

**Kindergarten STEM Curriculum Map:**

Unit: Essential Questions	State Standards	Learning Targets	Resources/ Mentor Text	Assessments	Lesson Ideas:
<p><b>Science:</b>  <b>What kinds of motion are observable? What can we learn about motion through investigations</b></p> <p><b>How do shape, size and weight affect motion?</b></p> <p><b>How do pushes and pulls affect motion?</b></p> <p><b>How does force affect motion?</b></p> <p><b>What will happen when objects are thrown in the air?</b></p>	<p><b>P.FM.E.1 Position-</b> A position of an object can be described by locating the object relative to other objects or a background. *</p> <p><b>P.FM.E.2 Gravity-</b> Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.</p> <p><b>P.FM.E.3 Force-</b> A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass)</p>	<p>I can Describe the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it.</p> <p>I can describe the direction of a moving object (for example: away from or closer to) from different observers' views.</p> <p>I can observe how objects fall toward the earth.</p>	<p>Kindergarten in Motion: Battle Creek Science Kit</p>	<p>Formative assessments are ongoing throughout the year.</p>	<p>Marble Maze</p> <p>Tug a War</p> <p>Observe and use playground equipment</p> <p>Hurtles for above and below.</p> <p>Gravity- Ramps and weight of objects.</p>

	<p>of the object on which the force is being exerted. When an object does not move in response to a force, it is because another force is being applied by the environment.</p>	<p>I can demonstrate pushes and pulls on objects that can move. *</p> <p>I can observe that objects initially at rest will move in the direction of the push or pull.</p> <p>I can observe how pushes and pulls can change the speed or direction of moving objects.</p> <p>I can observe how shape (for example: cone, cylinder, sphere) and mass of an object can affect motion. *</p>			
<p><b>Technology:</b></p> <p><b>How can I use technology to collaborate with my peers?</b></p> <p><b>What are the basic functions when navigating the iPad?</b></p>	<p>PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.</p> <p>PK-2.TC.7.</p>	<p>I can operate and use my iPad appropriately.</p> <p>I can collaborate with my peers using technology.</p> <p>I can navigate effectively when using the iPad.</p>			

	<p>demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)</p>				
<p><b><u>Engineering</u></b></p> <p><b>How to build a stable structure?</b></p> <p><b>How does gravity affect our builds?</b></p>		<p>I can build a structure that has a solid foundation, lots of support features and is balanced.</p> <p>I can describe the effects of gravity as it relates to building structures.</p> <p>I can build shapes using materials.</p> <p>I can make improvements to my design.</p>			

<p><b><u>Math</u></b></p>	<p><b><u>Measurement:</u></b></p> <p><i>Describe and compare measurable attributes.</i></p> <p><b><u>CCSS.MATH.CONTENT.</u></b></p> <p><b><u>K.MD.A.1</u></b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b><u>CCSS.MATH.CONTENT.</u></b></p> <p><b><u>K.MD.A.2</u></b></p> <p>Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>I can compare measurements of two objects.</p>		
---------------------------	---	---	--	--

	<p><b><u>Geometry:</u></b> <b><u>CCSS.MATH.CONTENT.</u></b> <b><u>K.G.A.2</u></b> Correctly name shapes regardless of their orientations or overall size. <b><u>CCSS.MATH.CONTENT.</u></b> <b><u>K.G.A.3</u></b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") <i>Analyze, compare, create, and compose shapes.</i> <b><u>CCSS.MATH.CONTENT.</u></b> <b><u>K.G.B.4</u></b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). <b><u>CCSS.MATH.CONTENT.</u></b> <b><u>K.G.B.5</u></b> Model shapes in the world by building shapes from components (e.g., sticks and clay ) shapes.</p>	<p>I can compare shapes and forms.</p>		
--	---	--	--	--

**1st Grade STEM Curriculum:**

Unit: Essential Questions	State Standards	Learning Targets	Resources/ Mentor Text	Assessments	Lesson Ideas:
<p><b><u>Science</u></b>            How do you sort objects using physical properties?</p> <p>Why does water keeps its shape as a solid?</p> <p>Why does water take the shape of its container as a liquid?</p> <p>What materials are attracted to a magnet?</p> <p>What poles of a magnet of attract to each other and what poles repel?</p>	<p><b>P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.</b></p> <p><b>P.PM.E.2 States of Matter- Matter exists in several different states: solids, liquids and gases. Each state of matter has unique physical properties. Gases are easily compressed but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.</b></p>	<p><b>I can demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.</b></p> <p><b>I can demonstrate that water as a solid keeps its own shape (ice).</b></p> <p><b>I can demonstrate that water as a liquid takes on the shape of various</b></p>	<p>Battle Creek Science Kit Unit</p>	<p>Formative assessments are ongoing throughout the year.</p>	<p>Buoyancy with Candy (around Halloween)</p> <p>Weight with Candy (around Halloween)</p> <p>Color Mxing</p>

		<p><b>containers.</b></p> <p><b>I can identify materials that are attracted by magnets.</b></p> <p><b>I can observe that like poles of a magnet repel and unlike poles of a magnet attract.</b></p>			
	<p><b>P.PM.E.3 Magnets- Magnets can repel or attract other magnets. Magnets can also attract magnetic objects. Magnets can attract and repel at a distance. *</b></p>				
<p><b><u>Technology:</u></b></p> <p><b>How can I use technology to collaborate with my peers?</b></p> <p><b>What are the basic functions when navigating the iPad?</b></p>	<p>PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project</p> <p>PK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)</p>	<p>I can operate and use my iPad appropriately.</p> <p>I can collaborate with my peers using technology.</p> <p>I can navigate effectively when using the iPad.</p>			<p>Book Creator</p>

<p><b><u>Engineering</u></b></p> <p><b>How to build a stable structure?</b></p> <p><b>How does gravity affect our builds?</b></p> <p><b>What shape boats would hold the most weight and floats?</b></p>		<p>I can build a structure that has a solid foundation, lots of support features and is balanced.</p> <p>I can describe the effects of gravity as it relates to building structures.</p> <p>I can build a boat that floats.</p> <p>I can test the buoyancy of my boat. I can improv</p>			
<p><b><u>Math</u></b></p>	<p><b><u>Measurement:</u></b></p> <p><u>CCSS.MATH.CONTENT.1.M</u> <u>D.A.1</u> <b>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</b></p> <p><u>CCSS.MATH.CONTENT.1.M</u></p>	<p>I can order and compare objects length.</p> <p>I can measure</p>			



	<p><b>D.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps</i></b></p>	<p>using nonstandard units.</p> <p>I can distinguish and build shapes, focusing on sides and corners.</p>			
--	--	---	--	--	--

	<p><i>or overlaps.</i></p> <p><b><u>Geometry:</u></b></p> <p><u>CCSS.MATH.CONTENT.1.G.</u>  <b>A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</b></p> <p><u>CCSS.MATH.CONTENT.1.G.</u>  <b>A.2 Compose two-dimensional</b></p>	<p>I can build multiple 2D shapes and 3D forms using a variety of materials.</p>			
--	---	--	--	--	--

	<p><b>shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.1</b></p>				
--	---	--	--	--	--

## 2nd Grade STEM Curriculum:

Unit: Essential Questions	State Standards	Learning Targets	Resources/ Mentor Text	Assessments
<p><b><u>Science</u></b></p> <p>What are metric and standard units of measurement?</p> <p>What measure tool is best used to measure length and width?</p> <p>Can you find objects that are the same size?</p> <p>What is the length of various objects in CM and Meters?</p> <p>How can you use squares to find width, length and area?</p> <p>How can you measure capacity?</p> <p>How do you describe different substances?</p>	<p><b><u>P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.</u></b></p> <p><b><u>P.PM.02.12 Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating).</u></b></p> <p><b><u>P.PM.02.13 Measure the length of objects using rulers (centimeters) and meter sticks (meters).</u></b></p> <p><b><u>P.PM.02.14 Measure the volume of liquids</u></b></p>	<p>I can measure in metric and standard units.</p> <p>I can determine the type of tool to use to measure length and width.</p> <p>I can find objects that are the same size.</p> <p>I can measure the length of objects in CM and meters.</p> <p>I can use squares to find the width, length and area.</p> <p>I can measure capacity.</p> <p>I can describe substances by sight, smell and feel?</p>	<p>Battle Creek Science Kits</p>	<p>Formative assessments are ongoing throughout the year.</p>

<p>What will happen when different substances are mixed together?</p> <p>How is a balance used to compare objects?</p> <p>If two substances have the same volume, will they have the same mass?</p> <p>What are examples of single substances and mixtures?</p>	<p><b><u>using common measuring tools (graduated measuring cups, measuring spoons, graduated cylinders, and beakers).*</u></b>  <b><u>P.PM.02.15 Compare the weight of objects using balances.</u></b></p> <p><b><u>P.PM.E.4 Material Composition- Some objects are composed of a single substance, while other objects are composed of more than one substance.</u></b></p> <p><b><u>P.PM.02.41 Recognize that some objects are composed of a single substance (water, sugar, salt) and others are composed</u></b></p>	<p>I can observe what happens when different substances are mixed together. I can use a balance to compare the weight of objects.</p> <p>I can explain why two substances can have the same volume but different masses.</p> <p>I can list examples of single substances and mixtures.</p>		
---	--	--	--	--

	<p><b><u>of more than one substance (salt and pepper, mixed dry beans). *</u></b></p>			
<p><b><u>Technology</u></b></p>	<p><b><u>PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts</u></b></p> <p><b><u>PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project</u></b></p> <p><b><u>PK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others</u></b></p> <p><b><u>PK-2.DC.1. describe</u></b></p>	<p>I can operate and use my iPad appropriately.</p> <p>I can collaborate with my peers using technology.</p> <p>I can navigate effectively when using the iPad.</p>		

	<p><b><u>appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses</u></b></p> <p><b><u>PK-2.DC.3. identify personal information that should not be shared on the Internet (e.g. name, address, phone)</u></b></p> <p><b><u>PK-2.TC.1. discuss advantages and disadvantages of using technology</u></b>  <b><u>PK-2.TC.2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)</u></b></p>			
<p><b><u>Engineering</u></b>  How to build a structure that capable of measurable movement?</p>		<p>I can make improvements to my design.  I can build a structure capable of measuring movement.</p>	<p>Paper Airplanes  Catapults  Structure builds  Sugar Cube Arches</p>	

<p><b><u>Math</u></b></p>	<p><u>Measure and estimate lengths in standard units.</u></p> <p>CCSS.MATH.CONTENT.2.M D.A.1</p> <p><b><u>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</u></b></p> <p>CCSS.MATH.CONTENT.2.M D.A.2</p> <p><b><u>Measure the length of an object twice, using length units of different lengths</u></b></p>	<p>I can measure distance and time.</p> <p>I can measure length in different unit.</p>		
---------------------------	--	--	--	--



**for the two  
measurements;  
describe how the  
two measurements  
relate to the size of  
the unit chosen.**

CCSS.MATH.CONTENT.2.M  
D.A.3

**Estimate lengths  
using units of  
inches, feet,  
centimeters, and  
meters.**

CCSS.MATH.CONTENT.2.M  
D.A.4

**Measure to  
determine how  
much longer one  
object is than**

	<u>another,</u> <u>expressing the</u> <u>length difference</u> <u>in terms of a</u> <u>standard length</u> <u>unit.</u>			
--	--	--	--	--

### **3rd Grade STEM Curriculum Map:**

<b>Unit: Essential Questions</b>	<b>State Standards</b>	<b>Learning Targets</b>	<b>Resources/ Mentor Text</b>	<b>Assessments</b>
<b><u>Science</u></b>  How does light affect sight in the human eye?  How does light travel?  How do different materials interact with light?  How are shadows	<b><u>P.EN.E.1 Forms of Energy- Heat, electricity, light, and sound are forms of energy.</u></b>  <b><u>P.EN.03.11 Identify light and sound as forms of energy.</u></b>  <b><u>P.EN.E.2 Light Properties- Light travels in a straight path. Shadows</u></b>	I can describe how light affects sight in the human eye.  I can describe how light travels.  I can describe how different materials interact with light.  I can describe how shadows are made.	Battle Creek Science Kit	Formative assessments are ongoing throughout the year.

<p>made?</p> <p>What determines the position and length of a shadow?</p> <p>How are sounds made?</p> <p>What causes a change in pitch?</p>	<p><b><u>result from light not being able to pass through an object. When light travels at an angle from one substance to another (air and water), it changes direction. *</u></b></p> <p><b><u>P.EN.03.21 Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light. *</u></b></p> <p><b><u>P.EN.03.22 Observe what happens to light when it travels from air to water (a straw half in the water and half in the air looks bent). *</u></b></p> <p><b><u>P.EN.E.3 Sound-Vibrating objects produce sound. The pitch of sound varies by changing the rate of vibration.</u></b></p> <p><b><u>P.EN.03.31 Relate sounds to their sources of vibrations</u></b></p>	<p>I can determine the position and length of a shadow.</p> <p>I can describe that sounds are made through vibrations.</p> <p>I can describe what causes a pitch to change.</p>		
--	--	---	--	--

	<p><b><u>(for example: a musical note produced by a vibrating guitar string, the sounds of a drum made by the vibrating drum head).</u></b></p> <p><b><u>P.EN.03.32 Distinguish the effect of fast or slow vibrations as pitch.</u></b></p>			
--	---	--	--	--

<p><b><u>Technology</u></b></p>	<p><b><u>3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)</u></b></p> <p><b><u>3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations</u></b></p>	<p>I can operate and use my iPad appropriately.</p> <p>I can collaborate with my peers using technology.</p> <p>I can navigate effectively when using the iPad.</p>		
---------------------------------	---	---	--	--

	<p><b><u>3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, video conferencing, Moodle, Blackboard) and online resources for group learning projects</u></b></p> <p><b><u>3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)</u></b></p> <p><b><u>3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences</u></b></p> <p><b><u>3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists</u></b> <b><u>3-5.RI.2. use digital tools to find,</u></b></p>			
--	--	--	--	--

	<p><b><u>organize, analyze, synthesize, and evaluate information</u></b> <b><u>3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information</u></b></p> <p><b><u>3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched</u></b></p> <p><b><u>3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems</u></b></p> <p><b><u>3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)</u></b></p>			
--	---	--	--	--

	<p><b><u>3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)</u></b></p> <p><b><u>3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)</u></b> <b><u>3-5.DC.3. describe precautions surrounding personal safety that should be taken when online</u></b></p> <p><b><u>3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)</u></b></p> <p><b><u>3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)</u></b> <b><u>3-5.TC.2. describe ways technology has</u></b></p>			
--	--	--	--	--

	<p><b><u>changed life at school and at home</u></b>  <b><u>3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals</u></b>  <b><u>3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media</u></b>  <b><u>3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)</u></b></p>			
--	---	--	--	--

<b><u>Engineering</u></b>		I can make improvements to my design.	<ul style="list-style-type: none"> <li>• Bridges</li> <li>• Media Center Perimeter and Area Design-Room Planner</li> </ul>	
---------------------------	--	---------------------------------------	--	--

<b><u>Math</u></b>	<p>CCSS.MATH.CONTENT.3.M D.B.4  <b><u>Generate measurement data by measuring lengths using rulers marked with halves and fourths</u></b></p>	<p>I can use a ruler to measure to 1/4 of an inch.</p> <p>I can identify and discuss shapes and forms.</p>		
--------------------	--	--	--	--



**of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.**

CCSS.MATH.CONTENT.3.G  
.A.1

**Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as**

	<u>examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</u>			
--	--	--	--	--

**4th Grade STEM Curriculum:**

Unit: Essential Questions	State Standards	Learning Targets	Resources/ Mentor Text	Assessments
<p><b><u>Science</u></b></p> <p>What is heat energy?</p> <p>How can we observe changes associated with the transfer of heat energy?</p> <p>How is heat produced?</p> <p>What happens to a temperature when a hot substance and a</p>	<p><b><u>P.EN.E.1 Forms of Energy- Heat, electricity, light, and sound are forms of energy.</u></b></p> <p><b><u>P.EN.04.12 Identify heat and electricity as forms of energy.</u></b></p> <p><b><u>P.EN.E.4 Energy and Temperature- Increasing the temperature of any substance requires the addition of energy.</u></b></p>	<p>I can describe heat energy.</p> <p>I can observe changes associated with the transfer of heat energy.</p> <p>I can describe how heat is produced.</p> <p>I can describe temperature change.</p>	<p>Battle Creek Science Kit.</p>	<p>Formative assessments are ongoing throughout the year.</p>

<p>cold substance are combined?</p> <p>What changes can be observed as a result of electricity?</p> <p>How do you light a light bulb?</p> <p>How can electrical energy be transferred or changed to light energy?</p> <p>What is necessary to have an electric circuit?</p> <p>What types of materials are good and poor conductors of electricity?</p> <p>How can a switch open and close an electrical circuit?</p> <p>What materials are attracted to a magnet?</p>	<p><b><u>P.EN.04.41</u></b> <b><u>Demonstrate how temperature can be increased in a substance by adding energy.</u></b></p> <p><b><u>P.EN.04.42 Describe heat as the energy produced when substances burn, certain kinds of materials rub against each other, and when electricity flows through wire.</u></b></p> <p><b><u>P.EN.04.43 Describe how heat is produced through electricity, rubbing, and burning.</u></b></p> <p><b><u>P.EN.E.5 Electrical Circuits- Electrical circuits transfer electrical energy and produce magnetic fields.</u></b></p> <p><b><u>P.EN.04.51</u></b> <b><u>Demonstrate how electrical energy is transferred and</u></b></p>	<p>I can observe and describe the pathway of electricity focusing on source, path and load.</p> <p>I can name materials that are poor and good conductors of electricity.</p> <p>I can explain how a switch works.</p> <p>I can name materials attracted to a magnet.</p> <p>I can demonstrate that a magnet is strongest at the poles.</p>		
--	---	---	--	--

<p>What metals are attracted to a magnet?</p> <p>How can you tell that magnets are the strongest at the poles?</p> <p>How can you tell that a magnet has two poles?</p> <p>What can you observe about like and unlike poles of magnets?</p>	<p><b><u>changed through the use of a simple circuit. *</u></b></p> <p><b><u>P.EN.04.52 Demonstrate magnetic effects in a simple electric circuit. *</u></b></p>	<p>I can demonstrate that a magnet has two poles.</p> <p>I can demonstrate magnets repel and attract a the poles.</p>		
---	--	---	--	--

<p><b><u>Technology</u></b></p>	<p><b><u>3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)</u></b></p> <p><b><u>3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating</u></b></p>	<p>I can operate and use my iPad appropriately.</p> <p>I can collaborate with my peers using technology.</p> <p>I can navigate effectively when using the iPad.</p>		
---------------------------------	--	---	--	--

	<p><b><u>or modifying works of art, music, movies, or presentations</u></b></p> <p><b><u>3-5.CC.1. use digital communication tools (e.g., email, wikis, blogs, IM, chat rooms, video conferencing, Moodle, Blackboard) and online resources for group learning projects</u></b></p> <p><b><u>3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)</u></b></p> <p><b><u>3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences</u></b></p> <p><b><u>3-5.RI.1. identify search strategies for locating information with</u></b></p>			
--	---	--	--	--

	<p><b><u>support from teachers or library media specialists</u></b> <b><u>3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information</u></b></p> <p><b><u>3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information</u></b></p> <p><b><u>3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched</u></b></p> <p><b><u>3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems</u></b></p> <p><b><u>3-5.CT.3. use digital resources to identify and investigate a state, national, or</u></b></p>			
--	---	--	--	--

	<p><b><u>global issue (e.g., global warming, economy, environment)</u></b></p> <p><b><u>3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)</u></b></p> <p><b><u>3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation) 3-5.DC.3. describe precautions surrounding personal safety that should be taken when online</u></b></p> <p><b><u>3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)</u></b></p> <p><b><u>3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital</u></b></p>			
--	--	--	--	--

	<p><u>cameras, video recorders, projectors)</u>  <b>3-5.TC.2. describe ways technology has changed life at school and at home</b>  <b>3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals</b>  <b>3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media</b>  <b>3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)</b></p>			
--	--	--	--	--

<b><u>Engineering</u></b>		I can make improvements to my design.	Rockets Minecraft Desk Organizer	
---------------------------	--	---------------------------------------	--	--

<b><u>Math</u></b>	<p>CCSS.MATH.CONTENT.4.M D.A.3</p> <p><b><u>Apply the area and perimeter formulas</u></b></p>	<p>I can find area and perimeter.</p> <p>I can identify a line of symmetry.</p>		
--------------------	---	---	--	--



	<p><b><u>for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</u></b></p> <p><b><u>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the</u></b></p>	<p>I can represent a line of symmetry in my design.</p>		
--	---	---	--	--

	<p><b><u>figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</u></b></p>			
--	---	--	--	--



