

## Individual Personhood: What Makes Us

Computer Science	
Computational Thinking	
L1:CT.1	Use the basic steps in algorithmic problem solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, evaluation).
L1:CT.2	Describe the process of parallelization as it relates to problem solving.
Collaboration	
L1.CL.4	Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.
Computing Practice & Programming	
L1:CPP.1	Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
L1:CPP.8	Demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).
Computers and Communications Devices	
L1:CD.1	Recognize that computers are devices that execute programs.
Community Global, and Ethical Impacts	
L1:CI.3	Analyze the positive and negative impacts of computing on human culture.
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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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; analyze the impact of a specific word choice on meaning and tone.
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, focusing on how well purpose and audience have been addressed.
Speaking & Listening	
CCSS.ELA-LITERACY.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; 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.WHST.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	Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.
VA:Cr3.1	Reflect on and explain important information about personal artwork in an artist statement or another format.
Performing/Presenting/Producing	
DA:Pr5.1	a. Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion). b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance. c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).
MU:Pr4.1	a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices. b. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. c. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo , and form . d. Identify how cultural and historical context inform performances and result in different music interpretations. e. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
TH:Pr4.1	a. Consider various staging choices to enhance the story in a drama/theatre work. b. Use various character objectives in a drama/theatre work.
Responding	
DA:Re8.1	a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.
MA:Re8.1	Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.
TH:Re7.1	a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.
TH:Re8.1	a. Identify the artistic choices made based on personal experience in a drama/theatre work. b. Describe how cultural perspectives can influence the evaluation of drama/theatre work. c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss 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	
Ratios & Proportional Relationships	
CCSS.MATH.CO NTENT. 7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
CCSS.MATH.CO NTENT. 7.RP.A.2	Recognize and represent proportional relationships between quantities.
Geometry	
CCSS.MATH.CO NTENT. 7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
Physical Education and Health	
Motor Skills and Movement	
S1.M1	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance.
S1.M2	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
S1.M3	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.
Movement and Performance	
S2.M12	Identifies and applies Newton's laws of motion to various dance or movement activities.
S2.M13	Analyzes the situation and makes adjustments to ensure the safety of self and others.
Health Enhancement & Fitness	
S3.M10	Describes the role of exercise and nutrition in weight management.
S3.M11	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.
S3.M12	Designs a warm-up/cool-down regimen for a self-selected physical activity.
S3.M13	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise.
S3.M14	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.
Personal and Social Behavior	
S4.M2	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
S4.M7	Independently uses physical activity and exercise equipment appropriately and safely.
Value of Physical Activity	
S5.M5	Explains the relationship between self-expression and lifelong enjoyment through physical activity.
Science	
Life Sciences	
LS1-1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
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 <i>grades 6-8 texts and topics</i> .
Social/Emotional Learning	
Self-Awareness	
1A.a	Analyze factors that create stress or motivate successful performance.
Social Studies	
U.S. History	
NSS-US3-1	The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory
NSS-US3-2	The impact of the American Revolution on politics, economy, and society
NSS-US3-3	The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights
NSS-US4-1	United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans
NSS-US4-2	How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions
NSS-US4-3	The extension, restriction, and reorganization of political democracy after 1800
NSS-US4-4	The sources and character of cultural, religious, and social reform movements in the antebellum period
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.