

Arkansas Standards: Portals of the Soul TSE

G.9.K.1

Describe ways humans have a positive impact on the environment

G.9.1.2

Discuss how cultural characteristics create diversity in a community, place, or region

G.9.2.2

Describe ways different cultures help shape the diversity of a community, place, or region

G.9.3.3

Investigate ways environmental characteristics influence people's decisions in Arkansas and the United States (e.g., settlement, jobs, agriculture, and industry)

E.6.1.1

Classify exchanges as monetary or barter

E.6.2.3

Explain benefits of public goods and services

H.12.K.1

Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)

H.12.2.1

Create historical narratives using chronological sequences of related events in the community or region

H.12.3.2

Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians)

H.12.1.3

Compare present-day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g. daily life tasks, food, clothing, transportation, communication, recreation)

H.12.2.4

Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States

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H.12.3.4

Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity

E.5.5.2

Examine ways human, natural, and capital resources were organized to produce and deliver goods and services in pre-colonial America (e.g., trade)

G.9.5.3

Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment

G.9.6.1

Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.

G.10.5.1

Examine relationships between human settlements and movements and the location and use of natural resources in the early Americas (e.g., early people groups, Native Americans)

ES.9.7.1

Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)

Era4.1.8.6

Evaluate the historical significance of individuals, groups, and events

K.CC.B.5

Count to answer “how many?”

K.MD.A.1

Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature

K.MD.A.2

Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more of or less of the common attribute

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2.OA.A.1

Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions

2.MD.A.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes

3.OA.C.7

Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division.

4.OA.A.3

Assess the reasonableness of answers using mental computation and estimation strategies including rounding

K-LS1-1

Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ETS1-1

Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-ETS1-2

Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-ETS1-3

Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

3-PS2-2

Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-ETS1-3

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.

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4-ETS1-1

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

4-ETS1-2

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.

4-ETS1-3

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.

5-ETS1-1

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

5-ETS1-2

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.

5-ETS1-3

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.

6-ETS1-1

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.

6-ETS1-3

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.

7-ETS1-1

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.

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7-ETS1-2

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

7-ETS1-3

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.

8-ETS1-1

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.

8-ETS1-3

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.

W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.

W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.3-8.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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W.9-12.3

Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CR.2.K.1

Experiment with various media using grade-level appropriate elements of art and principles of design.

CR.2.1.1

Explore uses of various media using grade-level appropriate elements of art and principles of design.

CR.2.2.1

Explore personal interests through various media using grade-level appropriate elements of art and principles of design.

CR.2.3.1

Create personally meaningful artwork through various media using grade-level appropriate elements of art and principles of design.

CR.2.4.1

Explore a variety of art-making techniques and approaches through various media using grade-level appropriate elements of art and principles of design.

CR.2.5.1

Develop skills in multiple art-making techniques and approaches through practice and experimentation using grade-level appropriate elements of art and principles of design.

CR.2.6.1

Demonstrate openness to using new artistic processes using grade-level appropriate elements of art and principles of design.

CR.2.7.1

Demonstrate persistence in using new artistic processes using grade-level appropriate elements of art and principles of design.

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CR.2.8.1

Pursue ideas, forms and meanings that emerge in the process of artmaking or design through experimentation, innovation and/or risk-taking using grade-level appropriate elements of art and principles of design.