

Marketplace for Kids Standards & Benchmarks (updated 2023)

Thank you to the following teachers for assisting with this project: **Nicole Berger, Linda Gabbert, Tonnie Warren, Allison Johnson, Autumn Bennett, Megan Oberg, Elizabeth Plemel-Scott, and Jeni Peterson;** as well as **Frank Snow** with the ND DPI.

Computer Science & Cybersecurity		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
TECHNOLOGY SYSTEMS	Hardware and Software: Devices, hardware, and software work together as a system to accomplish tasks.	3.HS.2 Independently use a computing device to perform a variety of tasks. 3.HS.3 Recognize users have different technology needs and preferences.	4.HS.1 Explain the difference between hardware and software. 4.HS.2 Continued growth. 4.HS.3 Continued growth.	5.HS.1 Compare and contrast physical and virtual systems. 5.HS.2 Continued growth. 5.HS.3 Continued growth.	6.HS.1 Use hardware and/or software to complete a task. 6.HS.2 Use software features to accomplish a goal. 6.HS.3 Organize, store, and retrieve digital information with guidance. 6.HS.4 Identify threats to technology systems. (CYSEC) 6.HS.5 Identify security measures to protect technology systems. (CYSEC)	7.HS.1 Compare and contrast hardware and/or software options to complete a task. 7.HS.2 Continued growth. 7.HS.3 Organize, store, and retrieve digital information with minimal guidance. 7.HS.4 Describe threats to technology systems. (CYSEC)	8.HS.1 Choose appropriate device/hardware/software to complete a task. 8.HS.2 Continued growth. 8.HS.3 Organize, store, and retrieve digital information efficiently. 8.HS.4 Describe ways to protect against threats to technology systems. (CYSEC)
	Troubleshooting: Strategies for solving technology system problems.	3.T.1 With guidance, apply basic troubleshooting strategies.	4.T.1 Continued growth.	5.T.1 Continued growth	6.T.1 Apply basic troubleshooting strategies.	7.T.1 Continued growth.	8.T.1 Continued Growth
COMPUTATIONAL THINKING	Problem Solving & Algorithms: Strategies for understanding and solving problems.	3.PSA.1 Solve a task by breaking it into smaller pieces.	4.PSA.1 Decompose (break down) a large task into smaller, manageable subtasks. 4.PSA.3 Identify multiple solutions to a task.	5.PSA.1 Create a sequence of instructions from a previous decomposed task. 5.PSA.3 Work collaboratively to explore multiple solutions to a task.	6.PSA.1 Identify and test an algorithm to solve a problem. 6.PSA.3 Compare and contrast the efficiencies of multiple solutions to a task.	7.PSA.1 Modify and test an algorithm to solve a problem.	8.PSA.1 Create and test an algorithm to solve a problem across disciplines.
	Data Creation & Analysis: Data can be collected, used, and presented with computing devices or digital tools.	3.DCA.1 Collect and organize data in various visual formats.	4.DCA.1 Organize and present collected data visually to highlight comparisons.	5.DCA.1 Organize and present collected data to highlight comparisons and support a claim.	6.DCA.1 Collect and analyze data to support a claim.	7.DCA.1 Represent data, in more than one way, to defend your claim.	8.DCA.1 Represent data from multiple sources in order to defend or refute a claim.
	Development & Design: Design processes to create new, useful, and imaginative solutions to problems.	3.DD.1 Independently or collaboratively create programs that use sequencing and looping. 3.DD.2 Convert an algorithm into code.	4.DD.1 Independently and collaboratively create programs that use sequencing, loops, and conditionals.	5.DD.1 Continued growth. 5.DD.2 Create solutions to problems using a design method.	6.DD.1 Use programs that utilize combinations of loops, conditionals, and the manipulation of variables representing different data types.	7.DD.1 Modify programs that utilize combinations of loops, conditionals, and the manipulation of variables representing different data types.	8.DD.1 Create programs that utilize combinations of loops, conditionals, and the manipulation of variables representing different data types.

INFORMATION LITERACY	Access: Effective search strategies can locate information for intellectual or creative pursuits.	3.A.1 Use basic search strategies with teacher-selected online sources.	4.A.1 Use multiple teacher-selected online resources to locate information.	5.A.1 Refine your keyword search to improve your results.	6.A.1 Use a variety of strategies to refine and revise search results.	7.A.1 Continued growth.	8.A.1 Use advanced search strategies to locate information online.
	Evaluate: Information sources can be evaluated for accuracy, currency, appropriateness, and purpose.	3.E.1 With guidance, compare and contrast resources based on content and the author's purpose.	4.E.1 With guidance, use a strategy to evaluate information for research purposes.	5.E.1 Continued growth.	6.E.1 Evaluate information and its sources.	7.E.1 Independently, evaluate information and its sources using student selected processes and strategies.	8.E.1 Continued growth.
	Create: It is important to both consume and produce information to be digitally literate.	3.C.1 Independently or collaboratively, create a digital product.	4.C.1 Continued growth.	5.C.1 Independently or collaboratively, create a digital product using two or more tools.	6.C.1 Repurpose or remix original works following fair use guidelines	7.C.1 Continued growth.	8.C.1 Continued growth.
	Intellectual Property: Respect for the rights and obligations of using and sharing intellectual property.	3.IP.1 Define copyright. 3.IP.2 With guidance, identify the elements of a citation. 3.IP.3 Explain piracy and plagiarism.	4.IP.1 Demonstrate an understanding of copyright and fair use. 4.IP.2 With guidance, create a citation. 4.IP.3 With guidance, use strategies to avoid piracy and plagiarism.	5.IP.1 With guidance, demonstrate an understanding of ethical issues in copyright and fair use. 5.IP.2 Continued growth. 5.IP.3 Continued growth.	6.IP.1 With guidance, properly use copyrighted works, works in the creative commons, and works in the public domain. 6.IP.2 Cite a variety of sources using the appropriate format. 6.IP.3 Describe negative consequences of piracy and plagiarism.	7.IP.1 With minimal guidance, properly use copyrighted works, works in the creative commons, and works in the public domain. 7.IP.2 Continued growth. 7.IP.3 Identify strategies to avoid personal works and the works of others from being pirated and plagiarized. (CYSEC)	8.IP.1 Properly use copyrighted works, works in the creative commons, and works in the public domain. 8.IP.2 Continued growth. 8.IP.3 Debate the risks and benefits of sharing personal works online (CYSEC)
COMPUTING IN SOCIETY	Impacts of Computing: Past, present, and possible future impact of technology on society.	3.IC.1 Identify technologies that have changed the world.	4.IC.1 Give examples of technologies that influence society today.	5.IC.1 Explain how technologies can change the future.	6.IC.1 Identify the positive and negative impacts of past, present, and future technology, including bias and accessibility.	7.IC.1 Compare and contrast the impacts of technology, including bias and accessibility.	8.IC.1 Explore and create solutions for the negative impacts of technology, including bias and accessibility.
	Social Interactions: Technology facilitates collaboration with others.	3.SI.1 Recognize that there are various collaborative technologies. 3.SI.2 With guidance, use collaborative technology to seek out diverse perspectives.	4.SI.1 With guidance, use collaborative technology to interpret diverse perspectives.	5.SI.1 With guidance, use collaborative technology to compare and contrast diverse perspectives.	6.SI.1 Use collaborative technology. 6.SI.2 Identify how social interactions can impact a person's self-image.	7.SI.1 Use collaborative technology to gather and share information. 7.SI.2 Continued growth.	8.SI.1 Use collaborative technology to communicate information to a specific audience. 8.SI.2 Continued growth.

DIGITAL CITIZENSHIP

<p>Safety and Ethics: There are both positive and negative impacts in social and ethical behaviors for using technology.</p>	<p>3.SE.1 Identify problems that relate to inappropriate use of computing devices and networks. (CYSEC)</p> <p>3.SE.2 Keep authentication methods confidential and be proactive if they are compromised. (CYSEC)</p> <p>3.SE.3 Recognize that data-collection technology can be used to track navigation online. (CYSEC)</p> <p>3.SE.4 Identify the difference between public and private information. (CYSEC)</p>	<p>4.SE.1 Identify and explain issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (CYSEC)</p> <p>4.SE.2 Create secure authentication to insure privacy. (CYSEC)</p> <p>4.SE.3 Continued growth.</p> <p>4.SE.4 Recognize when it is safe to share private information online. (CYSEC)</p>	<p>5.SE.1 Recognize that there are real-world cybersecurity problems (i.e., hacking) when interacting online. (CYSEC)</p> <p>5.SE.2 Continued growth.</p> <p>5.SE.3 Continued growth.</p> <p>5.SE.4 Apply strategies to keep your private information safe online. (CYSEC)</p>	<p>6.SE.1 Identify steps for responding to uncomfortable situations when interacting online. (CYSEC)</p> <p>6.SE.2 Identify basic methods to maintain digital privacy and security. (CYSEC)</p> <p>6.SE.3 Recognize that data-collection technology can be used to track navigation online. (CYSEC)</p> <p>6.SE.4 Identify threats to personal cybersecurity. (CYSEC)</p>	<p>7.SE.1 Continued growth.</p> <p>7.SE.2 Identify a variety of methods to maintain digital privacy and security. (CYSEC)</p> <p>7.SE.3 Continued growth</p> <p>7.SE.4 Describe how to respond to threats to personal cybersecurity. (CYSEC)</p>	<p>8.SE.1 Continued growth.</p> <p>8.SE.2 Identify advanced methods to maintain digital privacy and security. (CYSEC)</p> <p>8.SE.3 Continued growth.</p> <p>8.SE.4 Discuss the consequences of identity theft.</p>
<p>Responsible Use: Respect and dignity in virtual communities.</p>	<p>3.RU.1 Identify and discuss positive and negative uses of technology and information and their impact.</p> <p>3.RU.2 Recognize similarities and differences between in-person bullying and cyberbullying.</p> <p>3.RU.3 Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community.</p> <p>3.RU.4 Comply with Acceptable Use Policies.</p>	<p>4.RU.1 Discuss basic issues related to the appropriate use of technology and information, and the consequences of inappropriate use.</p> <p>4.RU.2 Identify strategies for dealing responsibly with cyberbullying and reporting inappropriate behavior.</p> <p>4.RU.3 Continued growth.</p> <p>4.RU.4 Comply with Acceptable Use Policies.</p>	<p>5.RU.1 Demonstrate an understanding of the appropriate use of technology and information and the consequences of inappropriate use.</p> <p>5.RU.2 Use strategies that prevent and deal responsibly with cyberbullying and inappropriate behavior.</p> <p>5.RU.3 Continued growth.</p> <p>5.RU.4 Comply with Acceptable Use Policies.</p>	<p>6.RU.1 Identify different forms of cyberbullying.</p> <p>6.RU.2 Identify strategies to stop cyberbullying.</p> <p>6.RU.3 Use appropriate digital etiquette in a variety of situations.</p> <p>6.RU.4 Understand the purpose of and comply with Acceptable Use Policies.</p>	<p>7.RU.1 Describe different forms of cyberbullying and the effects on all parties involved.</p> <p>7.RU.2 Identify strategies to prevent and stop cyberbullying.</p> <p>7.RU.3 Continued growth.</p> <p>7.RU.4 Understand the purpose of and comply with Acceptable Use Policies.</p>	<p>8.RU.1 Continued growth.</p> <p>8.RU.2 Identify strategies to prevent and stop cyberbullying.</p> <p>8.RU.3 Continued growth.</p> <p>8.RU.4 Understand the purpose of and comply with Acceptable Use Policies.</p>
<p>Digital Identity: Responsibilities and opportunities of living, learning, and working in an interconnected digital world.</p>	<p>3.DI.1 Recognize the permanence of their actions in the digital world.</p>	<p>4.DI.1 Explain the importance of your digital identity.</p>	<p>5.DI.1 Continued growth.</p>	<p>6.DI.1 Describe personal online usage and determine how it affects identity on- and offline.</p>	<p>7.DI.1 Evaluate how digital identity can impact a person now and in the future.</p>	<p>8.DI.1 Continued growth.</p>

Dance		3rd Grade	4th Grade	5th Grade	6th Grade	Grades 7-8
CREATING	<p><u>Explore</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work</p>	<p>DA:Cr1.3 a. Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement. b. Explore a given movement problem. Select and demonstrate a solution.</p>	<p>DA:Cr1.4 a. Identify ideas for choreography generated from a variety of stimuli.</p>	<p>DA:Cr1.5 a. Build content for choreography using several stimuli.</p>	<p>DA:Cr1.6 b. Explore various movement vocabularies to transfer ideas into choreography.</p>	<p>DA:Cr1.MS a. Implement movement from a variety of stimuli to develop dance content for an original dance study or dance. b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.</p>
	<p><u>Plan</u> Anchor Standard 2: Organize and develop artistic ideas and work</p>	<p>DA:Cr2.3 a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures. b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p>	<p>DA:Cr2.4 a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices. b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.</p>	<p>DA:Cr2.5 a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.</p>	<p>DA:Cr2.6 b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on criteria, evaluate why some movements are effective than others.</p>	
	<p><u>Revise</u> Anchor Standard 3: Refine and complete artistic work</p>		<p>DA:Cr3.4 a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.</p>	<p>DA:Cr3.5 a. Explore through movement the feedback from others and to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.</p>	<p>DA:Cr3.6 a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.</p>	<p>DA:Cr3.MS a. Revise choreography collaboratively or independently based on artistic criteria, selfreflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.</p>
	<p><u>Express</u> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation</p>	<p>DA:Cr4.3 a. Express intentional and focused understanding of distance and space by moving three dimensionally. b. Perform improvised locomotor and non-locomotor movement that show same or different timing in association with the music. c. Demonstrate how change in energy and dynamics modify movements for intent and effect.</p>	<p>DA:Cr4.4 a. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes. b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms as well as change in tempo. Relate to quick, moderate and slow movements.</p>	<p>DA:Cr4.5 b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time. c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy</p>	<p>DA:Cr4.6 a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work.</p>	

PERFORMING	<p><u>Embody</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation</p>	<p>DA:Pr5.3 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</p>	<p>DA:Pr5.4 a. Demonstrate fundamental dance skills. b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition. c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues. Reflect on feedback from others to inform personal dance performance goals.</p>	<p>DA:Pr5.5 a. Recall and execute a series of dance phrases using fundamental dance skills. b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention. c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p>	<p>DA:Pr5.6 a. Embody technical dance skills 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.</p>	<p>DA:Pr5.MS a. Embody technical dance skills to retain and execute dance choreography. c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness.</p>
	<p><u>Present</u> Anchor Standard 6: Convey meaning through the presentation of artistic work</p>				<p>DA:Pr6.6 a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance.</p>	<p>DA:Pr6.MS a. Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</p>
RESPONDING	<p><u>Analyze</u> Anchor Standard 7: Perceive and analyze artistic work</p>	<p>DA:Re7.3 a. Find a movement pattern that creates a movement phrase in a dance work. b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another</p>	<p>DA:Re7.4 a. Find patterns of movement in dance works that create a style or theme. b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</p>	<p>DA:Re7.5 a. Find meaning or artistic intent from the patterns of movement in a dance work. b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare qualities and characteristics of style found in different dance genre or cultural movement practice, by using basic dance terminology.</p>	<p>DA:Re7.6 a. Describe or demonstrate recurring patterns of movement and their relationships in dance. b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre specific dance terminology.</p>	

RESPONDING	<p><u>Interpret</u> Anchor Standard 8: Interpret intent and meaning in artistic work</p>	<p>DA:Re8.3 a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.</p>	<p>DA:Re8.4 a. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.</p>	<p>DA:Re8.5 a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p>	<p>DA:Re8.6 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.</p>	
	<p><u>Critique</u> Anchor Standard 9: Apply criteria to evaluate artistic work</p>	<p>DA:Re9.3 a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.</p>	<p>DA:Re9.4 a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology to describe the movement characteristics.</p>	<p>DA:Re9.5 a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.</p>		
CONNECTING	<p><u>Synthesize</u> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art</p>	<p>DA:Cn10.3 a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different. b. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.</p>			<p>DA:Cn10.6 a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.</p>	<p>DA:Cn10.MS a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.</p>
	<p><u>Relate</u> Anchor Standard 11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding</p>	<p>DA:Cn11.3 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.</p>	<p>DA:Cn11.4 a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</p>	<p>DA:Cn11.5 a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>	<p>DA:Cn11.6 a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.</p>	

ELA		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
READING STANDARDS FOR LITERATURE/FICTION	Key Ideas and Details	RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.	RL.1 Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	RL.1 Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.			
		RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.	RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).				
	Craft and Structure	RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.					
		RL.6 Distinguish their own point of view from that of the narrator or those of the characters.					
READING STANDARDS FOR INFORMATIONAL/NONFICTION	Key Ideas and Details	RI.1 Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.	RI.1 Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	RI.1 Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.			
		RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.					
	Integration of Knowledge and Ideas	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).	RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RI.7 Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.		
		RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			

READING STANDARDS: FOUNDATIONAL SKILLS	Phonics and Word Recognition	RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
	Fluency	RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
WRITING STANDARDS	Text Types and Purposes	W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use transitional words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section	W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using transitional words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	W.1 Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses as transitions to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal writing style. e. Provide a concluding statement or section that follows from the argument presented.	W.1 Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence. a. Introduce claim(s), address alternate or opposing claims (counterclaims), and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal writing style. e. Provide a concluding statement or section that follows from and supports the argument presented.	W.1 Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence. a. Introduce claim(s), address and distinguish the claim(s) from alternate or opposing claims (counterclaims), and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal writing style. e. Provide a concluding statement or section that follows from and supports the argument presented.

<p style="text-align: center;">WRITING STANDARDS</p>	<p style="text-align: center;">Text Types and Purposes</p>	<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use transitional words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using transitional words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using transitional words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal writing style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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WRITING STANDARDS

WRITING STANDARDS	Text Types and Purposes	W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use transitional words and phrases to signal event order. d. Provide a sense of closure.	W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
		Production and Distribution of Writing	W.4 Produce writing in which the development and organization are appropriate to task and purpose.			W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.	W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.	W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.
			W.5 Develop and strengthen writing as needed by planning, revising, and editing.	W.5 Develop and strengthen writing as needed by planning, revising, and editing.				
	W.6 Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.		W.6 Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.	W.6 Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.	W.6 Use technology, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.	W.6 Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	W.6 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.	

WRITING STANDARDS

Research to Build and Present Knowledge

W.7 Conduct short research projects that build knowledge about a topic.	W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.7 Conduct short research projects to answer a question. a. Draw on several sources. b. Refocus the inquiry when appropriate.	W.7 Conduct short research projects to answer a question. a. Draw on several sources. b. Generate additional related, focused questions for further research and investigation.	W.7 Conduct short research projects to answer a question (including a self-generated question). a. Draw on several sources. b. Generate additional related, focused questions that allow for multiple avenues of exploration.
	W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W.8 Gather relevant information from multiple print and digital sources. a. Assess the credibility of each source. b. Quote or paraphrase the information and conclusions of others. c. Avoid plagiarism. d. Provide basic bibliographic information for sources.	W.8 Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the information and conclusions of others. d. Avoid plagiarism. e. Follow a standard format for citation.	W.8 Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the information and conclusions of others. d. Avoid plagiarism. e. Follow a standard format for citation.
	W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").	W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").	W.9 Incorporate evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 6 Reading standards to literary nonfiction. (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.)	W.9 Incorporate evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 Reading standards to literary nonfiction. (e.g., Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.)	W.9 Incorporate evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 Reading standards to literary nonfiction. (e.g., Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.)

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion</p>	<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed. b. Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed. b. Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed. b. Follow rules for collaborative discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>
				<p>SL.2 Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>SL.2 Use effective note-taking strategies to analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>					

SPEAKING AND LISTENING STANDARDS	Presentation of Knowledge and Ideas	SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	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.	SL.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
		SL.5 Use visual displays when appropriate to emphasize or enhance certain facts or details.	SL.5 Add visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points.	SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
		SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)				SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LANGUAGE STANDARDS	Knowledge of Language	L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.		L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style.	L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. With varied sentence patterns, choose language that expresses ideas concisely; recognize and eliminate redundancy.	L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Appropriately use verbs in the active and passive voice.

Health		Grades 3-5	6th Grade	Grades 7-8
STANDARD 1	Understand concepts related to human growth and development, health promotion, disease prevention	1.5.1 Describe the relationship between health behaviors and mental, emotional, physical, and social health	1.6.1 Analyze the relationship between health behaviors and personal health.	1.6.1 Analyze the relationship between health behaviors and personal health.
		1.5.2 Identify examples of mental, emotional, physical, and social health	1.6.2 Identify examples of mental, emotional, physical, and social health.	1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.
		1.5.3 Describe ways in which a safe and healthy school and community environment can promote personal health.	1.6.3 Describe how one's environment can promote personal health.	1.8.3 Analyze how the environment affects personal health.
		1.5.4 Describe ways to prevent common childhood injuries and health problems	1.6.4 Describe how family history can affect personal health.	1.6.4 Describe how family history can affect personal health.
		1.5.5 Describe when it is important to seek health care.	1.6.5 Identify adolescent health problems.	1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
		1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.	1.6.6 Explain how appropriate health care can promote personal health.	1.6.6 Explain how appropriate health care can promote personal health.
			1.6.7 Describe the benefits of and barriers to practicing health-enhancing behaviors.	1.6.7 Describe the benefits of and barriers to practicing health enhancing behaviors.
			1.6.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	1.8.8 Examine the potential seriousness of injury and illness if engaging in unhealthy behaviors.
			1.6.11 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.	1.8.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.

STANDARD 2	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	<p>2.5.1 Describe how family influences personal health behaviors.</p> <p>2.5.2 Identify the influence of culture on health behaviors.</p> <p>2.5.3 Identify how peers influence health behaviors.</p> <p>2.5.4 Describe how the school and community can support personal health behaviors.</p> <p>2.5.5 Explain how media and technology influence personal health behaviors.</p>	<p>2.6.1 Describe how family influences health in positive and negative ways.</p> <p>2.6.2 Describe how culture, personal values, and beliefs support and challenge health behaviors.</p> <p>2.6.3 Identify how peers influence health behaviors.</p> <p>2.6.4 Identify risk behaviors that can lead to future unhealthy behaviors.</p> <p>2.6.5 Explain how messages from media and technology influence health behaviors.</p>	<p>2.8.1 Analyze how family influences the health of individuals.</p> <p>2.8.2 Describe how culture, personal values, and beliefs support and challenge health behaviors.</p> <p>2.8.3 Describe how peers influence health behaviors.</p> <p>2.8.4 Analyze how the school and community can affect personal health behaviors.</p> <p>2.8.5 Analyze how messages from media and technology influence health behaviors.</p> <p>2.8.6 Explain the influence of norms, personal values, and beliefs on individual health behaviors.</p> <p>2.8.7 Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.</p> <p>2.8.8 Explain how school and public health policies can influence health promotion and disease prevention.</p>
STANDARD 3	Demonstrate the ability to access valid health information, products, and services.	<p>3.5.1 Identify characteristics of valid health information, products, and services.</p> <p>3.5.2 Locate resources from home, school, and community that provide valid health information.</p>	<p>3.6.1 Describe the validity of health information, products, and services.</p> <p>3.6.2 Access valid health information from home, school, and community</p> <p>3.6.3 Identify situations that may require professional health services.</p>	<p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.2 Access valid health information from home, school, and community.</p> <p>3.8.3 Access valid and reliable health products and services.</p> <p>3.8.4 Describe situations that may require professional health services.</p>

STANDARD 4	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks	<p>4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2 Demonstrate refusal skills that avoid or reduce health risks.</p> <p>4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.</p> <p>4.5.4 Demonstrate how to ask for assistance to enhance personal health.</p>	<p>4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.6.2 Demonstrate refusal skills to avoid or reduce health risks.</p> <p>4.6.3 Demonstrate negotiation skills to avoid or reduce health risks.</p> <p>4.6.4 Demonstrate effective conflict management or resolution strategies.</p> <p>4.6.5 Demonstrate how to ask for assistance to enhance the health of self and others.</p>	<p>4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal skills to avoid or reduce health risks.</p> <p>4.8.3 Demonstrate negotiation skills to avoid or reduce health risks</p> <p>4.8.4 Demonstrate collaboration skills to avoid or reduce health risks.</p> <p>4.8.5 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.6 Demonstrate how to ask for assistance to enhance the health of self and others.</p>
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STANDARD 5

Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks

5.5.1
Identify health-related situations that might require a decision-making process.

5.5.2
Analyze when assistance is needed when making a health-related decision.

5.5.3
List healthy options to health-related issues or problems.

5.5.4
Predict the potential outcomes of each option when making a health-related decision.

5.5.5
Choose a healthy option when making a decision.

5.5.6
Describe the outcomes of a health-related decision.

5.6.1
Identify circumstances that can help or hinder healthy decision-making.

5.6.2
Determine when health-related situations require the application of a decision-making process.

5.6.3
Distinguish when an individual or collaborative decision-making is appropriate. 5.6.4 Identify healthy and unhealthy alternatives to health-related issues or problems.

5.6.5
Predict the potential outcomes of healthy and unhealthy decisions on self and others.

5.6.6
Choose healthy alternatives over unhealthy alternatives when making a decision.

5.6.7
Analyze the outcomes of a health-related decision.

5.8.1
Identify circumstances that can help or hinder healthy decision-making.

5.8.2
Apply the decision-making process in health-related situations.

5.8.3
Distinguish when individual or collaborative decision-making is appropriate.

5.8.4
Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.5
Predict the potential outcomes of healthy and unhealthy decisions on self and others.

5.8.6
Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7
Analyze the outcomes of a health-related decision.

STANDARD 6	Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.	6.5.1 Set a personal health short-term goal.	6.6.1 Assess personal health practices.	6.8.1 Assess personal health practices. 6.8.3 Apply strategies and skills needed to attain a personal health goal.
STANDARD 7	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks	7.5.1 Identify responsible personal health behaviors. 7.5.2 Demonstrate health behaviors to maintain or improve personal health. 7.5.3 Demonstrate health behaviors to avoid or reduce health risks.	7.6.1 Identify the importance of assuming responsibility for personal health behaviors. 7.6.2 Demonstrate health behaviors that will maintain or improve the health of self and others. 7.6.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.	7.8.1 Explain the importance of assuming responsibility for personal health behaviors. 7.8.2 Analyze health behaviors that will maintain or improve the health of self and others. 7.8.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.
STANDARD 8	Demonstrate the ability to advocate for personal, family, and community health.	8.5.1 Express opinions and give accurate information about health issues. 8.5.2 Encourage others to make positive health choices.	8.6.2 Demonstrate how to influence and support others to make positive health choices.	8.8.2 Demonstrate how to influence and support others to make positive health choices. 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

2021 Indigenous and World Language Standards		Grades 3-8 (Novice)
GOAL 1 COMMUNICATION Communicate effectively in more than one language to function in a variety of situations.	Standard 1.1 <u>Interpersonal Communication</u> Learners interact effectively with spoken, signed, or written exchanges sharing information, reactions, feelings, and opinions.	1.1.NL (Novice Low) Engage in exchanges on everyday topics using practiced or memorized words and phrases. 1.1.NM (Novice Mid) Engage in spontaneous exchanges on very familiar topics using practiced or memorized words and phrases.
	Standard 1.2 <u>Interpretive Communication</u> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	1.2.NL Understand single words and phrases that have been practiced and memorized from simple, highly predictable language with strong visual support. 1.2.NM Understand a variety of words and phrases that have been practiced and memorized to identify the topic in simple, highly predictable, language with strong visual support.
	Standard 1.3 <u>Presentational Communication</u> Learners present information, concepts, and ideas to various audiences of listeners, readers, and viewers.	1.3.NL Present information on everyday topics using highly practiced or memorized words from the target language. 1.3.NM Present information on very familiar topics using practiced or memorized words and phrases.



<p style="text-align: center;">GOAL 2 CULTURES</p> <p style="text-align: center;">Interact with cultural competence and understanding.</p>	<p style="text-align: center;">Standard 2.1 <u>Relating Cultural Practices to Perspectives</u></p> <p>Learners investigate, explain, and reflect on the relationship of the practices to the customs, traditions, and perspectives of the cultures studied.</p>	<p>2.1.N</p> <p>a. Identify language and behaviors that are appropriate to the cultures studied.</p> <p>b. Identify the relationship of the practices to the customs, traditions, and perspectives of the cultures studied using the language.</p> <p>c. Identify some commonly held generalizations about the cultures studied.</p>
	<p style="text-align: center;">Standard 2.2 <u>Relating Cultural Products to Perspectives</u></p> <p>Learners investigate, explain, and reflect on the relationship of the products to the customs, traditions, and perspectives of the cultures studied.</p>	<p>2.2.N</p> <p>a. Identify the relationship of the products to the customs, traditions, and perspectives of the cultures studied using the language.</p>
<p style="text-align: center;">GOAL 3 CONNECTIONS</p> <p style="text-align: center;">Connect with other disciplines and acquire information and diverse perspectives to apply the language in academic and career-related situations.</p>	<p style="text-align: center;">Standard 3.1 <u>Making Connections</u></p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking skills, creativity, collaboration, and problem-solving skills.</p>	<p>3.1.N</p> <p>a. Connect information and skills from other content areas to experiences related to the target language and cultures.</p>
	<p style="text-align: center;">Standard 3.2 <u>Acquiring Information and Diverse Perspectives</u></p> <p>Learners access, evaluate, and reflect upon diverse perspectives and information available through language and its cultures.</p>	<p>3.2.N</p> <p>b. Access authentic sources and the diverse perspectives of the target language and cultures.</p>

GOAL 4 COMPARISONS Develop insight into the nature of language and cultures to interact with cultural competence.	Standard 4.1 <u>Language Comparisons</u> Learners investigate, explain, and reflect on the nature of language through comparisons of two or more languages.	4.1.N a. Investigate and describe similarities and differences between two or more languages. b. Identify familiar sound and structural patterns of the target language and compare to other languages.
	Standard 4.2 <u>Cultural Comparisons</u> Learners investigate, explain, and reflect on the concept of culture through comparisons of two or more languages.	4.2.N a. Investigate and describe verbal and nonverbal behaviors among cultures. b. Recognize and begin to compare and contrast crosscultural similarities and differences in the practices, products, and perspectives of the cultures studied.
GOAL 5 COMMUNITIES Interact with and celebrate multilingual communities with cultural competence at home and around the world.	Standard 5.1 <u>School and Community</u> Learners use the language to interact, collaborate, and contribute both within and beyond the classroom.	5.1.N a. Interact in the target language in school and community situations. b. Explore connections with the cultures studied using technology, media, and authentic sources.
	Standard 5.2 <u>Lifelong Learner</u> Learners set goals and reflect on personal progress in using languages for enjoyment, enrichment, advancement, and in celebrations.	5.2.N. b. Explore benefits and opportunities that go along with learning a target language.
	Standard 5.3 <u>Value and Celebrate Communities and Languages</u> Learners value and promote Indigenous, heritage, and native languages and show interest in efforts to preserve and revitalize those that are endangered through active engagement in language and cultural activities.	5.3.N. a. Attend intergenerational community activities pertaining to any language or culture. c. Interact with Indigenous, heritage, or native language users; attend presentations given by and for them.

Library Media		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
P E R S O N A L L I T E R A C Y Learners explore, select, read, and engage with materials based on curiosity, needs, and interest for personal growth.	<u>Explore (EX)</u> Learners explore topics, authors, and genres in various formats.	3.EX.1 Explore topics, authors, and genres.	4.EX.1 Explore and identify various topics, authors, and genres.				
		3.EX.2 Use various formats and explore features.	4.EX.2 Use various formats and explore features.	5.EX.2 Use various formats and explore features.			
	<u>Select (S)</u> Learners choose and locate materials using various methods.	3.S.1 With guidance, use the catalog or other resources to locate materials in the physical and digital library space.	4.S.1 Use the catalog or other resources to locate materials in the physical and digital library space.	5.S.1 Use the catalog or other resources to locate materials in the physical and digital library space.	6.S.1 Explore and use the catalog or other resources using a library's physical and digital layout to locate materials.	7.S.1 Explore and use the catalog or other resources using a library's physical and digital layout to locate materials.	8.S.1 Explore and use the catalog or other resources using a library's physical and digital layout to locate materials.
		3.S.2 Use strategies to select materials based on personal interests and experiences.	4.S.2 Use strategies to select materials based on personal interests and experiences.	5.S.2 Use strategies to select materials based on personal interests and experiences.	6.S.2 Use strategies or other resources to guide material(s) selection based on personal interests and experiences.	7.S.2 Use strategies or other resources to guide material(s) selection based on personal interests and experiences.	8.S.2 Use strategies or other resources to guide material(s) selection based on personal interests and experiences.
	<u>Read and Engage (RE)</u> Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.	3.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.	4.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.	5.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.	6.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.	7.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.	8.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.
		3.RE.2 Share reflections, reactions, and connections to materials with others.	4.RE.2 Share reflections, reactions, and connections to materials with others.	5.RE.2 Share reflections, reactions, and connections to materials with others.	6.RE.2 Share reflections, reactions, and connections to materials with others.	7.RE.2 Share reflections, reactions, and connections to materials with others.	8.RE.2 Share reflections, reactions, and connections to materials with others.

INFORMATIONAL LITERACY

Learners inquire about, access, evaluate, create, and share information effectively and ethically.

<p><u>Inquire (I)</u> Learners consider prior knowledge and learning interests to explore information.</p>	3.I.1 With guidance, create questions based on a topic, problem, or need.	4.I.1 With guidance, create questions based on a topic, problem, or need.	5.I.1 Create questions based on a topic, problem, or need.	6.I.1 With guidance, create open-ended questions based on a topic, problem, or need.	7.I.1 Create open-ended questions based on a topic, problem, or need.	8.I.1 With guidance, revise open-ended questions based on new, conflicting, or missing information.	
	<p><u>Access (A)</u> Learners use effective search strategies to locate information.</p>	3.A.1 With guidance, use basic search strategies with teacher-selected sources.	4.A.1 Use basic search strategies with teacher selected sources.	5.A.1 Refine one's search to improve results.	6.A.1 Use search strategies to refine and revise results to access information.	7.A.1 Use search strategies to refine and revise results to access information.	8.A.1 Use advanced search strategies to locate information effectively.
		3.A.2 With guidance, use teacher-selected sources to access information.	4.A.2 Use teacher-selected sources to access information.	5.A.2 Use a combination of teacher- and student-selected sources to access information.	6.A.2 Use a combination of teacher- and student-selected sources to access information.		
	<p><u>Intellectual Property (IP)</u> Learners respect the rights and obligations of using and sharing intellectual property.</p>	3.IP.1 Define copyright and fair use.	4.IP.1 With guidance, demonstrate an understanding of copyright and fair use.	5.IP.1 With guidance, demonstrate an understanding of copyright and fair use.	6.IP.2 With guidance, cite various sources using appropriate formats.	7.IP.2 Cite various sources using appropriate formats.	8.IP.2 Cite various sources using appropriate formats.
					6.IP.3 With guidance, describe the negative consequences and strategies to avoid committing piracy and plagiarism.	7.IP.3 Describe the negative consequences and strategies to avoid committing piracy and plagiarism.	8.IP.3 Describe the negative consequences and strategies to avoid committing piracy and plagiarism.
	<p><u>Create and Share (CS)</u> Learners curate, produce, and share information in various media for an intended audience.</p>	3.CS.1 Use basic features of digital tools to create a product.	4.CS.1 Use basic features of digital tools to create a product.	5.CS.1 Use basic features of digital tools to create a product.	6.CS.1 With guidance, use advanced features of digital tools to create a product.	7.CS.1 Use advanced features of digital tools to create a product.	8.CS.1 Use advanced features of digital tools to create a product.
		3.CS.2 With guidance, use multiple resources to create an independent or collaborative product for an intended audience.	4.CS.2 With guidance, use multiple resources to create an independent or collaborative product for an intended audience.	5.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	6.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	7.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	8.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.
		3.CS.3 With guidance, give and use feedback to improve a product.	4.CS.3 With guidance, give and use feedback to improve a product.	5.CS.3 With guidance, give and use feedback to improve a product.	6.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.	7.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.	8.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.

DIGITAL CITIZENSHIP Learners appropriately use technology.	<u>Responsible Use (RU)</u> Learners engage with technology safely, respectfully, and ethically.	3.RU.1 Understand the purpose of and comply with responsible & acceptable use policies.	4.RU.1 Understand the purpose of and comply with responsible & acceptable use policies.	5.RU.1 Understand the purpose of and comply with responsible & acceptable use policies.	6.RU.1 Understand the purpose of and comply with responsible & acceptable use policies.	7.RU.1 Understand the purpose of and comply with responsible & acceptable use policies.	8.RU.1 Understand the purpose of and comply with responsible & acceptable use policies.
		3.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	4.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	5.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	6.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	7.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	8.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
		3.RU.3 With guidance, identify cybersecurity threats (e.g., phishing, malware, clickbait).	4.RU.3 With guidance, identify cybersecurity threats (e.g., phishing, malware, clickbait).	5.RU.3 Identify strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait).	6.RU.3 With guidance, use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, and identity theft).	7.RU.3 Use strategies to avoid cybersecurity threats (e.g., phishing, malware, clickbait, data collection, and identity theft).	8.RU.3 Use strategies to avoid cybersecurity threats (e.g., phishing, malware, clickbait, data collection, and identity theft).
		3.RU.4 Identify situations when private information can be shared online.	4.RU.4 Understand there are risks related to sharing private information online (e.g., identity theft, data collection, and personal safety).	5.RU.4 Identify risks of sharing private information online (e.g., identity theft, data collection, and personal safety).	6.RU.4 Discuss the benefits vs. risks of sharing personal information online (e.g., identity theft, data collection, and personal safety).	7.RU.4 Evaluate the benefits vs. risks of sharing personal information online (e.g., identity theft, data collection, and personal safety).	8.RU.4 Evaluate the benefits vs. risks of sharing personal information online (e.g., identity theft, data collection, and personal safety).
	<u>Social Interaction (SI)</u> Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.	3.SI.1 With guidance, use collaborative technologies to gather and share information.	4.SI.1 Use collaborative technologies to gather and share information.	5.SI.1 Use collaborative technologies to gather and share information.	6.SI.1 Use collaborative technologies to gather and share information.	7.SI.1 Use collaborative technologies to gather and share information.	8.SI.1 Use collaborative technologies to communicate information to a specific audience.
		3.SI.2 Explain how social interactions can impact self and others.	4.SI.2 Understand how social interactions can impact self and others.	5.SI.2 Understand how social interactions can impact self and others.	6.SI.2 Determine the cause and effect of social interactions on self and others.	7.SI.2 Determine the cause and effect of social interactions on self and others.	8.SI.2 Determine the cause and effect of social interactions on self and others.
		3.SI.3 Identify various forms of cyberbullying (e.g., hacking, harassing, outing, flaming) and reporting strategies.	4.SI.3 Identify cyberbullying prevention and reporting strategies.	5.SI.3 Demonstrate cyberbullying prevention and reporting strategies.	6.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.	7.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.	8.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.
	<u>Digital Identity (DI)</u> Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.	3.DI.1 Recognize that using technology builds one's digital identity.	4.DI.1 Recognize that using technology builds one's digital identity.	5.DI.1 Recognize that using technology builds one's digital identity.	6.DI.1 Reflect on online activities and determine how they impact one's digital identity online and offline.	7.DI.1 Evaluate one's digital identity and its impact online and offline.	8.DI.1 Evaluate one's digital identity and its impact online and offline.

Math 3-5		3rd Grade	4th Grade	5th Grade
OPERATIONS & ALGEBRAIC THINKING	Represent and solve problems involving multiplication and division.	3.OA.1 Interpret and model products of whole numbers. 3.OA.2 Interpret and model whole-number quotients of whole numbers, as the number in a group or the number of groups. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		
	Understand properties of multiplication and the relationship between multiplication and division.	3.OA.6 Understand division as an unknown-factor problem.		
	Multiply and divide within 100	3.OA.7 Using mental strategies, fluently multiply and divide within 100.		
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies.		

OPERATIONS & ALGEBRAIC THINKING

<p>Use the four operations with whole numbers to solve problems.</p>		<p>4.OA.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity (variable). Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	
<p>Write and interpret numerical expressions.</p>			<p>5.OA.2 Write simple expressions that record calculations with numbers. Interpret numerical expressions without evaluating them.</p>
<p>Generate and analyze patterns</p>		<p>4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</p>	

NUMBER & OPERATIONS IN BASE TEN	Generalize place value understanding for multi-digit whole numbers.		<p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</p> <p>4.NBT.3 Use place value and/or understanding of numbers to round multi-digit whole numbers to any place.</p>	
	Use place value understanding and properties of operations to perform multi-digit arithmetic.	<p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers to the one millions place using strategies flexibly, including the standard algorithm.</p>	
	Understand the place value system.			<p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.3 Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p>

NUMBER & OPERATIONS IN BASE TEN	Perform operations with multi-digit whole numbers and with decimals to hundredths.			<p>5.NBT.5 Fluently multiply multi-digit whole numbers using strategies flexibly, including the standard algorithm.</p> <p>5.NBT.6 Using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division, find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
NUMBER & OPERATIONS - FRACTIONS	Develop understanding of fractions as numbers.	<p>3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts. Understand a fraction $\frac{a}{b}$ as the quantity formed by "a" parts of size $\frac{1}{b}$.</p>		
		<p>3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize and generate simple equivalent fractions.</p> <p>c. Recognize fractions, $\frac{a}{1}$ or $\frac{a}{a}$, that are equivalent to whole numbers. Express whole numbers as fractions, $\frac{a}{1}$ or $\frac{a}{a}$.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size.</p> <p>e. Recognize that comparisons are valid only when the two fractions refer to the same whole.</p>		

NUMBER & OPERATIONS - FRACTIONS

<p>Extend understanding of fraction equivalence and ordering.</p>		<p>4.NF.1 Using visual fraction models, explain why a fraction a/b is equivalent to a fraction $[(n \times a)/(n \times b)]$. Use this principle to recognize and generate equivalent fractions. Attention should focus on how the number and size of the parts differ even though the two fractions themselves are the same size.</p> <p>4.NF.2 By creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$, compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	
<p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p>		<p>4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of unit fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. c. Add and subtract mixed numbers with like denominators.</p>	
<p>Understand decimal notation for fractions, and compare decimal fractions.</p>		<p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.</p>	
<p>Understand decimal notation for fractions, and compare decimal fractions.</p>		<p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100.</p>	

NUMBER & OPERATIONS - FRACTIONS

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.3
Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models and equations to represent the problem.

5.NF.4
Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.5
Interpret multiplication as scaling (resizing), by:
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

5.NF.7
Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
b. Interpret division of a whole number by a unit fraction, and compute such quotients.

MEASUREMENT & DATA	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	<p>3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve elapsed time word problems on the hour and the half hour, using a variety of strategies.</p> <p>3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (L). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p>		
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		<p>4.MD.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.</p> <p>4.MD.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.</p>	
	Convert like measurement units within a given measurement system.			<p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system. Use these conversions in solving multi-step, real world problems.</p>
	Represent and interpret data	<p>3.MD.3 Draw scaled picture graphs and scaled bar graphs to represent data sets with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p>	<p>4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p>	

MEASUREMENT & DATA	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	<p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with a side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>b. A plane figure, which can be covered without gaps or overlaps by n unit squares, is said to have an area of n square units.</p> <p>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>		
		<p>3.MD.7 Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>		

MEASUREMENT & DATA	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.			<p>5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>b. A solid figure, which can be packed without gaps or overlaps using n unit cubes, is said to have a volume of n cubic units.</p> <p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>c. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>d. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problem.</p>
		3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths. Find an unknown side length. Exhibit rectangles with the same perimeter and different area or with the same area and different perimeters.		

MEASUREMENT & DATA	Geometric measurement: understand concepts of angle and measure angles.		4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. Understand concepts of angle measurement.	
			4.MD.6 Measure angles in whole-number degrees using a protractor. Using a protractor and ruler, draw angles of a specified measure. 4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.	
GEOMETRY	Reason with shapes and their attributes.	3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.		
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		4.G.1 Draw and label points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	

Math 6-8		6th Grade	7th Grade	8th Grade
RATIOS AND PROPORTIONAL RELATIONSHIPS	Understand ratio concepts and use ratio reasoning to solve problems.	<p>6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p>6.RP.3 b. Solve unit rate problems including those involving unit pricing and constant speed. c. Find a percent of a quantity as a rate per 100. Solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units. Manipulate and transform units appropriately when multiplying or dividing quantities.</p>		
	Analyze proportional relationships and use them to solve real world and mathematical problems.		<p>7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</p> <p>7.RP.2 Recognize and represent proportional relationships between quantities.</p> <p>7.RP.3 Use proportional relationships to solve multi-step ratio and percent problems.</p>	

THE NUMBER SYSTEM

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.		7.NS.1 a. Describe situations in which opposite quantities combine to make 0. d. Apply properties of operations as strategies to fluently add and subtract rational numbers.	
		7.NS.2 Apply and extend previous understandings of multiplication, division, and fractions to multiply and divide rational numbers. c. Apply properties of operations as strategies to fluently multiply and divide rational numbers. 7.NS.3 Solve real world and mathematical problems involving the four operations with rational numbers.	
Compute fluently with multi-digit numbers and find common factors and multiples.	6.NS.2 Fluently divide multi-digit numbers using strategies flexibly, including the standard algorithm. 6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using strategies flexibly, including the standard algorithm for each operation.		
Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.5 Understand that rational numbers are used together to describe quantities having opposite directions or values (may include temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge, etc.). Use rational numbers to represent quantities in real world contexts, explaining the meaning of 0 in each situation.		
	6.NS.7 Understand ordering and absolute value of rational numbers. b. Write, interpret, and explain statements of order for rational numbers in real world contexts. d. Distinguish comparisons of absolute value from statements about order.		

EXPRESSIONS AND EQUATIONS

Apply and extend previous understandings of arithmetic to algebraic expressions.

6.EE.1
Write and evaluate numerical expressions involving whole-number exponents.

6.EE.2
Write, read, and evaluate expressions in which letters stand for numbers.
a. Write expressions that record operations with numbers and with letters standing for numbers.
c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

6.EE.3
Apply the properties of operations to generate equivalent expressions.

6.EE.4
Identify when two expressions are equivalent.

Reason about and solve one-variable equations and inequalities.

6.EE.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.

EXPRESSIONS AND EQUATIONS	Use properties of operations to generate equivalent expressions.		7.EE.2 Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related.	
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		7.EE.3 Solve multi-step real-life and mathematical problems posed with rational numbers in any form (positive and negative, fractions, decimals, and integers), using tools strategically. Apply properties of operations to calculate with numbers in any form. Convert between forms as appropriate. Assess the reasonableness of answers using mental computation and estimation strategies.	
	Analyze and solve linear equations and pairs of simultaneous linear equations.			8.EE.8 c. Solve real world and mathematical problems leading to two linear equations in two variables.
FUNCTIONS	Define, evaluate, and compare functions.			8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, and/or by verbal descriptions).

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Draw, construct, and describe geometrical figures and describe the relationships between them.

7.G.1
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

7.G.3
Describe the cross-sections (two-dimensional figures that result from slicing three-dimensional figures, as in plane sections) of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

7.G.5
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure.

7.G.6
Solve real world and mathematical problems involving area of two-dimensional figures composed of polygons and/or circles, including composite figures. Use nets to solve real world and mathematical problems involving surface area of prisms and cylinders, including composite solids. Solve real world and mathematical problems involving volumes of right prisms, including composite solids.

G E O M E T R Y

Understand congruence and similarity using physical models, transparencies, or geometry software.

Understand congruence and similarity using physical models, transparencies, or geometry software.

Solve real world and mathematical problems involving volume of cylinders, cones, and spheres.

8.G.1
Understand the properties of rotations, reflections, and translations by experimentation:
a. Lines are transformed onto lines, and line segments onto line segments of the same length.
b. Angles are transformed onto angles of the same measure.
c. Parallel lines are transformed onto parallel lines.

8.G.2
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Given two congruent figures, describe a sequence of transformations that exhibits the congruence between them.

8.G.3
Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.

8.G.4
Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Given two similar two-dimensional figures, describe a sequence of transformations that exhibits the similarity between them.

8.G.9
Know the formulas for the volume of cones, cylinders and spheres. Use the formulas to solve real world and mathematical problems.

STATISTICS & PROBABILITY

<p>Summarize and describe distributions.</p>	<p>6.SP.5 c. Calculating quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.</p>		
<p>Draw informal comparative inferences about two populations.</p>		<p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p>	
<p>Investigate chance processes and develop, use, and evaluate probability models.</p>		<p>7.SP.5 Understand that the probability of a chance event is a number from 0 through 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. Predict the approximate relative frequency given the probability.</p>	

Media Arts		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
CREATING	<u>Conceive</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work	MA:Cr1.3 a. Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	MA:Cr1.4 a. Conceive of original artistic goals for media artworks using a variety of creative methods.	MA:Cr1.5 a. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others, keeping in mind the legalities of copyright and fair use.	MA:Cr1.6 a. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming keeping in mind the legalities of copyright and fair use.	MA:Cr1.7 a. Produce a variety of ideas and solutions, keeping in mind the legalities of copyright and fair use, for media artworks through the application of chosen inventive processes, such as concept modeling and prototyping.	MA:Cr1.8 a. Generate ideas, goals, and solutions for original media artworks, keeping in mind the legalities of copyright and fair use, through application of focused creative processes, such as divergent thinking and experimenting.
	<u>Develop</u> Anchor Standard 2: Organize and develop artistic ideas and work	MA:Cr2.3 a. Form, share, and test ideas, plans, and models to prepare for media arts productions.	MA:Cr2.4 a. Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.	MA:Cr2.5 a. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.	MA:Cr2.6 a. Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	MA:Cr2.7 a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	MA:Cr2.8 a. Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.
	<u>Construct</u> Anchor Standard 3: Refine and complete artistic work		MA:Cr3.4 a. Structure, arrange and refine various content and components to convey purpose and meaning in different media arts productions.	MA:Cr3.5 a. Determine how elements, components, and intentional effects in a media artwork can be altered in order to communicate clearly.	MA:Cr3.6 a. Experiment and refine with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.	MA:Cr3.7 a. Coordinate production processes to integrate content and expressive components for refining media artworks to reflect an understanding of purpose, audience, or place.	MA:Cr3.8 a. Implement and refine production processes to integrate content and stylistic conventions for determined meaning in media arts productions in order to reflect an understanding of purpose, audience, and place demonstrating an understanding of associated principles, such as theme and unity.
PRODUCING	<u>Integrate</u> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation	MA:Pr4.3 a. Integrate varied art forms, production roles, and media content into media artworks.	MA:Pr4.4 a. Demonstrate how a variety of forms and content can be mixed and coordinated into media artworks.	MA:Pr4.5 a. Create media artworks through the integration of multiple contents and forms.	MA:Pr4.6 a. Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.	MA:Pr4.7 a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	MA:Pr4.8 a. Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.
	<u>Practice</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation	MA:Pr5.3 a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles. b. Exhibit a variety of basic technical, creative skills and production roles to create new content in media arts presentations.	MA:Pr5.4 a. Practice roles in foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration to solve problems and create media arts productions.	MA:Pr5.5 a. Enact various roles to practice fundamental ability in artistic design, technical, and soft skills, such as formal technique, production, and collaboration to solve problems and create media arts productions.	MA:Pr5.6 a. Develop a variety of artistic design, innovation, technical, and soft skills through performing various assigned roles in producing media artworks.	MA:Pr5.7 a. Exhibit an increasing set of artistic design, innovation, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.	MA:Pr5.8 a. Demonstrate a defined range of artistic design, innovation, technical, and soft skills through performing specified roles in producing media artworks, such as strategizing and collaborative communication.
	<u>Present</u> Anchor Standard 6: Convey meaning through the presentation of artistic work	MA:Pr6.3 a. Discuss presentation conditions and ways to improve media artworks presentations.	MA:Pr6.4 a. Explain the presentation conditions and share results of improvements for presenting media artworks.	MA:Pr6.5 a. Compare qualities and purposes of presentation formats, and improvements in presentation and/or distribution of media artworks.	A:Pr6.6 a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. b. Analyze results and improvements for presenting media artworks.	MA:Pr6.7 a. Evaluate various presentation formats to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. b. Evaluate the results and improvements for presenting media artworks, considering impacts on personal growth.	MA:Pr6.8 a. Design the presentation and distribution of media artworks through multiple formats and/or contexts. b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.

RESPONDING	<p><u>Interpret</u> Anchor Standard 7: Perceive and analyze artistic work</p>	<p>MA:Re7.3 a. Describe how messages are created by components in media artworks and how they affect audience experiences.</p>	<p>MA:Re7.4 a. Explain how various forms, methods, and styles influence the message of a media artwork and how they affect audience experiences.</p>	<p>MA:Re7.5 a. Identify, describe, and differentiate how message and meaning are created by components in media artworks and how they affect audience experiences.</p>	<p>MA:Re7.6 a. Identify, describe, and analyze how message and meaning are created by components in media artworks and how they affect audience experiences.</p>	<p>MA:Re7.7 a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks and how they interact with personal preferences in influencing audience experience.</p>	<p>MA:Re7.8 a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks and how they affect audience experiences and create intention.</p>
	<p><u>Perceive</u> Anchor Standard 8: Interpret intent and meaning in artistic work</p>	<p>MA:Re8.3 a. Determine the purposes and meanings of media artworks while describing their context.</p>	<p>MA:Re8.4 a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.</p>	<p>MA:Re8.5 a. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.</p>	<p>MA:Re8.6 a. Analyze the intent of a variety of media artworks, using given criteria.</p>	<p>MA:Re8.7 a. Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.</p>	<p>MA:Re8.8 a. Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.</p>
	<p><u>Evaluate</u> Anchor Standard 9: Apply criteria to evaluate artistic work</p>	<p>MA:Re9.3 a. Identify basic criteria to evaluate media artworks, considering possible improvements and context.</p>	<p>MA:Re9.4 a. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.</p>	<p>MA:Re9.5 a. Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.</p>	<p>MA:Re9.6 a. Determine and apply specific criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.</p>	<p>MA:Re9.7 a. Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.</p>	<p>MA:Re9.8 a. Evaluate media artworks and production processes with developed criteria, considering context and artistic goals.</p>
CONNECTING	<p><u>Synthesize</u> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art</p>	<p>MA:Cn10.3 a. Use personal experiences and external resources to create media artworks. b. Demonstrate how media artworks influence popular media.</p>	<p>MA:Cn10.4 a. Examine and use personal experience and external resources to create media artworks.</p>	<p>MA:Cn10.5 a. Access and use personal experiences and external resources to create media artworks.</p>	<p>MA:Cn10.6 a. Access, evaluate, and use personal experiences and external resources to create media artworks.</p>	<p>MA:Cn10.7 a. Access, evaluate, and use personal experiences and external resources to inform the creation of media artworks.</p>	<p>MA:Cn10.8 a. Access, evaluate, and use personal experiences and external resources to inform the creation of media artworks.</p>
	<p><u>Relate</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>	<p>MA:Cn11.3 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.</p>	<p>MA:Cn11.4 a. Demonstrate how media artworks and ideas relate to everyday life and culture. b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.</p>	<p>MA:Cn11.5 a. Research and show how media artworks and ideas relate to personal, cultural, social, and community life. b. Examine, discuss, and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.</p>	<p>MA:Cn11.6 a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations. b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.</p>	<p>MA:Cn11.7 a. Research and demonstrate how media artworks and ideas relate to various situations, purposes, and values. b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.</p>	<p>MA:Cn11.8 a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values. b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.</p>

Music		3rd Grade	4th Grade	5th Grade	6th Grade	Grades 7-8
CREATING	Imagine	MU:Cr1.1.3 a. Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social). b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.	MU:Cr1.1.4 a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	MU:Cr1.1.5 a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.	MU:Cr1.1.6 a. Improvise rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	MU:Cr1.1.E.1 a. Improvise and compose melodic or rhythmic ideas based on characteristic(s) of other music or text(s).
	Plan and Make	MU:Cr2.1.3 a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context.	MU:Cr2.1.4 a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	MU:Cr2.1.5 a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	MU:Cr2.1.6 a. Select, organize, and construct personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	MU:Cr2.1.E.1 a. Select and develop previously improvised/composed melodic or rhythmic ideas based on characteristic(s) of other music or text(s).
	Evaluate and Refine					MU:Cr3.1.E.1 a. Evaluate and refine draft melodic or rhythmic ideas based on teacher-provided or class-developed criteria.
	Present	MU:Cr3.2.3 a. Present the final version of personal created music to others and describe connection to expressive intent.	MU:Cr3.2.4 a. Present the final version of personal created music to others and explain connection to expressive intent.	MU:Cr3.2.5 a. Present the final version of personal created music to others that demonstrates craftsmanship and explain connection to expressive intent.	MU:Cr3.2.6 a. Present the final version of personal composition or arrangement, using craftsmanship to demonstrate an effective beginning, middle, and ending, that conveys expressive intent.	MU:Cr3.2.E.1 a. Share melodic or rhythmic ideas that demonstrate understanding of creating music based upon characteristics of other music or text(s).
PERFORMING	Select	MU:Pr4.1.3 a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	MU:Pr4.1.4 a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, context, and technical skill.	MU:Pr4.1.5 a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context, as well as their personal and others' technical skill.	MU:Pr4.1.6 a. Apply established criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.	
	Analyze	MU:Pr4.2.3 c. Describe how context (such as personal and social) can inform a performance.	MU:Pr4.2.4 c. Explain how context (such as social and cultural) informs a performance.	MU:Pr4.2.5 c. Explain how context (such as social, cultural, and historical) informs performances.	MU:Pr4.2.6 c. Identify how cultural and historical context inform performances.	
	Present	MU:Pr6.1.3 b. Demonstrate performance decorum and audience etiquette appropriate for context and venue.	MU:Pr6.1.4 b. Demonstrate performance decorum and audience etiquette appropriate for context, venue, and genre.	MU:Pr6.1.5 b. Demonstrate performance decorum and audience etiquette appropriate for context, venue, genre, and style.	MU:Pr6.1.6 b. Demonstrate refined performance decorum and audience etiquette appropriate for context, venue, genre, and style.	

RESPONDING	Select	MU:Re7.1.3 a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, or purposes.	MU:Re7.1.4 a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	MU:Re7.1.5 a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	MU:Re7.1.6 a. Select or choose music and explain connections to specific interests or experiences for a specific purpose or context.	MU:Re7.1.E.I a. Select music to experience based on interests and experiences.
	Analyze	MU:Re7.2.3 a. Demonstrate and describe how a response to music can be informed by structure, use of the elements of music, and context (such as personal and social).	MU:Re7.2.4 a. Demonstrate and explain how responses to music are informed by structure, use of the elements of music, and context (such as social and cultural).	MU:Re7.2.5 a. Demonstrate and explain, citing evidence, how responses to music are informed by structure, use of the elements of music, and context (such as social, cultural, and historical).	MU:Re7.2.6 a. Describe how elements of music and expressive qualities relate to structure of pieces.	MU:Re7.2.E.I a. Identify the elements of music that inform a response to selected music.
CONNECTING	MU:Cn10.1.3 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.4 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.5 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.6 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.E.I a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
	MU:Cn10.2.3 a. Incorporate traditional and emerging technologies to create, perform and respond to music.	MU:Cn10.2.4 a. Incorporate traditional and emerging technologies to create, perform and respond to music.	MU:Cn10.2.5 a. Incorporate traditional and emerging technologies to create, perform and respond to music.	MU:Cn10.2.6 a. Incorporate traditional and emerging technologies to create, perform and respond to music.	MU:Cn10.2.E.I a. Incorporate traditional and emerging technologies to create, perform and respond to music.	
	MU:Cn10.3.3 a. Analyze and evaluate the effect of technology on development of music and performance.	MU:Cn10.3.4 a. Analyze and evaluate the effect of technology on development of music and performance.	MU:Cn10.3.5 a. Analyze and evaluate the effect of technology on development of music and performance.	MU:Cn10.3.6 a. Analyze and evaluate the effect of technology on development of music and performance.	MU:Cn10.3.E.I a. Analyze and evaluate the effect of technology on development of music and performance.	
	MU:Cn11.1.3 a. Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	MU:Cn11.1.4 a. Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	MU:Cn11.1.5 a. Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	MU:Cn11.1.6 a. Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	MU:Cn11.1.E.I a. Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	
	MU:Cn11.3.3 a. Explore careers in and related to the arts and how they impact local and global economies.	MU:Cn11.3.4 a. Explore careers in and related to the arts and how they impact local and global economies.	MU:Cn11.3.5 a. Explore careers in and related to the arts and how they impact local and global economies.	MU:Cn11.3.6 a. Explore careers in and related to the arts and how they impact local and global economies.	MU:Cn11.3.E.I a. Explore careers in and related to the arts and how they impact local and global economies.	

Physical Education	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Standard 1 Demonstrates competency in a variety of motor skills and movement patterns.	Locomotor S1.E1.3 Hopping, galloping, running, sliding, skipping, leaping S1.E2.3 Jogging, running S1.E3.3 Jumping & landing, horizontal S1.E4.3 Jumping & landing, vertical S1.E5.3 Rhythmic activities/dance S1.E6.3 Combinations of locomotor	Locomotor S1.E1.4 Hopping, galloping, running, sliding, skipping, leaping S1.E2.4 Jogging, running S1.E3.4 Jumping & landing, horizontal S1.E4.4 Jumping & landing, vertical S1.E5.4* Rhythmic activities/dance S1.E6.4* Combinations of locomotor	Locomotor S1.E1.4 Hopping, galloping, running, sliding, skipping, leaping S1.E2.4 Jogging, running S1.E3.4 Jumping & landing, horizontal S1.E4.4 Jumping & landing, vertical S1.E5.4* Rhythmic activities/dance S1.E6.4* Combinations of locomotor	Games and Sports S1.M1.6* Rhythmic activities/dance S1.M2.6 Throwing S1.M3.6* Catching Catches S1.M4.6* Passing & receiving S1.M5.6 Passing & receiving Throws S1.M6.6 Offensive skills S1.M7.6 Offensive S1.M8.6 Dribbling/ball control. S1.M9.6 Dribbling/ball control S1.M10.6* Shooting on goal S1.M11.6 Defensive skills S1.M12.6* Serving S1.M13.6 Striking Strikes S1.M15.6* Weight transfer S1.M16.6 Volley Forehand S1.M17.6* Two-hand volley S1.M18.6* Underhand throw S1.M19.6 Striking Strikes, S1.M21.6* Catching Catches,	Games and Sports S1.M1.7* Rhythmic activities/dance S1.M2.7 Throwing S1.M3.7* Catching Catches S1.M4.7* Passing & receiving S1.M5.7 Passing & receiving Throws S1.M6.7 Offensive skills S1.M7.7 Offensive S1.M8.7 Dribbling/ball control. S1.M9.7 Dribbling/ball control S1.M10.7* Shooting on goal S1.M11.7 Defensive skills S1.M12.7* Serving S1.M13.7 Striking Strikes S1.M15.7* Weight transfer S1.M16.7 Volley Forehand S1.M17.7* Two-hand volley S1.M18.7* Underhand throw S1.M19.7 Striking Strikes, S1.M21.7* Catching Catches,	Games and Sports S1.M1.8* Rhythmic activities/dance S1.M2.8 Throwing S1.M3.8* Catching Catches S1.M4.8* Passing & receiving S1.M5.8 Passing & receiving Throws S1.M6.8 Offensive skills S1.M7.8 Offensive S1.M8.8 Dribbling/ball control. S1.M9.8 Dribbling/ball control S1.M10.8* Shooting on goal S1.M11.8 Defensive skills S1.M12.8* Serving S1.M13.8 Striking Strikes S1.M15.8* Weight transfer S1.M16.8 Volley Forehand S1.M17.8* Two-hand volley S1.M18.8* Underhand throw S1.M19.8 Striking Strikes, S1.M21.8* Catching Catches,
	Nonlocomotor (stability) S1.E7.3 Balance S1.E8.3 Weight transfer S1.E9.3 Weight transfer, rolling S1.E10.3 Curling & stretching; twisting & bending S1.E11.3 Combinations Combines locomotor skills and movement concepts S1.E12.3* Balance & weight transfers	Nonlocomotor (stability) S1.E7.4 Balance S1.E8.4 Weight transfer S1.E9.4 Weight transfer, rolling S1.E10.4 Curling & stretching; twisting & bending S1.E11.4* Combinations Combines locomotor skills and movement concepts S1.E12.4* Balance & weight transfers	Nonlocomotor (stability) S1.E7.5 Balance S1.E8.5 Weight transfer S1.E9.5 Weight transfer, rolling S1.E10.5 Curling & stretching; twisting & bending S1.E11.5* Combinations Combines locomotor skills and movement concepts S1.E12.5* Balance & weight transfers			
	Manipulative S1.E13.3 Underhand throw Throws S1.E14.3 Overhand throw S1.E16.3 Catching Catches S1.E17.3 Dribbling/ball control with hands S1.E18.3 Dribbling/ball control with feet S1.E19.3 Passing & receiving with feet S1.E21.3a & b Kicking S1.E22.3 Volley, underhand S1.E25.3 Striking, long implement S1.E27.3 Jumping rope	Manipulative S1.E13.4 Underhand throw Throws S1.E14.4 Overhand throw S1.E16.4 Catching Catches S1.E17.4 Dribbling/ball control with hands S1.E18.4 Dribbling/ball control with feet S1.E19.4 Passing & receiving with feet S1.E21.4a & b Kicking S1.E22.4 Volley, underhand S1.E25.4 Striking, long implement S1.E27.4 Jumping rope	Manipulative S1.E13.5 Underhand throw Throws S1.E14.5 Overhand throw S1.E16.5 Catching Catches S1.E17.5 Dribbling/ball control with hands S1.E18.5 Dribbling/ball control with feet S1.E19.5 Passing & receiving with feet S1.E21.5a & b Kicking S1.E22.5 Volley, underhand S1.E25.5 Striking, long implement S1.E27.5 Jumping rope			

Standard 2
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

<p>S2.E1.3 Space Recognizes the concept of open spaces in a movement context.</p>	<p>S2.E1.4 Space a. Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). b. Applies the concept of closing spaces in small-sided practice tasks. c. Dribbles in general space with changes in direction and speed.</p>	<p>S2.E1.5 Space Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance/rhythmic activities/dance environments.</p>	<p>S2.M1.6 Creating & reducing space with movement Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; changes of speed, direction or pace).</p>	<p>S2.M1.7 Creating & reducing space with movement Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).</p>	<p>S2.M1.8 Creating & reducing space with movement Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.</p>
<p>S2.E2.3 Pathways, shapes, levels Recognizes locomotor skills specific to a wide variety of physical activities.</p>	<p>S2.E2.4 Pathways, shapes, levels Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance/rhythmic movement environments.</p>	<p>S2.E2.5 Pathways, shapes, levels Combines movement concepts with skills in small-sided practice tasks in-game environments, gymnastics and rhythmic activities/dance with self direction.</p>	<p>S2.M2.6 Creating space with offensive tactics Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots, and fakes; give & go.</p>	<p>S2.M2.7 Creating space with offensive tactics Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.</p>	<p>S2.M2.8 Creating space with offensive tactics Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go.</p>
<p>S2.E3.3 Speed, direction, force Combines movement concepts (direction, levels, force, time) with skills</p>		<p>S2.E3.5 Speed, direction, force a. Applies movement concepts to strategy in game situations. b. Applies the concepts of direction and force to strike an object with a long-handled implement. c. Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in-game environments, rhythmic activities/dance and gymnastics.</p>	<p>S2.M3.6 Creating space using width & length Creates open space by using the width and length of the field/court on offense.</p>	<p>S2.M3.7 Creating space using width & length Creates open space by staying spread on offense, and cutting and passing quickly.</p>	<p>S2.M3.8 Creating space using width & length Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.</p>
<p>S2.E4.3 Alignment & muscular tension a. Employs the concept of alignment in gymnastics and dance. b. Employs the concept of muscular tension with balance in gymnastics and dance.</p>	<p>S2.E4.4 Alignment and muscular tension Applies skill.</p>	<p>S2.E4.5 Alignment & muscular tension Applies skill.</p>	<p>S2.M4.6 Reducing space by changing size & shape Reduces open space on defense by making the body larger and reducing passing angles.</p>	<p>S2.M4.7 Reducing space by changing size & shape Reduces open space on defense by staying close to the opponent as he/she nears the goal.</p>	<p>S2.M4.8 Reducing space by changing size & shape Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).</p>

Standard 2
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

<p>S2.E5.3 Strategies & tactics</p> <p>a. Applies simple strategies and tactics in chasing activities.</p> <p>b. Applies simple strategies in fleeing activities.</p>	<p>S2.E5.4 Strategies & tactics</p> <p>a. Applies simple offensive strategies and tactics in chasing and fleeing activities.</p> <p>b. Applies simple defensive strategies and tactics in chasing and fleeing activities.</p> <p>c. Recognizes the type of kicks needed for different games and sports situations.</p>	<p>S2.E5.5 Strategies & tactics</p> <p>a. Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.</p> <p>b. Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.</p> <p>c. Recognizes the type of throw, volley or striking action needed for different games and sports situations.</p>	<p>S2.M5.6 Reducing space using denial</p> <p>Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</p>	<p>S2.M5.7 Reducing space using denial</p> <p>Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.</p>	<p>S2.M5.8 Reducing space using denial</p> <p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.</p>
			<p>S2.M6.6 Transitions</p> <p>Transitions from offense to defense or defense to offense by recovering quickly.</p>	<p>S2.M6.7 Transitions</p> <p>Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.</p>	<p>S2.M6.8 Transitions</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.</p>
			<p>S2.M7.6 Creating space through variation</p> <p>Creates open space in net/wall games with a short-handled implement by varying force and direction.</p>	<p>S2.M7.7 Creating space through variation</p> <p>Creates open space in net/wall games with a long-handled implement by varying force and direction, and moving opponent from side to side.</p>	<p>S2.M7.8 Creating space through variation</p> <p>Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back.</p>
			<p>S2.M8.6 Using tactics & shots</p> <p>Reduces offensive options for opponents by returning to mid-court position.</p>	<p>S2.M8.7 Using tactics & shots</p> <p>Selects offensive shot based on opponent's location (hit where opponent is not).</p>	<p>S2.M8.8 Using tactics & shots</p> <p>Varies placement, force and timing of return to prevent anticipation by opponent.</p>
			<p>S2.M9.6 Shot selection</p> <p>Selects appropriate shot and/or club based on location of the object in relation to the target.</p>	<p>S2.M9.7 Shot selection</p> <p>Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.</p>	<p>S2.M9.8 Shot selection</p> <p>Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.</p>
			<p>S2.M10.6 Offensive strategies</p> <p>Identifies open spaces and attempts to strike object into that space.</p>	<p>S2.M10.7 Offensive strategies</p> <p>Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.</p>	<p>S2.M10.8 Offensive strategies</p> <p>Identifies sacrifice situations and attempt to advance a teammate.</p>
			<p>S2.M11.6 Reducing space</p> <p>Identifies the correct defensive play, based on the situation (e.g., number of outs)</p>	<p>S2.M11.7 Reducing space</p> <p>Selects the correct defensive play based on the situation (e.g., number of outs).</p>	<p>S2.M11.8 Reducing space</p> <p>Reduces open spaces in the field by working with teammates to maximize coverage.</p>
			<p>S2.M12.6 Movement concepts</p> <p>Varies application of weight transfer and balance during rhythmic activities/dance or gymnastic activities.</p>	<p>S2.M12.7 Movement concepts</p> <p>Identifies and applies Newton's Laws of Motion to various rhythmic activities/dance or movement activities.</p>	<p>S2.M12.8 Movement concepts</p> <p>Describes and applies mechanical advantage(s) for a variety of movement patterns.</p>
			<p>S2.M13.6 Movement concepts</p> <p>Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.</p>	<p>S2.M13.7 Movement concepts</p> <p>Analyzes the situation and makes adjustments to ensure the safety of self and others.</p>	<p>S2.M13.8 Movement concepts</p> <p>Implements safe protocols in self-selected outdoor activities.</p>

Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	Physical Activity Knowledge		S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class (e.g., indoor and outdoor recess.		S3.M1.6 Describes how being physically active leads to a healthy body.	S3.M1.7 Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	S3.M1.8 Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.
	Engages in Physical Activity	S3.E2.3 Engages in the activities of physical education class without the teacher prompting.	S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.	S3.E2.5 Actively engages in all the activities of physical education.	S3.M2.6 Participates in self-selected physical activity outside of physical education class.	S3.M2.7 Participates in a physical activity twice a week outside of physical education class.	S3.M2.8 Participates in physical activity three times a week outside of physical education class.
					S3.M3.6 Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics, and rhythmic activities/dance.	S3.M3.7 Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training and light free-weight training.	S3.M3.8 Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, rhythmic activities/dance and swimming.
					S3.M4.6 Participates in a variety of aerobic-fitness activities using technology.	S3.M4.7 Identifies and participates in a variety of strength-and-endurance fitness activities such as weight or resistance training.	S3.M4.8 Plans and implements a program of cross-training to include aerobic, strength and endurance and flexibility training.
					S3.M5.6 Identifies and participates in a variety of lifetime recreational team sports, outdoor pursuits or rhythmic activities/dance activities (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths).	S3.M5.7 Identifies and participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths).	S3.M5.8 Identifies and participates in a self-selected lifetime sport, rhythmic activities/dance, aquatic or outdoor activity outside of the school day (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths).
	Fitness Knowledge	S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.	S3.E3.4 Identifies the components of health-related fitness.	S3.E3.5 Differentiates between skill-related and health-related fitness.	S3.M6.6 Participates in moderate to vigorous aerobic physical activity.	S3.M6.7 Identifies and participates in moderate to vigorous muscle- and bonestrengthening physical activity at least three times a week.	S3.M6.8 Participates in moderate to vigorous aerobic and/or muscle- and bonestrengthening physical activity for at least 60 minutes per day at least five times a week.
		S3.E4.3 Recognizes the importance of warm-up & cool-down relative to vigorous physical activity		S3.E4.5 Identifies the need for warm-up and cool-down relative to various physical activities.			S3.M7.8 Compares and contrasts health-related fitness components.
							S3.M8.8 Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
		S3.E6.3 Assessment & program planning: Nutrition Identifies foods that are beneficial for before and after physical activity.	S3.E6.4- Discusses the importance of hydration and hydration choices relative to physical activities	S3.E6.5 Nutrition Analyzes the impact of food choices relative to physical activity, youth sports and personal health.	S3.M9.6 Employs correct techniques and methods of stretching.	S3.M9.7 Describes and demonstrates the difference between dynamic and static stretches.	S3.M9.8 Employs a variety of appropriate static- and dynamic-stretching techniques for all major muscle groups.

Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	Fitness Knowledge				S3.M10.6 Differentiates between aerobic and anaerobic capacity, and between muscle strength and endurance.	S3.M10.7 Describes the role of exercise and nutrition in weight management.	S3.M10.8 Describes the role of flexibility in injury prevention.	
							S3.M11.8 Uses the overload principle (FITT formula) in preparing a personal workout.	
							S3.M12.8 Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.	
							S3.M13.8 Defines how the Borg Rating of Perceived Exertion (RPE) Scale can be used to adjust workout intensity during physical activity.	
							S3.M14.8 Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.	
	Assessment and Program Planning	S3.E5.3 Demonstrates, with teacher direction, the health-related fitness components.						S3.M15.8 Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment. (e.g., Presidential Youth Fitness Program, and other fitness programs).
							S3.M16.8 Designs and implements a program to improve levels of health-related fitness and nutrition.	
	Nutrition	S3.E6.3 Identifies foods that are beneficial for before and after physical activity.	S3.E6.4 Discusses the importance of hydration and hydration choices relative to physical activities.	S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth sports and personal health.	S3.M17.6 Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	S3.M17.7 Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.	S3.M17.8 Describes the relationship between poor nutrition and health risk factors.	
	Stress Management				S3.M18.6 Identifies positive and negative results of stress and appropriate ways of dealing with each.	S3.M18.7 Practices strategies for dealing with stress such as deep breathing, guided visualization, and aerobic exercise.	S3.M18.8 Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.	

Standard 4 Exhibits responsible personal and social behavior that respects self and others.	Personal Responsibility	S4.E1.3 Exhibits personal responsibility in teacher-directed activities.	S4.E1.4 Exhibits responsible behavior in independent group situations.	S4.E1.5 Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).	S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.	S4.M1.7 Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.	S4.M1.8 Accepts responsibility for improving one's own levels of physical activity and fitness.
			S4.E2.4 Reflects on personal social behavior in physical activity	S4.E2.5 a. Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. b. Exhibits respect for self with appropriate behavior while engaging in physical activity.	S4.M2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	S4.M2.7 Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	S4.M2.8 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
	Accepting Feedback	S4.E3.3 Accepts and implements specific corrective teacher feedback.	S4.E3.4 Listens respectfully to corrective feedback from others. (e.g., peers, adults).	S4.E3.5 Gives corrective feedback respectfully to peers.	S4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	S4.M3.7 Provides corrective feedback to a peer, using teacher-generated guidelines and incorporating appropriate tone and other communication skills.	S4.M3.8 Provides encouragement and feedback to peers without prompting from the teacher.
	Working with Others	S4.E4.3 a. Works cooperatively with others. b. Recognizes others for their success/effort in movement performance.	S4.E4.4 a. Recognizes the movement performance of others both more and less skilled. b. Accepts players of all skill levels into physical activity.	S4.E4.5 Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.	S4.M4.6 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	S4.M4.7 Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	S4.M4.8 Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
					S4.M5.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities.	S4.M5.7 Problem solves with a small group of classmates during adventure activities, small-group initiatives or game play.	S4.M5.8 Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play.
	Rules and Etiquette	S4.E5.3 Recognizes the role of rules and etiquette in physical activity with peers.	S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.		S4.M6.6 Identifies the rules and etiquette for physical activities, games and rhythmic activities/dance.	S4.M6.7 Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify rhythmic activities/dance.	S4.M6.8 Applies rules and etiquette by acting as an official for modified physical activities and games and creating rhythmic activities/dance routines within a given set of parameters.
	Safety	S4.E6.3 Works independently and safely in physical activity settings.	S4.E6.4 Safely with peers and equipment in physical activity settings.	S4.E6.5 Applies safety principles with age-appropriate physical activities.	S4.M7.6 Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	S4.M7.7 Independently uses physical activity and exercise equipment appropriately and safely.	S4.M7.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns (precautions and consequences) associated with the activity.
					S4.M8.6 Demonstrates competency in performing basic hands only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines.	S4.M8.7 Demonstrates competency in performing basic hands only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines.	S4.M8.8 Demonstrates competency in performing hands only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	Health	S5.E1.3 Discusses the relationship between physical activity and good health.	S5.E1.4 Examines the health benefits of participating in physical activity.	S5.E1.5 Compares the health benefits of participating in selected physical activities.	S5.M1.6 Describes how being physically active leads to a healthy body.	S5.M1.7 Identifies different types of physical activities and describes how each exerts a positive impact on health.	S5.M1.8 Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.
					S5.M2.6 Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.	S5.M2.7 Identifies positive mental and emotional aspects of participating in a variety of physical activities.	S5.M2.8 Analyzes the empowering benefits of being physical active.
	Challenge	S5.E2.3 Discusses the challenge that comes from learning a new physical activity.	S5.E2.4 Rates the enjoyment of participating in challenging and mastered physical activities.		S5.M3.6 Recognizes individual challenges and copes in a positive way.	S5.M3.7 Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.	S5.M3.8 Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
		S5.E3.3 Reflects on the reasons for enjoying selected physical activities.	S5.E3.4 Ranks the enjoyment of participating in different physical activities.	S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.	S5.M4.6 Describes how moving competently in a physical activity setting creates enjoyment.	S5.M4.7 Identifies why self-selected physical activities create enjoyment.	S5.M4.8 Discusses how enjoyment could be increased in self-selected physical activities.
	Self-Expression & Enjoyment				S5.M5.6 Identifies how self-expression and physical activity are related.	S5.M5.7 Explains the relationship between self-expression and lifelong enjoyment through physical activity.	S5.M5.8 Identifies and participates in an enjoyable activity that prompts individual self-expression.
		S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity.	S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.	S5.E4.5 Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).	S5.M6.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.	S5.M6.7 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.	S5.M6.8 Demonstrates respect for self by asking for help and helping others in various physical activities.

SCIENCE		3rd Grade	4th Grade	5th Grade	Middle School (6th-8th)
PHYSICAL SCIENCE	Matter and Interaction			<p>5-PS1-1: Develop a model to describe that matter is made of particles too small to be seen.</p> <p>A. Structure and Properties of Matter- Matter of any type can be subdivided into particles that are too small to see, but the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.</p>	<p>MS-PS1-1: Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p>A. Structure and Properties of Matter- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).</p>
				<p>5-PS1-2: Measure and graph metric quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total mass is conserved.</p> <p>A. Structure and Properties of Matter- The mass of matter is conserved when it changes form, even in transitions in which it seems to vanish.</p> <p>B: Chemical Reactions- No matter what reaction or change in properties occurs, the total mass of the substances does not change.</p>	<p>MS-PS1-2: Analyze and interpret data on the properties of substances before and after an interaction has occurred to determine if a chemical reaction has occurred.</p> <p>A. Structure and Properties of Matter- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.</p> <p>B. Chemical Reactions- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.</p>

PHYSICAL SCIENCE

Matter and Interaction

5-PS1-3:
Make observations and measurements to identify materials based on their properties.

A. Structure and Properties of Matter-
Measurements of a variety of properties can be used to identify materials.

MS-PS1-3:
Gather and analyze information to describe that synthetic materials come from natural resources and impact society.

A. Structure and Properties of Matter-
Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.

B. Chemical Reactions-
Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

5-PS1-4:
Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

B. Chemical Reactions-
When two or more different substances are mixed, a new substance with different properties may be formed.

MS-PS1-4:
Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

A. Structures and Properties of Matter-
The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.

MS-PS3-1 A. Definitions of Energy-
Heat refers to the energy transferred due to the temperature difference between two objects. The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule. The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material.

PHYSICAL SCIENCE	Matter and Interaction				<p>MS-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p>B. Chemical Reactions- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. The total number of each type of atom is conserved, and thus the mass does not change.</p>
	Motion and Stability: Forces and Interactions	<p>3-PS2-1: Plan and conduct an investigation to prove the effects of balanced and unbalanced forces on the motion of an object.</p> <p>A. Forces and Motion- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion.</p> <p>B. Types of Interactions- Objects in contact exert forces on each other.</p>			<p>MS-PS2-1: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.</p> <p>A. Forces and Motion- The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.</p>

PHYSICAL SCIENCE

Motion and Stability: Forces and Interactions

3-PS2-2:
Make observations and metric measurements of an object's motion to prove that a pattern can be used to predict future motion.

A. Forces and Motion-
The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it.

3-PS2-3:
Ask questions to determine cause and effect relationships of static electricity or magnetic interactions between two objects not in contact with each other.

B. Types of Interactions-
Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

MS-PS2-2:
Plan an investigation using Newton's First and Second Laws 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.

A. Forces and Motion-
The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. A larger force causes a larger change in motion. All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.

MS-PS2-3:
Interpret data to determine the factors that affect the strength of electric and magnetic forces.

B. Types of Interactions-
Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.

PHYSICAL SCIENCE	Motion and Stability: Forces and Interactions	<p>3-PS2-4: Define a simple design problem that can be solved by applying scientific ideas about magnets.</p> <p>B. Types of Interactions- Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.</p>			
					<p>MS-PS2-5: Conduct an investigation to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.</p> <p>B. Types of Interactions- Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).</p>

PHYSICAL SCIENCE

Energy

4-PS3-1:
Use evidence to construct an explanation relating the speed of an object to the energy of that object.

A. Definitions of Energy-
The faster a given object is moving, the more energy it possesses.

MS-PS3-1:
Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and/or the speed of an object.

A. Definitions of Energy-
Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.

4-PS3-2:
Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

A. Definitions of Energy-
Energy can be transferred from place to place by moving objects or through sound, light, or electric currents.

B. Conservation of Energy and Energy Transfer-
Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred causing a change in motion. In such collisions, some energy is also transferred to the surrounding air as heat or sound. Energy can also be transferred from place to place by electric currents to produce motion, sound, heat, or light.

PHYSICAL SCIENCE

Energy

4-PS3-3:
Ask questions and predict outcomes about the changes in energy that occur when objects collide.

A. Definitions of Energy-
Energy can be moved from place to place by moving objects or through sound, light, or electric currents.

B. Conservation of Energy and Energy Transfer-
Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.

C. Relationship Between Energy and Forces-
When objects collide, the contact forces transfer energy to change the objects' motions.

PHYSICAL SCIENCE

Waves and their Applications in Technologies for Information Transfer

	<p>4-PS4-1: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p> <p>A. Wave Properties- Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. -Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).</p>		<p>MS-PS4-1: Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.</p> <p>A. Wave Properties- A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.</p>
	<p>4-PS4-3: Construct a code to convey information by researching past and present methods of transmitting information.</p> <p>C. Information Technologies and Instrumentation- Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information— convert it from digitized form to voice—and vice versa.</p>		<p>MS-PS4-2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p> <p>A. Wave Properties- A sound wave needs a medium through which it is transmitted.</p> <p>B. Electromagnetic Radiation- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. However, because light can travel through space, it cannot be a matter wave, like sound or water waves.</p>
			<p>MS-PS4-3: Evaluate how different forms of technology utilize different signals.</p> <p>C. Information Technologies and Instrumentation- Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.</p>

LIFE SCIENCE

From Molecules to Organisms: Structure and Processes

<p>3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all experience birth, growth, reproduction, and death.</p> <p>B. Growth and Development of Organisms- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.</p>	<p>4-LS1-1: Construct an argument that plants, and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>A. Structure and Function- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.</p>	<p>5-LS1-1: Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>C. Organization for Matter and Energy Flow in Organisms- Plants acquire their material for growth from carbon dioxide, the sun, and water through the process of photosynthesis.</p>	<p>MS-LS1-1: Conduct an investigation to provide evidence that living things are unicellular or multicellular and may have different cell types.</p> <p>A. Structure and Function- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).</p>
	<p>4-LS1-2: Form an explanation to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p> <p>D. Information Processing- Different sense receptors are specialized for information, which may be processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.</p>		<p>MS-LS1-2: Develop and use a model to describe the function of a cell as a whole and ways cell parts (organelles) contribute to the cell functions.</p> <p>A. Structure and Function- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.</p>
			<p>MS-LS1-3: Use evidence to model how the body is a system of interacting subsystems composed of groups of cells.</p> <p>A. Structure and Function- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.</p>

LIFE SCIENCE

From Molecules to Organisms: Structure and Processes

MS-LS1-4:
Use evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction.

B. Growth and Development of Organisms-
Animals engage in characteristic behaviors that increase the odds of reproduction. Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.

MS-LS1-5:
Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

B. Growth and Development of Organisms-
Genetic factors as well as local conditions affect the growth of the adult plant.

LIFE SCIENCE

From Molecules to Organisms: Structure and Processes

MS-LS1-6:
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

C. Organization for Matter and Energy Flow in Organisms-
Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.

D. Energy in Chemical Processes and Everyday Life-
The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.

MS-LS1-7:
Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as it moves through an organism.

C. Organization for Matter and Energy Flow in Organisms-
Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.

D. Energy in Chemical Processes and Everyday Life-
Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.

LIFE SCIENCE

Ecosystems: Interactions, Energy, and Dynamics

3-LS2-1:
Construct an argument that some animals form groups that help members survive.

D. Social Interactions and Group Behavior-
Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.

5-LS2-1:
Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

A. Interdependent Relationships in Ecosystems-
The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plant parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. A healthy ecosystem is a balanced ecosystem. Newly introduced species can damage the balance of an ecosystem.

B. Cycles of Matter and Energy Transfer in Ecosystems-
Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die.

MS-LS2-1:
Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

A. Interdependent Relationships in Ecosystems-
Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and nonliving factors. In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. Growth of organisms and population increases are limited by access to resources.

MS-LS2-2:
Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

A. Interdependent Relationships in Ecosystems-
Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.

LIFE SCIENCE

Ecosystems: Interactions, Energy, and Dynamics

MS-LS2-3:
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

B. Cycle of Matter and Energy Transfer in Ecosystems-
Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.

MS-LS2-5:
Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

C. Ecosystem Dynamics, Functioning, and Resilience-
Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.

D. Biodiversity and Humans-
Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.

<p style="text-align: center;">LIFE SCIENCE</p>	<p style="text-align: center;">Heredity: Inheritance & Variations of Traits</p>	<p>3-LS3-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>A. Inheritance of Traits- Many characteristics of organisms are inherited from their parents.</p> <p>B. Variation of Traits- Different organisms vary in how they look and function because they have different inherited information.</p>			<p>MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.</p> <p>A. Inheritance of Traits- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual.</p> <p>B. Variation of Traits- Genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.</p>
<p style="text-align: center;">LIFE SCIENCE</p>	<p style="text-align: center;">Heredity: Inheritance & Variations of Traits</p>	<p>3-LS3-2: Use evidence to support the explanation that the environment can influence the expression of traits.</p> <p>A. Inheritance of Traits- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.</p> <p>B. Variation of Traits- Environmental factors such as toxins may affect the traits that an organism develops.</p>			<p>MS-LS3-2: Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p> <p>LS1B. Growth and Development of Organisms- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.</p> <p>LS3A. Inheritance of Traits- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes inherited.</p> <p>LS3B. Variation of Traits- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene.</p>

LIFE SCIENCE

Biological Evolution: Unity & Diversity
(MS) Natural Selection and Adaptations (MS)

3-LS4-1:
Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

A. Evidence of Common Ancestry and Diversity-
Some kinds of plants and animals that once lived on Earth are no longer found anywhere. Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.

3-LS4-2:
Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

B. Natural Selection-
Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.

MS-LS4-1:
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

A. Evidence of Common Ancestry and Diversity-
The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.

LIFE SCIENCE	Biological Evolution: Unity & Diversity (MS) Natural Selection and Adaptations (MS)	3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. C. Adaptation- Adaptation for any environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.			
					MS-LS4-5: Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. B. Natural Selection- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.
EARTH AND SPACE SCIENCE	Earth's Place in the Universe		4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. C. The History of Planet Earth- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.	5-ESS1-1: Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth. A. The Universe and its Stars- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.	MS-ESS1-1: Develop and use a model of the earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. A. The Universe and its Stars- Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. B. Earth and the Solar System- This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.

EARTH AND SPACE SCIENCE	Earth's Place in the Universe			<p>5-ESS1-2: Construct a graph to reveal patterns of daily changes in length (metric) and direction of shadows, length of day and night, and the seasonal appearance of some stars in the night sky.</p> <p>B. Earth and the Solar System- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.</p>	<p>MS-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</p> <p>A. The Universe and Its Stars- Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.</p> <p>B. Earth and the Solar System- The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. The solar system appears to have formed from a disk of dust and gas, drawn together by gravity.</p>
				<p>MS-ESS1-4: Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.</p> <p>C. The History of Planet Earth- The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.</p>	

EARTH AND SPACE SCIENCE	Systems	<p>3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.</p> <p>D. Weather and Climate- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.</p>	<p>4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>B. Plate Tectonics and Large-Scale System Interactions- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.</p>	<p>5-ESS2-2: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>C. The Roles of Water in Earth's Surface Processes- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.</p>	<p>MS-ESS2-2: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying times and spatial scales.</p> <p>A. Earth's Materials and Systems- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.</p> <p>C. The Roles of Water in Earth's Surface Processes- Water's movements cause weathering and erosion, which change the land's surface features and create underground formations.</p>
		<p>Earth's</p>			<p>MS-ESS2-3: Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.</p> <p>ESS1C. The History of Planet Earth- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches (secondary).</p> <p>ESS2B. Plate Tectonics and Large-Scale System Interactions- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.</p>

EARTH AND SPACE SCIENCE	Earth and Human Activity	<p>3-ESS3-1: Evaluate the feasibility of a design solution that reduces the impacts of a weather-related hazard.</p> <p>B. Natural Hazards- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.</p>	<p>4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>A. Natural Resources- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.</p>	<p>5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <p>C. Human Impacts on Earth Systems- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. However, individuals and communities are doing things to help protect Earth's resources and environments.</p>	<p>MS-ESS3-1: Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <p>A. Natural Resources- Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.</p>
		<p>4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p> <p>B. Natural Hazards- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.</p>		<p>MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events that necessitate the development of technologies to mitigate their effects.</p> <p>B. Natural Hazards- Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.</p>	

EARTH AND SPACE SCIENCE	Earth and Human Activity				<p>MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>C. Human Impacts on Earth Systems- Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth, unless the activities and technologies involved are engineered otherwise.</p>
					<p>MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p>C. Human Impacts on Earth Systems- Typically, as human populations and percapita consumption of natural resources increase, so do the negative impacts on Earth, unless the activities and technologies involved are engineered otherwise.</p>

ENGINEERING & TECHNOLOGY

Engineering & Technology

<p>3-ET1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>A. Defining and Delimiting Engineering Problems- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.</p>	<p>4-ET1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>A. Defining and Delimiting Engineering Problems- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.</p>	<p>5-ET1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>A. Defining and Delimiting Engineering Problems- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.</p>	<p>MS-ET1-1: 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.</p> <p>A. Defining and Delimiting Engineering Problems- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.</p>
<p>3-ET1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>B. Developing Possible Solutions- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. -At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.</p>	<p>4-ET1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>B. Developing Possible Solutions- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. -At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.</p>	<p>5-ET1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>B. Developing Possible Solutions- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. -At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.</p>	<p>MS-ET1-2: Evaluate competing design solutions using systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p>B. Developing Possible Solutions- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.</p>

ENGINEERING & TECHNOLOGY

Engineering & Technology

<p>3-ET1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>B. Developing Possible Solutions- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.</p> <p>C. Optimizing the Design Solution- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.</p>	<p>4-ET1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>B. Developing Possible Solutions- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.</p> <p>C. Optimizing the Design Solution- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.</p>	<p>5-ET1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>B. Developing Possible Solutions- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.</p> <p>C. Optimizing the Design Solution- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.</p>	<p>MS-ET1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <p>B. Developing Possible Solutions- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. Models of all kinds are important for testing solutions.</p> <p>C. Optimizing the Design Solution- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.</p>
			<p>MS-ET1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p> <p>B. Developing Possible Solutions- A solution needs to be tested, and then modified based on test results, in order to improve it. Models of all kinds are important for testing solutions.</p> <p>C. Optimizing the Design Solution- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.</p>

Social Studies		Grades 3-5 STANDARDS	Guiding Questions	Grades 6-8 STANDARDS	Benchmarks
CIVICS & GOVERNMENT STANDARDS	Origin, Purpose, and Function of Civics	C.3_5.1 Compare and contrast the responsibilities and powers of government officials at various levels and branches of government	<p>What are rules, why are they important, and how do they help people? Same question with laws.</p> <p>What are procedures for making rules/laws in schools, government, or society?</p> <p>Who leads a school? City? State?</p> <p>What are symbols, who uses them, and why are they important?</p>		
		C.3_5.2 Describe the structure of government and how it functions to serve citizens/residents (e.g., Constitution, Amendments, government leaders).			
		C.3_5.3 ♦ Describe the structure of government in North Dakota and how it functions to serve citizens/residents.			
		C.3_5.4 Explain the importance of the basic principles that provide the foundation of the American system of government (e.g., symbols, patriotic traditions, values of liberty, equality, justice, etc.).			
	Roles and Involvement of United States Citizens and Residents	C.3_5.5 Describe procedures for making decisions in a variety of settings	<p>How can you help others?</p> <p>How can you influence change in your school, community, or state?</p>		
		C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.			
		C.3_5.7 Develop and implement an action plan to address or inform others about an issue.			

Standards and/or benchmarks that specifically apply to North Dakota Century Code 15.1-21 Curriculum and Testing are denoted with a ♦ symbol.

ECONOMIC STANDARDS	Exchange and Markets	E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).	How is money earned and what are the benefits of saving? How do the community and economy affect each other? What are examples of opportunity cost?	E.6-12.1 Analyze the concept of scarcity when making economic decisions.	E.6_12.1.1 Analyze the basic concepts of economic thinking.
		E.3_5.2 Describe how goods and services are produced and distributed.	Explain why people can't have everything they want (scarcity) and describe how people respond (choice).		E.6_12.1.2 Explain the factors of production.
		E.3_5.3 Identify factors that influence saving and spending choices.	What are consequences of my choices? What is the relationship between supply and demand?	E.6-12.2 Compare and contrast how varying economic systems impact a nation and its citizens.	E.6_12.2.1 Describe the difference between a command/centrally planned economy and market economy.
		E.3_5.4 Describe the necessity and impact of community services.	How do community helpers like firefighters, soldiers, police officers, business professionals, etc., help our community and impact our economy?	E.6-12.3 Analyze how supply and demand impact the allocation of goods and services.	E.6_12.3.1 Explain the law of supply and demand.
					E.6_12.3.3 Analyze the impact of the supply and demand on prices.
	National Economy	E.3_5.5 ♦ Describe and analyze how North Dakota's location, culture, and natural resources influence its economic decisions and development	How does agriculture impact North Dakota and its residents? How have economies changed from the beginning of the American colonies, to after the American Revolution, to modern day?	E.6-12.4 Analyze the various institutions that drive and support the market economy.	E.6_12.4.1 Explain the role of businesses and financial institutions in a market economy.
					E.6_12.4.2 Evaluate the role of government in a market economy.
		E.3_5.7 Explain how natural resources affect the economies of the geographical regions of the United States.			E.6_12.4.3 Explain the functions and role of money.
				E.6-12.7 ♦ Evaluate the elements of responsible personal finance.	E.6_12.7.1 ♦ Evaluate career choices and the effect on the standard of living.
					E.6_12.7.2 ♦ Evaluate the effect of taxes and other factors on income.
			E.6_12.7.3 ♦ Develop short- and long-term financial goals.		
			E.6_12.7.4 ♦ Analyze the cost and benefits of different types of credit and debt, and the rights and responsibilities of borrowers.		
			E.6_12.7.5 ♦ Develop strategies to avoid and manage debt effectively.		
Standards and/or benchmarks that specifically apply to North Dakota Century Code 15.1-21 Curriculum and Testing are denoted with a ♦ symbol.					

GEOGRAPHY STANDARDS	Geographic Representation	G.3_5.1 Construct maps, graphs, and other representations of both familiar and unfamiliar places.	How do map skills help us understand and interpret maps? How do you use tools to determine locations?	G.6-12.1 Describe the physical processes that shape the Earth's surface and how these affect the lives of people who live there.	G.6_12.1.1 Describe the physical processes that shape the Earth's surface.	
		G.3_5.2 Use geographic tools and technologies to acquire, process, and report information from a spatial perspective.	How are maps used to identify landmasses and bodies of water? How can I use maps, satellite images, and photographs to explore North Dakota?		G.6_12.1.2 Explain the factors that cause different types of climates and ecosystems, and their latitudes/locations.	
			How can you use maps, satellite images, and photographs to explore the United States to identify prominent physical features?		G.6_12.1.3 Identify how major ecosystems provide raw materials.	
					G.6_12.1.4 Analyze the physical and human characteristics of a place.	
					G.6_12.1.5 Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	
				G.6-12.2 Analyze the movement of people, goods, ideas, technology, etc. throughout the world.	G.6_12.2.1 Explain how movement of goods, information, and population are affected by technology.	
					G.6_12.2.2 Describe patterns of settlement and explain why people settle where they do and how they make their living.	
					G.6_12.2.3 Explain the patterns, causes, and consequences of major human migrations.	

GEOGRAPHY STANDARDS	Human and Environment Interactions	G.3_5.4 ♦ Explain how North Dakota regions have been influenced by physical and human characteristics.	How does where you live affect your life?	G.6-12.3 Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries.	G.6_12.3.1 Describe the differences and similarities among cultures around the world.	Standards and/or benchmarks that specifically apply to North Dakota Century Code 15.1-21 Curriculum and Testing are denoted with a ♦ symbol.
		G.3_5.5 ♦ Compare and contrast the three geographical regions of North Dakota	How is your local community part of a larger region?		G.6_12.3.2 Analyze the physical and human characteristics of a region.	
			How is land used in your community?		G.6_12.3.3 Interpret how culture and experience influence people's perception of places and regions.	
			What are the geographical features in North Dakota?		G.6_12.3.4 Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives.	
					G.6_12.4.1 Explain and use a variety of geographic tools to study the world on global, regional, and local scales and draw conclusions.	
			G.6-12.4 Use geographic tools to locate both the absolute and relative location of places and regions around the world.	G.6_12.4.2 Apply the skills of geographic inquiry to analyze a geographic problem or issue.		
	Human Population: Spatial Patterns and Movement	G.3_5.7 ♦ Analyze patterns of human settlement in North Dakota.	Describe the exchange of ideas, culture, and goods between Native Americans and the first European settlers and how that impacts life today.	G.6-12.5 Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs.	G.6_12.5.1 Explain how people have modified the environment and used technology to make places more suitable for humans.	
		G.3_5.8 Analyze patterns of human settlement in North America.			G.6_12.5.2 Analyze how human changes to the environment in one region or place can affect another.	

History	Perspectives	H.3_5.2 Describe how people's perspectives shape history. H.3_5.3 ♦ Describe the North Dakota Native American Essential Understandings.	Why do people feel different about events in history? How do stereotypes and bias influence perspectives?		
	Cause, Effect, and Current Events	H.3_5.5 ♦ Describe multiple causes and effects of contemporary global events and developments in relation to North Dakota.	Examples of Holidays.... What current events are impacting North Dakota? What current events are impacting the United States?		
	Connections, Contributions, Historical Sources, and Evidence	H.3_5.8 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources. H.3_5.9 ♦ Explain how individuals and groups contributed to North Dakota.	What historical changes have impacted the city, state, or country? How have people impacted the history of the city, state, or country?		

6-12 US History, World History, Psychology, and Sociology

6 - 12 - H I S T O R Y	UNITED STATES HISTORY	Era 1: Creation and Foundation of United States Government (1754-1814)	Standard	Benchmarks
			US.6-12.3 Explain the relationship of events focusing on the link(s) between cause and effect.	
			US.6-12.4 Compare how historical elements change over time.	
			US.6-12.5 Analyze the significant contributions of people, policy, and the influence on an era.	
		US.6-12.6 Connect the past to the present using current events.		
		Era 2: Growth and Division in the Union (1814-1877)	US.6-12.5 Analyze the significant contributions of people, policy, and the influence on an era.	
US.6-12.6 Connect the past to the present using current events.				
Era 3: 1877-1941	US.6-12.5 Analyze the significant contributions of people, policy, and the influence on an era.			
Era 4: 1941-2001	US.6-12.5 Analyze the significant contributions of people, policy, and the influence on an era.			
Era 5: 2001-Present	US.6-12.5 Analyze the significant contributions of people, policy, and the influence on an era.	US.6_12.1-6.E5.2 Explain the social, cultural, and economic impact of changes because of technology.		

Era 1: Emergence of Civilizations and Religions Around the Globe	WH.6_12.1 Analyze historical achievements related to science and technology.	WH.6_12.1-6.E1.1 Explain multiple achievements of civilizations and connect them to the present. WH.6_12.1-6.E1.2 Describe the belief systems or religions of early civilizations. WH.6_12.1-6.E1.3 Explain the impact of the development of agriculture on the social, cultural, and economic lives of individuals. WH.6_12.1-6.E1.4 Explain how political systems impacted the people in Greece and Rome and how those political systems connect to the present.
	WH.6_12.2 Explain historical changes related to religions and ideologies.	
	WH.6_12.3 Analyze the effects of different political systems on people.	
	WH.6_12.4 Analyze the influence of social, cultural, and economic developments on individuals.	
	WH.6_12.5 Analyze causes and effects of global events in the past using primary and/or secondary sources.	
	WH.6_12.6 Explain how past events connect to the present.	
Era 2: Middle Ages and the Renaissance	WH.6_12.1 Analyze historical achievements related to science and technology.	WH.6_12.1-6.E2.1 Explain the causes and effects of Medieval social structures using primary and secondary sources. WH.6_12.1-6.E2.2 Explain how the relationship between religious and political bodies impacted the social, cultural, or economic developments of individuals. WH.6_12.1-6.E2.3 Explain the emergence of cultural interaction between Europe and other civilizations.
	WH.6_12.2 Explain historical changes related to religions and ideologies.	
	WH.6_12.3 Analyze the effects of different political systems on people.	
	WH.6_12.4 Analyze the influence of social, cultural, and economic developments on individuals.	
	WH.6_12.5 Analyze causes and effects of global events in the past using primary and/or secondary sources.	
	WH.6_12.6 Explain how past events connect to the present.	
Era 3: Age of Revolutions	WH.6_12.1 Analyze historical achievements related to science and technology.	WH.6_12.1-6.E3.4 Explain advancements related to science and technology and the global impact of these advancements.
Era 4: Age of Global War and Globalization	WH.6_12.1 Analyze historical achievements related to science and technology.	

NORTH DAKOTA STUDIES

<p>ND.6_12.1 Examine the physical and human geography of North Dakota and how it has changed.</p>	<p>ND.6_12.1.1 Identify the three landscape regions of North Dakota and describe the major features of the regions and the forces that formed them.</p>	
	<p>ND.6_12.1.2 Explain the human settlement patterns in North Dakota.</p>	
	<p>ND.6_12.1.3 Interpret current thematic maps to identify where people live and work and how land is used.</p>	
	<p>ND.6_12.2 Explain the development and functions of North Dakota's state and local governments, tribal governments, and the role of citizens.</p>	<p>ND.6_12.2.1 Describe the structure, role, and formation of tribal governments, both present and past, in North Dakota.</p>
		<p>ND.6_12.2.2 Describe the formation, structure, and modern role of the territorial, state, county, and local government of North Dakota.</p>
		<p>ND.6_12.2.3 Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota.</p>
	<p>ND.6_12.3 Evaluate the major industries and economic activities in North Dakota.</p>	<p>ND.6_12.3.1 Describe the early economic activities of our state prior to 1900 and how they developed into North Dakota's modern economy.</p>
		<p>ND.6_12.3.2 Identify the current economic activities in the state of North Dakota and evaluate their positive and negative impact.</p>

6 - 12 H I S T O R Y	NORTH DAKOTA STUDIES		ND.6_12.4 Analyze the historical and current events and their impact on the development of North Dakota.	ND.6_12.4.1 Identify the Native American groups in North Dakota before European contact and describe their cultures.
				ND.6_12.4.2 Analyze European exploration and early settlement of North Dakota and its impact on Native American groups.
				ND.6_12.4.3 Describe the major factors that brought settlers to North Dakota.
				ND.6_12.4.4 Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota.
				ND.6_12.4.5 Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America.
				ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information.
Standard			Benchmarks	
PSYCHOLOGY	Domain 2 Biological Bases of Behavior	PSY.6_12.1 Utilize critical thinking and problem-solving skills to develop an understanding of psychology.	PSY.6_12.1-3.D2.4 Discuss processes of sensation and perception and how they interact.	
	Domain 8 Social Psychology	PSY.6_12.2 Practically apply concepts of psychology.	PSY.6_12.1-3.D8.3 Explain the nature and effects of stereotyping, prejudice, discrimination, and racism.	

Theater Arts		3rd Grade	4th Grade	5th Grade	6th Grade	Grades 7-8 (MS)
CREATING	<u>Envision</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work	TH:Cr1.3 a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.	TH:Cr1.4 a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work. b. Visualize and propose and design technical elements that support the story and given circumstances in a drama/theatre work.	TH:Cr1.5 a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work. b. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.	TH:Cr1.6 a. Identify possible solutions to staging challenges in a drama/theatre work. b. Explore a scripted or improvised character by imagining how the character would react in a provided scenario in a drama/theatre work.	TH:Cr1.MS a. Investigate, imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work. b. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.
	<u>Develop</u> Anchor Standard 2: Organize and develop artistic ideas and work	TH:Cr2.3 a. Compare ideas with peers and make selections that will enhance and deepen original ideas for a group drama/theatre work.	TH:Cr2.4 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 e.g., actor, director, playwright, and technical designers.	TH:Cr2.5 a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances. b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience e.g., actor, director, playwright, and technical designers.	TH:Cr2.6 a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	TH:Cr2.MS a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work. b. Investigate the collaborative nature of and share leadership of defined responsibilities (e.g., actor, director, playwright, and technical designers) to develop collaborative goals when preparing or devising drama/theatre work.
	<u>Rehearse</u> Anchor Standard 3: Refine and complete artistic work	TH:Cr3.3 a. Collaborate with peers to revise, refine, and adapt ideas to fit the given scenario of a drama theatre work. b. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.	TH:Cr3.4 a. Revise and improve an improvised or scripted drama/theatre work through repetition, collaborative and self-review. b. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	TH:Cr3.5 a. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work. b. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	TH:Cr3.6 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.	TH:Cr3.MS a. Use repetition and analysis to revise devised or scripted drama/theatre work. b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work. c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.

PERFORMING	<p style="text-align: center;"><u>Select</u> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation</p>	<p>TH:Pr4.1.3 a. Apply the elements of dramatic structure to a story and create a drama/theatre work. b. Investigate how movement and voice are incorporated into drama/theatre work.</p>	<p>TH:Pr4.1.4 a. Modify the dialogue and action to change the story in a drama/theatre work. b. Make physical and vocal choices to develop a character in a drama/theatre work.</p>	<p>TH:Pr4.1.5 a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.</p>	<p>TH:Pr4.1.6 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 and meaning in a drama/theatre work.</p>	<p>TH:Pr4.1.MS a. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle. b. Consider various staging choices to enhance the story in a drama/theatre work. Explore different pacing to better communicate the story in a drama/theatre work.</p>
	<p style="text-align: center;"><u>Prepare</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation</p>	<p>TH:Pr5.3 a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p>	<p>TH:Pr5.4 a. Practice selected exercises that can be used in a group setting for drama/theatre work. b. Propose the use of technical elements such as props, costumes, and scenery in a drama/theatre work.</p>	<p>TH:Pr5.5 a. Choose acting exercises that can be applied to a drama/theatre work. b. Demonstrate the use of technical elements such as props, costumes, and scenery in a drama/theatre work.</p>	<p>TH:Pr5.6 a. Recognize how acting exercises and techniques can be applied to a drama/theatre work. b. Articulate how technical elements are integrated into a drama/theatre work.</p>	<p>TH:Pr5.MS a. Participate in a variety of acting exercises and use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance. b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.</p>
	<p style="text-align: center;"><u>Share, Present</u> Anchor Standard 6: Convey meaning through the presentation of artistic work</p>	<p>TH:Pr6.3 a. Practice drama/theatre work and share reflections individually and in small groups.</p>	<p>TH:Pr6.4 a. Share small-group drama/theatre work, with peers as audience.</p>	<p>TH:Pr6.5 a. Present drama/theatre work informally to an audience.</p>	<p>TH:Pr6.6 a. Adapt a drama/theatre work and present it informally for an audience.</p>	<p>TH:Pr5.MS a. Participate in a variety of acting exercises and use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance. b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.</p>

RESPONDING	<u>Reflect</u> Anchor Standard 7: Perceive and analyze artistic work	TH:Re7.3 a. Understand why artistic choices are made in a drama/theatre work (e.g., process drama, story drama, creative drama).	TH:Re7.4 a. Identify artistic choices made in a drama/theatre work through participation and observation.	TH:Re7.5 a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.	TH:Re7.6 a. Describe and record personal reactions to artistic choices in a drama/theatre work.	TH:Re7.MS a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choice.
	<u>Interpret</u> Anchor Standard 8: Construct meaningful interpretations of artistic work	TH:Re8.3 a. Examine how multiple personal experiences are made between oneself and a character's emotions in drama/theatre work. b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.	TH:Re8.4 a. Compare/contrast multiple personal experiences when participating in or observing a drama/theatre work. b. Compare and contrast the qualities of characters and how they may change in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	TH:Re8.5 a. Explain responses to characters based on cultural perspectives and personal experiences when participating in or observing a drama/theatre work. b. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	TH:Re8.6 a. Explain how artists make choices based on personal experience in a drama/theatre work. b. Identify how personal and cultural aesthetics, preferences, and beliefs influence the evaluation of a drama/theatre work.	TH:Re8.MS a. Identify the artistic choices made based on personal experience in a drama/theatre work. Recognize and share artistic choices when participating in or observing a drama/theatre work. b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
	<u>Evaluate</u> Anchor Standard 9: Apply criteria to evaluate artistic work	TH:Re9.3 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.	TH:Re9.4 a. Propose a plan to evaluate drama/theatre work. b. Investigate how technical elements may support a theme or idea in a drama/theatre work.	TH:Re9.5 a. Develop and implement a plan to evaluate drama/theatre work. b. Assess how technical elements represent the theme of a drama/theatre work. c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	TH:Re9.6 a. Use supporting evidence and criteria to evaluate drama/theatre work. b. Identify a specific audience or purpose for a drama/theatre work.	TH:Re9.MS a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria. b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. c. Assess the impact of a drama/theatre work on a specific audience.
CONNECTING	<u>Emphasize</u> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to create art	TH:Cn10.3 a. Use personal experiences and knowledge to make connections to the students' community and culture in a drama/theatre work.	TH:Cn10.4 a. Identify the ways a drama/theatre work reflects the perspectives of a community or culture.	TH:Cn10.5 a. Explain how drama/theatre connects oneself to a community or culture.	TH:Cn10.6 a. Explain how the actions and motivations of characters in a drama/theatre work impact how a community or culture is perceived.	TH:Cn10.MS a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work. b. Examine a community issue through multiple perspectives in a drama/theatre work.

Visual Arts		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
CREATING	Investigate- Plan- Make	VA:Cr1.3 a. Elaborate on an imaginative idea using resources, tools, and technologies to investigate personal ideas through the artmaking process.	VA:Cr1.4 a. Brainstorm multiple approaches to a creative art or design problem that is relevant.	VA:Cr1.5 a. Combine diverse concepts and artistic methods to choose an approach and create an artwork.	VA:Cr1.6 a. Formulate an artistic investigation of personally relevant content and concepts for creating art.	VA:Cr1.7 a. Apply and develop methods of criteria to guide making a work of art.	VA:Cr1.8 a. Investigate and document the creative process visually and/or verbally in traditional or new media.
	Investigate	VA:Cr2.3 a. Create artwork using a variety of artistic processes and materials by constructing representations, diagrams, or maps of places that are part of everyday life		VA:Cr2.5 a. Experiment and develop skills in multiple art techniques and approaches through personal observations.	VA:Cr2.6 a. Design or redesign objects, places, or systems that communicate needs of diverse users while trying new ideas, materials, methods, and approaches.	VA:Cr2.7 a. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art that clearly communicates information or ideas.	VA:Cr2.8 a. Demonstrate a willingness to innovate, and take risks to develop ideas, that emerge in the process of art while considering fair use, intellectual property, and copyrights.
	Reflect-Refine-Continue	VA:Cr3.3 a. Elaborate on artwork by adding details to enhance meaning.	VA:Cr3.4 a. Revise artwork in progress based on insights gained through discussion.	VA:Cr3.5 a. Create artist statements using art vocabulary to describe personal choices in making art.	VA:Cr3.6 a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	VA:Cr3.7 a. Reflect on and explain important information about personal artwork in an artist statement or another format.	VA:Cr3.8 a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
PRESENTING/PERFORMING/PRODUCING	Select	VA:Pr4.3 a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	VA:Pr4.4 a. Describe how past, present, and emerging technologies (tools, methods, and techniques) impact the preservation and presentation of artwork.	VA:Pr4.5 a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.	VA:Pr4.6 a. Find similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital format artwork.	VA:Pr4.7 a. Compare and contrast how technologies (tools, methods, and techniques) have changed the way artwork is preserved, presented, and experienced.	VA:Pr4.8 a. Develop and apply criteria for evaluating a collection of artworks for presentation.
	Analyze	VA:Pr5.3 a. Identify exhibit space and prepare works of art including artists' statements, for presentation.	VA:Pr5.4 a. Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	VA:Pr5.5 a. Develop a logical argument for the safe and effective use of materials and techniques for preparing and presenting artwork.	VA:Pr5.6 a. Individually or collaboratively, develop a plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	VA:Pr5.7 a. Based on criteria, evaluate methods for preparing and presenting art.	VA:Pr5.8 a. Analyze and evaluate the reasons and ways an exhibition is presented.
	Share	VA:Pr6.3 a. Explain how and where different cultures record and illustrate stories and history through art.		VA:Pr6.5 a. Cite evidence as to how an exhibit in an art museum or other venue communicates a specific message.	VA:Pr6.6 a. Explain and provide evidence of how museums or other venues reflect a community's history and values.		VA:Pr6.8 a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

RESPONDING	Perceive	VA:Re7.3 a. Speculate about processes an artist uses to create a work of art and the message behind the image.		VA:Re7.5 a. Compare one's own interpretation of a work of art with the interpretation of others taking into consideration other cultures.		VA:Re7.7 a. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	VA:Re7.8 a. Analyze how the method of display, location, and viewer's experiences influence how of an artwork is perceived and valued.
	Interpret	VA:Re9.3 a. Evaluate an artwork based on given criteria.	VA:Re9.4 a. Apply one set of criteria to evaluate more than one work of art.	VA:Re9.5 a. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	VA:Re9.6 a. Develop and apply relevant criteria to evaluate a work of art.	VA:Re9.7 a. Compare and contrast an evaluation of an artwork based on personal criteria and established criteria.	VA:Re9.8 a. Create a convincing and logical argument to support an evaluation of art.
CONNECTING	Synthesize	VA:Cn10.3 a. Develop a work of art based on observations of surroundings.	VA:Cn10.4 a. Create works of art that reflect community cultural traditions.	VA:Cn10.5 a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through making art.	VA:Cn10.6 a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in making art.		VA:Cn10.8 a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.
	Relate	VA:Cn11.3 a. Identify how responses to art change depending on knowledge of the time and place in which it was made.	VA:Cn11.4 a. Through observation, infer information about time, place, and culture in which a work of art was created.	VA:Cn11.5 a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	VA:Cn11.6 a. Analyze how art reflects changing times, traditions, resources, and cultural uses.	VA:Cn11.7 a. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	VA:Cn11.8 a. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.