Mathematics:

Kindergarten
MGSE.K.MD.1 Describe several measurable attributes of an object, such as length or weight.
MGSE.K.MD.2 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.
MGSE.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MGSE.K.G.2 Correctly name shapes regardless of their orientations or overall size.
MGSE.K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)
MGSE.K.G.5 Model shapes in the world by building shapes from components
MGSE.K.G.6 Compose simple shapes to form larger shapes.

Grade 1
MGSE.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
MGSE.1.G.2 Compose two-dimensional 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.
MGSE.1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Grade 2
MGSE.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MGSE.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
MGSE.2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Grade 3
MGSE.3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch
MGSE3.G.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 examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. MGSE3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Grade 4
MGSE4.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.
MGSE4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Visual Arts:
Kindergarten
VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
VAK.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Grade 1
VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication)

Grade 2
VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Grade 3
VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Grade 4
VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
VA4.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.
VA4.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).
Grade 5
VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
VA5.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.
VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Grade 6
VA6.CR.1 Visualize and generate ideas for creating works of art.
VA6.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.
VA6.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.
VA6.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.

Grade 7
VA7.CR.1 Visualize and generate ideas for creating works of art.
VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.
VA7.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.
VA7.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.

Grade 8
VA8.CR.1 Visualize and generate ideas for creating works of art.
VA8.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.
VA8.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.
VA8.CN.3: Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.

Grades 9-12
Digital Design
VAHSDD.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.
VAHSDD.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).
VAHSDD.CN.3 Utilize a variety of resources to see how artistic learning extends beyond the walls of the classroom.

Media Arts
MAHS.CN.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g. social trends, power, equality, personal/cultural identity). b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.
**MAHS.CN.2** Synthesize and relate knowledge and personal experiences to make art. 

a. Synthesize internal and external resources to inform the creation of media works by accessing relevant resources (e.g. interests, cultural experiences, introspection, research, exemplary works).

b. Expand connections and demonstrate the use of media artworks to derive new meaning, gain knowledge, and create cultural experiences.

**Computer Science:**

**Kindergarten-Grade 2**

CSS.EL.K-2.1 Recognize that technology provides the opportunity to enhance relevance, increase confidence, offer authentic choice, and produce positive impacts in learning.

CSS.KC.K-2.2 Use digital tools (e.g. computers, tablets, cameras, software, 3D printers, etc…) to build knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

CSS.IDC.K-2.4 Use the Design Process (use, modify, create) with a variety of tools to identify and solve problems by creating new, modified, or imaginative solutions.

CSS.CC.K-2.6 Use digital tools to creatively share and express ideas.

CSS.GC.K-2.7 Use digital tools to collaborate with others both locally and globally.

CSS.DA.K-2.9 Understand how people can use technology.

**Grades 3-5**

CSS.KC.3-5.2 Curate (analyze and evaluate) a variety of resources and digital tools to construct knowledge and produce creative artifacts.

CSS.IDC.3-5.4 Use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

CSS.CC.3-5.6 Select and use the most appropriate platform, tool, style, format and digital media to clearly and creatively express thoughts, messages, goals, or positions.

CSS.GC.3-5.7 Use digital tools to expand personal viewpoints and enrich learning by collaborating effectively both locally and globally.

CSS.DA.3-5.9 Understand the relationship between technology, lifelong learning, and the appropriate use of information.

**Grades 6-8**

CSS.DC.6-8.3 Explore computer science and computing-related careers.

CSS.CC.6-8.42 Improve teamwork and collaboration skills: providing useful feedback, integrating feedback, understanding, and accepting multiple perspectives.

CSS.GC.6-8.48 Consider the needs of a variety of end users regarding accessibility and usability.

**Grades 9-12**

**Digital Design**

IT-DD-1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and method.

IT-DD-1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.
**Social Studies:**
*Grades 9-12*

**Psychology**
SSPSP1 Analyze the impact of the social environment on behaviors, and attitudes.

**Sociology**
SSSocFR1 Explain the origins of sociology, the sociological perspective, and how sociology relates to the other social sciences.
SSSocC3 Analyze social structure and interaction within society.
SSSocIC1 Analyze forms of social inequality.
SSSocIC2 Analyze social change processes in a society.

**Music Appreciation:**

**HSMA.CN.1** Understand relationships between music, the other arts, and disciplines outside the arts.  
a. Explain ways in which other disciplines taught in the school are interrelated with those of music.  
b. Compare common terminology used in music and other fine arts.  
c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline, or across disciplines.

**HSMA.CN.2** Understand music in relation to history and culture.  
a. Identify and explain a particular music example’s historical and cultural significance.  
b. Compare and discuss the roles of musicians throughout history.  
c. Discuss and justify music’s functions in the cultures of various ethnic, social, and religious groups.