

MOUND BUILDERS PROGRAM



4th Grade Standards

Visual Art:

VA:Cr2.2.4) When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others.

VA:Re7.2.4) Analyze components in visual imagery that convey messages.

VA:Pr4.1.1) Explain the importance of selected objects, artifacts and artworks.

VA:Pr4.1.4) Analyze how past, present and emerging practices have impacted the preservation and presentation of artwork.

Science Standards

Science Standards Easily Covered at Teacher Request:

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Social Studies Standards

4.I.Q.1 Ask compelling questions about migration and settlement.

4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events.

4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles

4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.

4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.

Social Studies Standards Easily Covered at Teacher's Request:

4.C.CP.1 Describe diverse forms of self-government used by various groups in Colonial America.

4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America.

4.E.ST.1 Explain how trade leads to increasing economic interdependence.

Mathematics Standards

KY.4.MD.4 Use dot plots to analyze data to a statistical question. a. Identify a statistical question focused on numerical data.

KY.4.G.3 Identify lines of symmetry. a. Recognize a line of symmetry for a two-dimensional figure. b. Identify line-symmetric figures and draw lines of symmetry.

Mathematics Standards Easily Covered at Teacher's Request

KY.4.NBT.1 Recognize in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

KY.4.NBT.5 Multiply whole numbers

- Up to four digit number by a one-digit number
- Two-digit number by two-digit number

Multiply using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.

KY.4.MD.4 Use dot plots to analyze data to a statistical question. a. Identify a statistical question focused on numerical data.

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5th Grade Standards

Health Education

Standard 1: Students will comprehend content related to health promotion and disease prevention to enhance health.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Social Studies Standards

5.C.RR.1: Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.

5.C.RR.2: Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.

5.C.PR.1: Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.

5.E.MA.1: Describe why the government collects taxes and what goods and services it provides society.

5.E.IC.1: Analyze how incentives and opportunity costs impact decision making, using examples from history.

5.3.KE.1: Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.

5.G.HE.1: Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.

Mathematics

KY.5.G.1: Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second.

KY.5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.

Science Standards

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

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS3-1. Obtain and combine information about solutions individual communities use to protect the Earth's resources and environment.

Visual & Performing Arts

VA:Cr2.1.5 Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr2.2.5 Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

MA:Re8.1.5 Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.

VA:Pr6.1.5 Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

VA:Re7.2.5 Identify and analyze cultural associations suggested by visual imagery.

VA:Pr4.1.5) Define and explain the skills and knowledge needed in preserving, maintaining and presenting objects, artifacts and artwork.

Career Studies and Financial Literacy

ES.I.1 Identify ways to approach and/or solve a problem.

ES.I.2 Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving).

ES.I.3 Demonstrate resilience and perseverance by showing willingness to complete a task.

ES.I.5 Practice on-task behaviors with minimal direction.

ES.I.7 Practice personal responsibility.

ES.I.8 Follow classroom procedures, activities, and behavior in various settings.

ES.I.12 Exhibit self-control with minimal guidance.

ES.I.15 Recognize that differences exist in individuals, families, communities, cultures, and varying points of view.

C.I.1 Explain why people need to work (e.g., earn money, contribute to society, develop identity as a worker, enhance self-esteem to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment).

C.1.2 Describe jobs done by employees and other individuals in the community, state and world.

C.1.4 Describe the impact of individual interests, values and abilities on career choices.

C.1.6 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.

C.1.8 Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.