

Dating Trees - Learn-Along Guide Standards

<p>Determine the meaning of general academic and domain-specific words and phrases in a text</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts</p>	<p>CCSS.ELA-LITERACY.RI.5.4</p> <p>CCSS.ELA-LITERACY.RI.5.10</p>
<p>Elaborate on an imaginative idea.</p> <p>Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process</p>	<p>VA:Cr1.1.3a</p> <p>VA:Cr1.2.3a</p>
<p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p>Plants (and animals) have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.</p> <p>In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.</p>	<p>NGSS MS-LS2-2</p> <p>NGSS: LS1.A: Structure and Function</p> <p>NGSS MS-LS2.A2</p>
<p>Create art that represents natural and constructed environments.</p> <p>Synthesize and relate knowledge and personal experience to create art.</p>	<p>NCAS Creating #1</p> <p>NCAS Connecting #10</p>
<p>Students comprehend functional health knowledge to enhance health.</p> <p>Students advocate for behaviors that support personal, family, peer, school, and community health.</p>	<p>NHES 1</p> <p>NHES 8</p>
<p>Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</p>	<p>SEL 4: Social Awareness</p>