GRADES 1-5

Social Studies/History
(16th Century Explorers)

SS3H2, SS3G3b. Unit 4. Describe reasons for and obstacles to European Exploration in North America.

Life and Physical Science
(Birds of Prey, Crow’s Nest, 16th Century Explorers)

S1L1 Obtain, evaluate and communicate information about the basic needs of plants and animals

S2P2 Obtain, evaluate and communicate information to explain the effect of a force (a push or pull) in the movement of an object (changes in speed and direction)

S2L1 Obtain, evaluate and communicate information about the life cycles of different living organisms

S3L1 Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions of Georgia.

S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S4P3. Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces.

S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem

S4L2. Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors, and external features.

S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.

English Language Arts
(Shakespeare’s Greatest Hits, Tales From an African Traveler, The Six Wives of Henry VIII, A Weaver’s Tales of Travel & Intrigue)

ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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ELAGSE4RL5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.  

ELAGSE4RL6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

ELAGSE4RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.

ELAGSE4RL9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading Literacy

ELAGSE3RL2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Math

(Student Activities, Conversation with Leonardo DaVinci)

Grade 4, Standards for Units 1, 2, 3, 5, 6, 7. (Examples: MGSE4.MD.2. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit; MGSE4.G.1. Draw and identify lines and angles and classify shapes by properties of their lines and angles; MGSE4.MD.1. Solve problems involving conversion of measurements from a larger unit to a smaller unit.)

Grade 5, Standards for Units 1, 2, 3, 6. (Examples: MGSE.5.OA.2. Write and interpret numerical expressions; numbers and with decimals to hundredths; MGSE.5.NBT.)

Perform operations with numbers and with decimals to hundredths; MGSE.5.MD.1. Convert like measurements within a given measurement system.)
Theatre
*(Field Trip Day, All Workshops)*

**TA1.RE.1, TA2.RE.1, TA3.RE1, TA4.RE1, TA5.RE.1.** Engage actively and appropriately as an audience member.

**TA1.RE.2, TA2.RE.2, TA3.RE.2, TA4.RE.3, TA5.RE.3.** Critique various aspects of theatre and other media.

**TA1.CN.1, TA2.CN.1, TA3.CN.1, TA4.CN.1, TA5.CN.1.** Explore how theatre connects to life experiences, careers, and other content.

**TA1.CN.2, TA2.CN.2, TA3.CN.2, TA4.CN.2, TA5.CN.5.** Examine the role of theatre in a societal, cultural, and historical context.

Art
*(Conversation with Leonardo Da Vinci, Arts Demonstrations: Glassblowing, Pottery, Blacksmithing, Weaving)*

**A2.CN.1, VA3.CN.1, VA4.CN.1 VA5.CN.1.** Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

**VA3.CN.2, VA4.CN.2, VA5.CN.2.** Integrate information from other disciplines to enhance the understanding and production of works of art.

**VA3.CN.3, VA4.CN.3, VA5.CN.3.** Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Music
*(Renaissance Musical Instruments -Performance on Period Instruments, African Djembe Drumming)*

**Band**

**MESBB.8.** Understanding relationships between music, the other arts, and disciplines outside the arts.

**MESBB.9.** Understanding music in relation to history and culture.

**General Music**

**M3GM.8, M4GM.8, M5GM.8.** Understanding relationships between music, the other arts, and disciplines outside the arts.

**M3GM.9, M4GM.9, M5GM.9.** Understanding music in relation to history and culture.

**Orchestra**

**MESBO.6, MMSBO.6.** Listening to, analyzing, and describing music.
MESBO.7, MMSBO.7. Evaluating music and music performances.

MESBO.8, MMSBO.8. Understanding relationships between music, the other arts, and disciplines outside the arts.

MESBO.9, MMSBO.9. Understanding music in relation to history and culture.