.g., make a peanut butter and jelly sandwich activity).
----------	---

L1:CPP.9	Identify a wide range of jobs that require knowledge or use of computing.
----------	---

Computers and Communications Devices

L1:CD.6	Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).
---------	--

Community Global, and Ethical Impacts

L1:CI.2	Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.
---------	---

English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
------------------------	--

Reading: Informational Text

CCSS.ELA-LITERACY.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
------------------------	--

CCSS.ELA-LITERACY.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
------------------------	---

CCSS.ELA-LITERACY.RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------	--

Reading: Foundational Skills

CCSS.ELA-LITERACY.RF.4	Read with sufficient accuracy and fluency to support comprehension.
------------------------	---

Writing

CCSS.ELA-LITERACY.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
-----------------------	---

Speaking & Listening

CCSS.ELA-LITERACY.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
------------------------	--

Language

CCSS.ELA-LITERACY.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).
-----------------------	---

Fine Arts	
Creating	
MA:Cr2.1	Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.
TH:Cr2.1	a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots. b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.
Performing/Presenting/Producing	
DA:Pr6.1	a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area). b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.
MU:Pr5.1	a. Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.
TH:Pr5.1	a. Practice selected exercises that can be used in a group setting for drama/theatre work. b. Propose the use of technical elements in a drama/theatre work.
Responding	
DA:Re8.1	a. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.
MA:Re8.1	Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.
VA:Re7.1	a. Compare responses to a work of art before and after working in similar media. b. Analyze components in visual imagery that convey messages.
Connecting	
VA:Cn10.1	Create works of art that reflect community cultural traditions.
Mathematics	
Number & Operations - Fractions	
CCSS.MATH.CONTENT.NF.C.6	Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>
CCSS.MATH.CONTENT.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
Measurement & Data	
CCSS.MATH.CONTENT.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>

CCSS.MATH.CONTENT.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
CCSS.MATH.CONTENT.MD.A/B.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>
CCSS.MATH.CONTENT.MD.A/B/C.4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>
Physical Education and Health	
Motor Skills and Movement	
S1.E7	Balances on different bases of support on apparatus, demonstrating levels and shapes.
S1.E8	Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel).
S1.E27	Creates a jump-rope routine with either a short or long rope.
Health Enhancement & Fitness	
S3.E3	Identifies the components of health-related fitness
Personal and Social Behavior	
S4.E5	Exhibits etiquette and adherence to rules in a variety of physical activities.
Value of Physical Activity	
S5.E2	Rates the enjoyment of participating in challenging and mastered physical activities.
Science	
Earth and Space Sciences	
ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.
Social/Emotional Learning	
Responsible Decision Making	
1C.b	Monitor progress on achieving a short-term personal goal.
Social Studies	
U.S. History	
NSS-US.7a2	Describe the effects geography has had on societies, including their development of urban centers, food, clothing, industry, agriculture, shelter, trade, and other aspects of culture.
Geography	
NSS-G.14	How human actions modify the physical environment
NSS-G.15	How physical systems affect human systems
NSS-G.16	The changes that occur in the meaning, use, distribution, and importance of resources
NSS-G.17	How to apply geography to interpret the past
NSS-G.18	How to apply geography to interpret the present and plan for the future