Girl Scouts Badges
Grades: 4, 5
States: Missouri Grade and Course-Level Expectations

Junior: Legacy Badges
Summary: As a Junior, girls can earn seven Legacy badges: Drawing, Practice with Purpose, Inside Government, Simple Meals, Junior First Aid, Junior Girl Scout Way, and Flowers.

Missouri Grade and Course-Level Expectations

Arts Education

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.M-PP.1.	Music - Product Performance: Develop and apply singing skills to perform and communicate through the arts
CONCEPT: GLE / BENCHMARK	PP.1.B.4a.	Expressive Singing: Demonstrate dynamics [p, f, crescendo, decrescendo/diminuendo] and tempi [fast, slow, ritardando]
CONCEPT: GLE / BENCHMARK	PP.1.B.4b.	Expressive Singing: Interpret expressive markings [accent, fermata]
CONCEPT: GLE / BENCHMARK	PP.1.E.4.	Group Singing: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor
STRAND: BIG IDEA / STANDARD	MO.M-PP.4.	Music - Product Performance: Develop and apply skills to compose, arrange, and create music to communicate through the arts
CONCEPT: GLE / BENCHMARK	PP.4.A.4.	Composition and Arrangement: Create rhythmic and/or melodic ostinati and soundscapes
STRAND: BIG IDEA / STANDARD	MO.M-AP.2.	Music - Artistic Perceptions: Develop and apply the knowledge and skills to evaluate music and musical performance
CONCEPT: GLE / BENCHMARK	AP.2.B.4.	Critique Musical Performances and Compositions: Use prerequisite music terms to describe their personal response to a musical example (function/style)
STRAND: BIG IDEA / STANDARD	MO.M-HC.1.	Music - Historical and Cultural Contexts: Develop and apply the knowledge and skills to understand works of art in time and place
CONCEPT: GLE / BENCHMARK	HC.1.D.4b.	Careers in Music: Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.
STRAND: BIG IDEA / STANDARD	MO.VA.PP.1.	Visual Arts - Product/Performance: Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems
CONCEPT: GLE / BENCHMARK	PP.1.A.4.	Drawing: Create light, medium, and dark values using pencil
STRAND: BIG	MO.VA.EP.1.	Visual Arts - Elements and Principles: Select and use elements

IDEA / STANDARD		of art for their effect in communicating ideas through artwork
CONCEPT: GLE / BENCHMARK	EP.1.A.4.	Line: Identify and use outlines
CONCEPT: GLE / BENCHMARK	EP.1.F.4.	Value: Identify and demonstrate a value scale
STRAND: BIG IDEA / STANDARD	MO.VA.EP.2.	Visual Arts - Elements and Principles: Select and use principles of art for their effect in communicating ideas through artwork
CONCEPT: GLE / BENCHMARK	EP.2.B.4.	Emphasis: Identify and create center of interest (focal point)
CONCEPT: GLE / BENCHMARK	EP.2.F.4.	Proportion: Identify realistic facial proportions
STRAND: BIG IDEA / STANDARD	MO.VA.AP.1.	Visual Arts - Artistic Perceptions: Investigate the nature of art and discuss responses to artworks
CONCEPT: GLE / BENCHMARK	AP.1.A.4.	Aesthetics: Discuss and develop answers to questions about art, such as: What is art? What is beauty?
STRAND: BIG IDEA / STANDARD	MO.VA.AP.2.	Visual Arts - Artistic Perceptions: Analyze and evaluate art using art vocabulary
CONCEPT: GLE / BENCHMARK	AP.2.A.4.	Art Criticism: Describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.M-PP.1.	Music - Product Performance: Develop and apply singing skills to perform and communicate through the arts
CONCEPT: GLE / BENCHMARK	PP.1.B.5.	Expressive Singing: Use dynamics and phrasing to communicate an interpretation of a given style
CONCEPT: GLE / BENCHMARK	PP.1.E.5a.	Group Singing: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble
CONCEPT: GLE / BENCHMARK	PP.1.E.5b.	Group Singing: Respond expressively to conductor's cues
STRAND: BIG IDEA / STANDARD	MO.M-AP.2.	Music - Artistic Perceptions: Develop and apply the knowledge and skills to evaluate music and musical performance
CONCEPT: GLE / BENCHMARK	AP.2.B.5.	Critique Musical Performances and Compositions: Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)

STRAND: BIG IDEA / STANDARD	MO.VA.PP.1.	Visual Arts - Product/Performance: Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems
CONCEPT: GLE / BENCHMARK	PP.1.A.5.	Drawing: Create texture or surface quality using any drawing media
CONCEPT: GLE / BENCHMARK	PP.1.B.5b.	Painting: Apply layers of watercolor paint from lightest to darkest colors
STRAND: BIG IDEA / STANDARD	MO.VA.EP.1.	Visual Arts - Elements and Principles: Select and use elements of art for their effect in communicating ideas through artwork
CONCEPT: GLE / BENCHMARK	EP.1.A.5.	Line: Identify and use contour lines
CONCEPT: GLE / BENCHMARK	EP.1.G.5b.	Space: Identify and use a single horizon line
STRAND: BIG IDEA / STANDARD	MO.VA.EP.2.	Visual Arts - Elements and Principles: Select and use principles of art for their effect in communicating ideas through artwork
CONCEPT: GLE / BENCHMARK	EP.2.F.5.	Proportion: Identify and use relative size (realistic scale)
STRAND: BIG IDEA / STANDARD	MO.VA.AP.1.	Visual Arts - Artistic Perceptions: Investigate the nature of art and discuss responses to artworks
CONCEPT: GLE / BENCHMARK	AP.1.A.5.	Aesthetics: Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?
STRAND: BIG IDEA / STANDARD	MO.VA.AP.2.	Visual Arts - Artistic Perceptions: Analyze and evaluate art using art vocabulary
CONCEPT: GLE / BENCHMARK	AP.2.A.5.	Art Criticism: Describe the use of the following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/simulated textures, Intermediate and Neutral colors, Asymmetrical Balance, Contrast /variety of textures, Perspective: change in size, Point of view

Health and PE

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.ME.1.	Health Education - Health Maintenance and Enhancement: Personal and Family Health
CONCEPT: GLE / BENCHMARK	ME.1.A.4.	Personal Health: Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking).

STRAND: BIG IDEA / STANDARD	MO.ME.2.	Health Education - Health Maintenance and Enhancement: Nutrition
CONCEPT: GLE / BENCHMARK	ME.2.A.4a.	Essential Nutrients and Food Groupings: Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices.
CONCEPT: GLE / BENCHMARK	ME.2.A.4b.	Essential Nutrients and Food Groupings: Describe the relationship between food intake and energy.
STRAND: BIG IDEA / STANDARD	MO.ME.4.	Health Education - Health Maintenance and Enhancement: Life Management Skills
CONCEPT: GLE / BENCHMARK	ME.4.B.4.	Refusal/Assertive Skills and Conflict Resolution: Identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution.
STRAND: BIG IDEA / STANDARD	MO.PA.1.	Physical Education - Physical Activity and Lifetime Wellness: Personal Fitness and Healthy Active Living
CONCEPT: GLE / BENCHMARK	PA.1.B.4a.	Wellness: Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out).

<div align="center">Grade: 5</div>

STRAND: BIG IDEA / STANDARD	MO.ME.1.	Health Education - Health Maintenance and Enhancement: Personal and Family Health
CONCEPT: GLE / BENCHMARK	ME.1.C.5.	Growth and Development: Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth).
STRAND: BIG IDEA / STANDARD	MO.ME.2.	Health Education - Health Maintenance and Enhancement: Nutrition
CONCEPT: GLE / BENCHMARK	ME.2.A.5a.	Essential Nutrients and Food Groupings: Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D).
CONCEPT: GLE / BENCHMARK	ME.2.A.5b.	Essential Nutrients and Food Groupings: Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains).
CONCEPT: GLE / BENCHMARK	ME.2.E.5.	Food Energy and Physical Activity: Summarize the relationship between food intake and physical activity.
STRAND: BIG IDEA / STANDARD	MO.RA.2.	Health Education - Risk Assessment and Reduction: Injury Prevention and Safety

CONCEPT: GLE / BENCHMARK	RA.2.B.5.	First Aid Procedures: Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing).
STRAND: BIG IDEA / STANDARD	MO.PA.1.	Physical Education - Physical Activity and Lifetime Wellness: Personal Fitness and Healthy Active Living
CONCEPT: GLE / BENCHMARK	PA.1.B.5a.	Wellness: Analyze food choices and the relationship between physical activity and food intake.

Language Arts

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions

INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced
INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 2; CA 3, 1.5, 1.6, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies

GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) (CA 5, 6 1.5; FR I 2h, IV 1d, K-4)
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.2.	Develop and apply effective speaking skills and strategies for various audiences and purposes
GLE / COMPONENT	LS.2.A.	Discussion and Presentation: In discussions and presentations, (CA 1, 6 2.1, 2.3, 4.6; FR II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4):
INDICATOR / PROFICIENCY	LS.2.A.b.	Identify and apply appropriate speaking techniques such as volume control, pace and eye contact

<div align="center">Grade: 5</div>

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process

GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions
INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced
INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 3; CA 3, 1.5, 1.6, 1.7, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose

STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies
GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers) (CA 5, 6 1.5; FR II 5b, III 1c, IV 1e, 5-8)
STRAND: BIG IDEA / STANDARD	MO.IL.	Information Literacy
CONCEPT: GLE / BENCHMARK	IL.2.	Develop and apply effective skills and strategies to analyze and evaluate oral and visual media
GLE / COMPONENT	IL.2.A.	Media Messages: Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs) (CA 5 1.5, 1.7, 2.7; FR I 5a, II 1a, III 3c, 5-8)

Science

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.C.	Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)
INDICATOR / PROFICIENCY	7.1.C.a.	Scope and Sequence - All Units: Use quantitative and qualitative data as support for reasonable explanations
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.D.	The nature of science relies upon communication of results and justification of explanations
INDICATOR / PROFICIENCY	7.1.D.a.	Scope and Sequence - All Units: Communicate simple procedures and results of investigations and explanations through: oral presentations, drawings and maps, drawings and maps, data tables, graphs (bar, single line, pictograph), writings

STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.2.	Historical and cultural perspectives of scientific explanations help to improve understanding of the nature of science and how science knowledge and technology evolve over time
GLE / COMPONENT	8.2.A.	People of different gender and ethnicity have contributed to scientific discoveries and the invention of technological innovations
INDICATOR / PROFICIENCY	8.2.A.a.	Scope and Sequence - All units: Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology (Assess Locally)
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.3.	Science and technology affect, and are affected by, society
GLE / COMPONENT	8.3.A.	People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done
INDICATOR / PROFICIENCY	8.3.A.a.	Scope and Sequence - All units: Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery)

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.C.	Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)
INDICATOR / PROFICIENCY	7.1.C.a.	Scope and Sequence - All Units: Use quantitative and qualitative data as support for reasonable explanations
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking

GLE / COMPONENT	7.1.D.	The nature of science relies upon communication of results and justification of explanations
INDICATOR / PROFICIENCY	7.1.D.a.	Scope and Sequence - All Units: Communicate simple procedures and results of investigations and explanations through: oral presentations, drawings and maps, drawings and maps, data tables, graphs (bar, single line, pictograph), writings
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.2.	Historical and cultural perspectives of scientific explanations help to improve understanding of the nature of science and how science knowledge and technology evolve over time
GLE / COMPONENT	8.2.A.	People of different gender and ethnicity have contributed to scientific discoveries and the invention of technological innovations
INDICATOR / PROFICIENCY	8.2.A.a.	Scope and Sequence - All units: Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology (Assess Locally)
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.3.	Science and technology affect, and are affected by, society
GLE / COMPONENT	8.3.A.	People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done
INDICATOR / PROFICIENCY	8.3.A.a.	Scope and Sequence - All units: Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery)

Social Studies

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.GS.2.	Principles and Process of Governance Systems: Knowledge of principles and processes of governance systems
CONCEPT: GLE / BENCHMARK	GS.2.C.	Processes of governmental systems
GLE / COMPONENT	GS.2.C(1).a.	Describe how authoritative decisions are made, enforced and interpreted within the state government (DOK 2; SS2 1.1)
GLE / COMPONENT	GS.2.C(2).a.	Identify and explain the functions of the three branches of government in the state government (DOK 2; SS2 1.10, 1.6)

STRAND: BIG IDEA / STANDARD	MO.RI.6.	Relationships of Individual and Groups to Institutions and Traditions: Knowledge of relationships of the individual and groups to institutions and cultural traditions
CONCEPT: GLE / BENCHMARK	RI.6.C.	Methods of resolving conflicts
GLE / COMPONENT	RI.6.C.a.	Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer (DOK 3; SS6 3.4)
STRAND: BIG IDEA / STANDARD	MO.TS.7.	Tools of Social Science Inquiry: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)
CONCEPT: GLE / BENCHMARK	TS.7.A.	Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry
GLE / COMPONENT	TS.7.A(3).a.	Identify and use library and media resources (e.g. electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons) (DOK 1; SS7 1.5, 1.10)

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.PC.1.	Principles of Constitutional Democracy: Knowledge of the principles expressed in documents shaping constitutional democracy in the United States
CONCEPT: GLE / BENCHMARK	PC.1.A.	Principles of constitutional democracy in the United States
GLE / COMPONENT	PC.1.A(2).e.	Identify important principles in the Constitution including: separation of powers (DOK 1; SS1 1.1)
GLE / COMPONENT	PC.1.A(2).f.	Identify important principles in the Constitution including: checks and balances (DOK 1; SS1 1.1)
STRAND: BIG IDEA / STANDARD	MO.GS.2.	Principles and Process of Governance Systems: Knowledge of principles and processes of governance systems
CONCEPT: GLE / BENCHMARK	GS.2.C.	Processes of governmental systems
GLE / COMPONENT	GS.2.C.a.	Distinguish between powers and functions of local, state and national government (DOK 2; SS2 1.1)
STRAND: BIG IDEA / STANDARD	MO.MH.3a.	Missouri, United States and World History: Knowledge of continuity and change in the history of Missouri and the United States
CONCEPT: GLE / BENCHMARK	MH.3a.D.	Perspectives on The American Revolution
GLE / COMPONENT	MH.3a.D.a.	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful (DOK 3; SS3 3.6)
STRAND: BIG IDEA / STANDARD	MO.EG.5	Elements of Geographical Study and Analysis: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship

to changes in society and the environment

CONCEPT: GLE / BENCHMARK	EG.5.C.	Understanding the concept of place
GLE / COMPONENT	EG.5.C(2).a.	Identify human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system (DOK 1; SS5 1.1)
STRAND: BIG IDEA / STANDARD	MO.TS.7.	Tools of Social Science Inquiry: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)
CONCEPT: GLE / BENCHMARK	TS.7.D.	Using technological tools
GLE / COMPONENT	TS.7.D.a.	Use technological tools for research and presentation (DOK 2, 3, 4; SS7 1.4, 2.7, 2.1)

Junior: It's Your Planet Journey - Skill Building Badges
Summary: Juniors can earn five badges connected to GET MOVING! National Leadership Journey. The badges are: Jeweler, Gardener, Detective, Camper, and Independence.

Missouri Grade and Course-Level Expectations

Arts Education

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.VA.PP.1.	Visual Arts - Product/Performance: Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems
CONCEPT: GLE / BENCHMARK	PP.1.A.4.	Drawing: Create light, medium, and dark values using pencil
CONCEPT: GLE / BENCHMARK	PP.1.B.4a.	Painting: Apply watercolor paint to wet areas to blend color (wet-on-wet technique)
CONCEPT: GLE / BENCHMARK	PP.1.B.4b.	Painting: Using tempera paints, add color to white to create a tint
CONCEPT: GLE / BENCHMARK	PP.1.B.4c.	Painting: Using tempera paints, add black to a color create a shade
STRAND: BIG IDEA / STANDARD	MO.VA.PP.3.	Visual Arts - Product/Performance: Communicate ideas about subject matter and themes in artworks created for various purposes
CONCEPT: GLE / BENCHMARK	PP.3.A.4a.	Subject Matter: Fine Art Portrait: Create facial features in correct proportion
STRAND: BIG IDEA / STANDARD	MO.VA.EP.1.	Visual Arts - Elements and Principles: Select and use elements of art for their effect in communicating ideas through artwork
CONCEPT: GLE / BENCHMARK	EP.1.A.4.	Line: Identify and use outlines

CONCEPT: GLE / BENCHMARK	EP.1.E.4.	Color: Identify and use tints and shades
CONCEPT: GLE / BENCHMARK	EP.1.F.4.	Value: Identify and demonstrate a value scale
STRAND: BIG IDEA / STANDARD	MO.VA.EP.2.	Visual Arts - Elements and Principles: Select and use principles of art for their effect in communicating ideas through artwork
CONCEPT: GLE / BENCHMARK	EP.2.B.4.	Emphasis: Identify and create center of interest (focal point)
CONCEPT: GLE / BENCHMARK	EP.2.F.4.	Proportion: Identify realistic facial proportions
STRAND: BIG IDEA / STANDARD	MO.VA.AP.1.	Visual Arts - Artistic Perceptions: Investigate the nature of art and discuss responses to artworks
CONCEPT: GLE / BENCHMARK	AP.1.A.4.	Aesthetics: Discuss and develop answers to questions about art, such as: What is art? What is beauty?
STRAND: BIG IDEA / STANDARD	MO.VA.AP.2.	Visual Arts - Artistic Perceptions: Analyze and evaluate art using art vocabulary
CONCEPT: GLE / BENCHMARK	AP.2.A.4.	Art Criticism: Describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.VA.PP.1.	Visual Arts - Product/Performance: Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems
CONCEPT: GLE / BENCHMARK	PP.1.A.5.	Drawing: Create texture or surface quality using any drawing media
CONCEPT: GLE / BENCHMARK	PP.1.B.5a.	Painting: Mix a variety of hues to create new colors
CONCEPT: GLE / BENCHMARK	PP.1.B.5b.	Painting: Apply layers of watercolor paint from lightest to darkest colors
CONCEPT: GLE / BENCHMARK	PP.1.B.5c.	Painting: Using tempera paints, produce a sharp, clear edge between areas of colors
STRAND: BIG IDEA / STANDARD	MO.VA.PP.3.	Visual Arts - Product/Performance: Communicate ideas about subject matter and themes in artworks created for various purposes
CONCEPT: GLE / BENCHMARK	PP.3.A.5c.	Subject Matter: Fine Art Landscape: Create an original outdoor scene to show the illusion of space
STRAND: BIG IDEA / STANDARD	MO.VA.EP.1.	Visual Arts - Elements and Principles: Select and use elements of art for their effect in communicating ideas through artwork

CONCEPT: GLE / BENCHMARK	EP.1.A.5.	Line: Identify and use contour lines
CONCEPT: GLE / BENCHMARK	EP.1.E.5a.	Color: Identify and use intermediate and neutral colors
CONCEPT: GLE / BENCHMARK	EP.1.E.5b.	Color: Identify the arrangement of colors on a color wheel
CONCEPT: GLE / BENCHMARK	EP.1.G.5b.	Space: Identify and use a single horizon line
STRAND: BIG IDEA / STANDARD	MO.VA.EP.2.	Visual Arts - Elements and Principles: Select and use principles of art for their effect in communicating ideas through artwork
CONCEPT: GLE / BENCHMARK	EP.2.F.5.	Proportion: Identify and use relative size (realistic scale)
STRAND: BIG IDEA / STANDARD	MO.VA.AP.1.	Visual Arts - Artistic Perceptions: Investigate the nature of art and discuss responses to artworks
CONCEPT: GLE / BENCHMARK	AP.1.A.5.	Aesthetics: Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?
STRAND: BIG IDEA / STANDARD	MO.VA.AP.2.	Visual Arts - Artistic Perceptions: Analyze and evaluate art using art vocabulary
CONCEPT: GLE / BENCHMARK	AP.2.A.5.	Art Criticism: Describe the use of the following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/simulated textures, Intermediate and Neutral colors, Asymmetrical Balance, Contrast /variety of textures, Perspective: change in size, Point of view

Health and PE

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.RA.1.	Health Education - Risk Assessment and Reduction: Disease Prevention and Control
CONCEPT: GLE / BENCHMARK	RA.1.B.4.	Body Defenses and Recovery: Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices).
STRAND: BIG IDEA / STANDARD	MO.RA.2.	Health Education - Risk Assessment and Reduction: Injury Prevention and Safety
CONCEPT: GLE / BENCHMARK	RA.2.C.4.	Activity Related Injuries and Environmental Conditions: Predict the outcome when safety equipment is used/not used in physical activity.
STRAND: BIG IDEA / STANDARD	MO.PA.3.	Physical Education - Physical Activity and Lifetime Wellness: Injury Prevention, Treatment and Rehabilitation

CONCEPT: GLE / BENCHMARK	PA.3.A.4.	Prevention: Identify safe and unsafe situations and respond appropriately.

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.ME.1.	Health Education - Health Maintenance and Enhancement: Personal and Family Health
CONCEPT: GLE / BENCHMARK	ME.1.A.5.	Personal Health: Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking.

Language Arts

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):

INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions
INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced
INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 2; CA 3, 1.5, 1.6, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking

CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies
GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) (CA 5, 6 1.5; FR I 2h, IV 1d, K-4)
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.2.	Develop and apply effective speaking skills and strategies for various audiences and purposes
GLE / COMPONENT	LS.2.A.	Discussion and Presentation: In discussions and presentations, (CA 1, 6 2.1, 2.3, 4.6; FR II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4):
INDICATOR / PROFICIENCY	LS.2.A.b.	Identify and apply appropriate speaking techniques such as volume control, pace and eye contact

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions
INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced
INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 3; CA 3, 1.5, 1.6, 1.7, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose

STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies
GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers) (CA 5, 6 1.5; FR II 5b, III 1c, IV 1e, 5-8)

Science

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.1.	Properties and Principals of Matter and Energy
CONCEPT: GLE / BENCHMARK	1.1.	Changes in properties and states of matter provide evidence of the atomic theory of matter
GLE / COMPONENT	1.1.A.	Objects, and the materials are made of, have properties that can be used to describe and classify them
INDICATOR / PROFICIENCY	1.1.A.d.	Scope and Sequence - Mixtures and Solutions: Classify types of materials (e.g., water, salt, sugar, iron filings, salt water) into ''like'' substances (materials that have specific physical properties) or mixtures of substances by using their characteristic properties
STRAND: BIG IDEA / STANDARD	MO.4.	Changes in Ecosystems and Interactions of Organisms with Their Environments
CONCEPT: GLE / BENCHMARK	4.3.	Genetic variation sorted by the natural selection process explains evidence of biological evolution
GLE / COMPONENT	4.3.C.	Natural selection is the process of sorting individuals based on their ability to survive and reproduce within their ecosystem
INDICATOR / PROFICIENCY	4.3.C.c.	Scope and Sequence - Interactions among Organisms and their Environment: Identify internal cues (e.g., hunger) and external cues (e.g., changes in the environment) that cause organisms to behave in certain ways (e.g., hunting, migration, hibernation)
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.C.	Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)

INDICATOR / PROFICIENCY	7.1.C.a.	Scope and Sequence - All Units: Use quantitative and qualitative data as support for reasonable explanations
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.D.	The nature of science relies upon communication of results and justification of explanations
INDICATOR / PROFICIENCY	7.1.D.a.	Scope and Sequence - All Units: Communicate simple procedures and results of investigations and explanations through: oral presentations, drawings and maps, drawings and maps, data tables, graphs (bar, single line, pictograph), writings
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.3.	Science and technology affect, and are affected by, society
GLE / COMPONENT	8.3.A.	People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done
INDICATOR / PROFICIENCY	8.3.A.a.	Scope and Sequence - All units: Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery)

<div align="center">Grade: 5</div>

STRAND: BIG IDEA / STANDARD	MO.3.	Characteristics and Interactions of Living Organisms
CONCEPT: GLE / BENCHMARK	3.1.	There is a fundamental unity underlying the diversity of all living organisms
GLE / COMPONENT	3.1.D.	Plants and animals have different structures that serve similar functions necessary for the survival of the organism
INDICATOR / PROFICIENCY	3.1.D.a.	Scope and Sequence - Classification of Plants and Animals: Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking

GLE / COMPONENT	7.1.C.	Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)
INDICATOR / PROFICIENCY	7.1.C.a.	Scope and Sequence - All Units: Use quantitative and qualitative data as support for reasonable explanations
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.D.	The nature of science relies upon communication of results and justification of explanations
INDICATOR / PROFICIENCY	7.1.D.a.	Scope and Sequence - All Units: Communicate simple procedures and results of investigations and explanations through: oral presentations, drawings and maps, drawings and maps, data tables, graphs (bar, single line, pictograph), writings
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.3.	Science and technology affect, and are affected by, society
GLE / COMPONENT	8.3.A.	People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done
INDICATOR / PROFICIENCY	8.3.A.a.	Scope and Sequence - All units: Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery)

Social Studies		
STRAND: BIG IDEA / STANDARD	MO.EG.5	Elements of Geographical Study and Analysis: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment
CONCEPT: GLE / BENCHMARK	EG.5.C.	Understanding the concept of place
GLE / COMPONENT	EG.5.C(2).a.	Identify human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system (DOK 1; SS5 1.1)

Missouri Grade and Course-Level Expectations

Arts Education

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.M-PP.1.	Music - Product Performance: Develop and apply singing skills to perform and communicate through the arts
CONCEPT: GLE / BENCHMARK	PP.1.B.4a.	Expressive Singing: Demonstrate dynamics [p, f, crescendo, decrescendo/diminuendo] and tempi [fast, slow, ritardando]
CONCEPT: GLE / BENCHMARK	PP.1.B.4b.	Expressive Singing: Interpret expressive markings [accent, fermata]
CONCEPT: GLE / BENCHMARK	PP.1.E.4.	Group Singing: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor
STRAND: BIG IDEA / STANDARD	MO.M-PP.4.	Music - Product Performance: Develop and apply skills to compose, arrange, and create music to communicate through the arts
CONCEPT: GLE / BENCHMARK	PP.4.A.4.	Composition and Arrangement: Create rhythmic and/or melodic ostinati and soundscapes
STRAND: BIG IDEA / STANDARD	MO.T-PP.1.	Theatre - Product Performance: Develop and apply skills to communicate ideas through theatrical performances.
CONCEPT: GLE / BENCHMARK	PP.1.B.4.	Acting: Express emotions and ideas to imitate life experiences. Improvise dialogue to tell stories, specific settings, and scenes
CONCEPT: GLE / BENCHMARK	PP.1.F.4.	Performing: Participate in a performance for a class or invited audience
STRAND: BIG IDEA / STANDARD	MO.T-EP.1.	Theatre - Elements and Principles: Select and apply theatrical elements to communicate ideas through the creation of theatre
CONCEPT: GLE / BENCHMARK	EP.1.B.4.	Acting: Identify vocal inflection and how it shows character in reading
STRAND: BIG IDEA / STANDARD	MO.T-IC.1.	Theatre - Interdisciplinary Connections: Develop and apply skills necessary to make connections between theatre and other arts
CONCEPT: GLE / BENCHMARK	IC.1.A.4.	Interrelationships of the Arts: Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.M-PP.1.	Music - Product Performance: Develop and apply singing skills to perform and communicate through the arts
CONCEPT: GLE / BENCHMARK	PP.1.B.5.	Expressive Singing: Use dynamics and phrasing to communicate an interpretation of a given style
CONCEPT: GLE / BENCHMARK	PP.1.E.5a.	Group Singing: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble
CONCEPT: GLE / BENCHMARK	PP.1.E.5b.	Group Singing: Respond expressively to conductor's cues
STRAND: BIG IDEA / STANDARD	MO.T-PP.1.	Theatre - Product Performance: Develop and apply skills to communicate ideas through theatrical performances.
CONCEPT: GLE / BENCHMARK	PP.1.B.5.	Acting: Use vocal skills (e.g., clarity, variety, and volume) through reading aloud and interpreting characters
CONCEPT: GLE / BENCHMARK	PP.1.C.5.	Design and Technical Theatre: Alter space appropriately (e.g., create a separate audience space from performance space) to create a suitable environment for playmaking
CONCEPT: GLE / BENCHMARK	PP.1.F.5.	Performing: Participate in a performance for a class or invited audience
STRAND: BIG IDEA / STANDARD	MO.T-EP.1.	Theatre - Elements and Principles: Select and apply theatrical elements to communicate ideas through the creation of theatre
CONCEPT: GLE / BENCHMARK	EP.1.B.5.	Acting: Identify audition, callback, call , stage directions (i.e., upstage, downstage, center, left, right), projection, curtain call
CONCEPT: GLE / BENCHMARK	EP.1.C.5.	Design and Technical Theatre: Identify space that has been appropriately set up for playmaking
STRAND: BIG IDEA / STANDARD	MO.T-AP.1.	Theatre - Artistic Perceptions: Develop and apply skills to explain perceptions about and evaluations of theatre and theatrical performance
CONCEPT: GLE / BENCHMARK	AP.1.A.5.	Analysis and Evaluation: Communicate artistic choices and offer alternatives to solve problems and build consensus
STRAND: BIG IDEA / STANDARD	MO.T-IC.1.	Theatre - Interdisciplinary Connections: Develop and apply skills necessary to make connections between theatre and other arts
CONCEPT: GLE / BENCHMARK	IC.1.A.5.	Interrelationships of the Arts: Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations

Language Arts

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions
INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions
STRAND: BIG IDEA / STANDARD	MO.R.	Reading

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced
INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 2; CA 3, 1.5, 1.6, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies
GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) (CA 5, 6 1.5; FR I 2h, IV 1d, K-4)
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.2.	Develop and apply effective speaking skills and strategies for various audiences and purposes

GLE / COMPONENT	LS.2.A.	Discussion and Presentation: In discussions and presentations, (CA 1, 6 2.1, 2.3, 4.6; FR II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4):
INDICATOR / PROFICIENCY	LS.2.A.b.	Identify and apply appropriate speaking techniques such as volume control, pace and eye contact

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions
INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced
INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 3; CA 3, 1.5, 1.6, 1.7, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies
GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers) (CA 5, 6 1.5; FR II 5b, III 1c, IV 1e, 5-8)

		Science
		Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.1.	Properties and Principals of Matter and Energy
CONCEPT: GLE / BENCHMARK	1.1.	Changes in properties and states of matter provide evidence of the atomic theory of matter
GLE / COMPONENT	1.1.A.	Objects, and the materials are made of, have properties that can be used to describe and classify them
INDICATOR / PROFICIENCY	1.1.A.d.	Scope and Sequence - Mixtures and Solutions: Classify types of materials (e.g., water, salt, sugar, iron filings, salt water) into ''like'' substances (materials that have specific physical properties) or mixtures of substances by using their characteristic properties
STRAND: BIG IDEA / STANDARD	MO.4.	Changes in Ecosystems and Interactions of Organisms with Their Environments
CONCEPT: GLE / BENCHMARK	4.1.	Organisms are interdependent with one another with their environment
GLE / COMPONENT	4.1.A.	All populations living together within a community interact with one another and with their environment in order to survive and maintain a balanced ecosystem
INDICATOR / PROFICIENCY	4.1.A.a.	Scope and Sequence - Interactions among Organisms and their Environment: Identify the ways a specific organism may interact with other organisms or with the environment (e.g., pollination, shelter, seed dispersal, camouflage, migration, hibernation, defensive mechanism)
STRAND: BIG IDEA / STANDARD	MO.4.	Changes in Ecosystems and Interactions of Organisms with Their Environments
CONCEPT: GLE / BENCHMARK	4.1.	Organisms are interdependent with one another with their environment
GLE / COMPONENT	4.1.D.	The diversity of species within an ecosystem is affected by changes in the environment, which can be caused by other organisms or outside processes
INDICATOR / PROFICIENCY	4.1.D.a.	Scope and Sequence - Interactions among Organisms and their Environment: Identify examples in Missouri where human activity has had a beneficial or harmful effect on other organisms (e.g., feeding birds, littering vs. picking up trash, hunting/conservation of species, paving/restoring green space)
STRAND: BIG IDEA / STANDARD	MO.4.	Changes in Ecosystems and Interactions of Organisms with Their Environments
CONCEPT: GLE / BENCHMARK	4.3.	Genetic variation sorted by the natural selection process explains evidence of biological evolution

GLE / COMPONENT	4.3.C.	Natural selection is the process of sorting individuals based on their ability to survive and reproduce within their ecosystem
INDICATOR / PROFICIENCY	4.3.C.a.	Scope and Sequence - Interactions among Organisms and their Environment: Identify specialized structures and describe how they help plants survive in their environment (e.g., root, cactus needles, thorns, winged seed, waxy leaves)
INDICATOR / PROFICIENCY	4.3.C.b.	Scope and Sequence - Interactions among Organisms and their Environment: Identify specialized structures and senses and describe how they help animals survive in their environment (e.g., antennae, body covering, teeth, beaks, whiskers, appendages)
INDICATOR / PROFICIENCY	4.3.C.d.	Scope and Sequence - Interactions among Organisms and their Environment: Predict which plant or animal will be able to survive in a specific environment based on its special structures or behaviors.
STRAND: BIG IDEA / STANDARD	MO.5.	Processes and Interactions of the Earth's Systems (Geosphere, Atmosphere, and Hydrosphere)
CONCEPT: GLE / BENCHMARK	5.3.	Human activity is dependent upon and affects Earth's resources and systems
GLE / COMPONENT	5.3.A.	Earth's materials are limited natural resource's affected by human activity
INDICATOR / PROFICIENCY	5.3.A.b.	Scope and Sequence - Changes in the Earth's Surface: Propose ways to solve simple environmental problems (e.g., recycling, composting, ways to decrease soil erosion) that result from human activity
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.C.	Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)
INDICATOR / PROFICIENCY	7.1.C.a.	Scope and Sequence - All Units: Use quantitative and qualitative data as support for reasonable explanations
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.D.	The nature of science relies upon communication of results and justification of explanations

INDICATOR / PROFICIENCY	7.1.D.a.	Scope and Sequence - All Units: Communicate simple procedures and results of investigations and explanations through: oral presentations, drawings and maps, drawings and maps, data tables, graphs (bar, single line, pictograph), writings
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.1.	The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs
GLE / COMPONENT	8.1.C.	Technological solutions to problems often have drawbacks as well as benefits
INDICATOR / PROFICIENCY	8.1.C.a.	Scope and Sequence - Forms of Energy: Electrical Circuits/Laws of Motion/Interactions among Organisms and Their Environments: Identify how the effects of inventions or technological advances (e.g., different types of light bulbs, semiconductors/integrated circuits and electronics, satellite imagery, robotics, communication, transportation, generation of energy, renewable materials) may be helpful, harmful, or both (Assess Locally))
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.2.	Historical and cultural perspectives of scientific explanations help to improve understanding of the nature of science and how science knowledge and technology evolve over time
GLE / COMPONENT	8.2.A.	People of different gender and ethnicity have contributed to scientific discoveries and the invention of technological innovations
INDICATOR / PROFICIENCY	8.2.A.a.	Scope and Sequence - All units: Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology (Assess Locally)
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.3.	Science and technology affect, and are affected by, society
GLE / COMPONENT	8.3.A.	People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done
INDICATOR / PROFICIENCY	8.3.A.a.	Scope and Sequence - All units: Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving problems or learning through discovery)

STRAND: BIG IDEA / STANDARD	MO.3.	Characteristics and Interactions of Living Organisms
CONCEPT: GLE / BENCHMARK	3.1.	There is a fundamental unity underlying the diversity of all living organisms
GLE / COMPONENT	3.1.D.	Plants and animals have different structures that serve similar functions necessary for the survival of the organism
INDICATOR / PROFICIENCY	3.1.D.a.	Scope and Sequence - Classification of Plants and Animals: Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes
STRAND: BIG IDEA / STANDARD	MO.3.	Characteristics and Interactions of Living Organisms
CONCEPT: GLE / BENCHMARK	3.1.	There is a fundamental unity underlying the diversity of all living organisms
GLE / COMPONENT	3.1.E.	Biological classifications are based on how organisms are related
INDICATOR / PROFICIENCY	3.1.E.a.	Scope and Sequence - Classification of Plants and Animals: Explain how similarities are the basis for classification
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.C.	Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)
INDICATOR / PROFICIENCY	7.1.C.a.	Scope and Sequence - All Units: Use quantitative and qualitative data as support for reasonable explanations
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.D.	The nature of science relies upon communication of results and justification of explanations
INDICATOR / PROFICIENCY	7.1.D.a.	Scope and Sequence - All Units: Communicate simple procedures and results of investigations and explanations through: oral presentations, drawings and maps, drawings and maps, data tables, graphs (bar, single line, pictograph), writings

STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.1.	The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs
GLE / COMPONENT	8.1.C.	Technological solutions to problems often have drawbacks as well as benefits
INDICATOR / PROFICIENCY	8.1.C.a.	Scope and Sequence - Simple Machines/Water Cycle and Weather/Solar System/Classification of Plants and Animals: Identify how the effects of inventions or technological advances (e.g., different types of light bulbs, semiconductors/integrated circuits and electronics, satellite imagery, robotics, communication, transportation, generation of energy, renewable materials) may be helpful, harmful, or both (Assess Locally))
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.2.	Historical and cultural perspectives of scientific explanations help to improve understanding of the nature of science and how science knowledge and technology evolve over time
GLE / COMPONENT	8.2.A.	People of different gender and ethnicity have contributed to scientific discoveries and the invention of technological innovations
INDICATOR / PROFICIENCY	8.2.A.a.	Scope and Sequence - All units: Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology (Assess Locally)
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.3.	Science and technology affect, and are affected by, society
GLE / COMPONENT	8.3.A.	People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done
INDICATOR / PROFICIENCY	8.3.A.a.	Scope and Sequence - All units: Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery)

		Social Studies

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.EG.5.	Elements of Geographical Study and Analysis: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment
CONCEPT: GLE / BENCHMARK	EG.5.D.	Relationships within places (Human- Environment Interactions) (Movement)
GLE / COMPONENT	EG.5.D.a.	Describe how people are affected by, depend on, adapt to and change their environments (DOK 2; SS5 1.6)

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.EG.5	Elements of Geographical Study and Analysis: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment
CONCEPT: GLE / BENCHMARK	EG.5.B.	Understanding the concept of location to make predictions and solve problems
GLE / COMPONENT	EG.5.B(2).a.	Locate states and major topographic features of the United States (DOK 1; SS5 1.4, 1.5)
STRAND: BIG IDEA / STANDARD	MO.EG.5	Elements of Geographical Study and Analysis: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment
CONCEPT: GLE / BENCHMARK	EG.5.F.	Understanding relationships between and among regions
GLE / COMPONENT	EG.5.F.a.	Identify different kinds of regions in the United States (DOK 1; SS5 1.1)

Junior: It's Your World Journey - Skill Building Badges
Summary: Juniors can earn five badges connected to Agent of Change National Leadership Journey. The badges are: Digital Photographer, Staying Fit, Musician, Entertainment Technology, and Scribe.

Missouri Grade and Course-Level Expectations

	Arts Education	

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.M-PP.1.	Music - Product Performance: Develop and apply singing skills to perform and communicate through the arts
CONCEPT: GLE / BENCHMARK	PP.1.B.4a.	Expressive Singing: Demonstrate dynamics [p, f, crescendo, decrescendo/diminuendo] and tempi [fast, slow, ritardando]
CONCEPT: GLE / BENCHMARK	PP.1.B.4b.	Expressive Singing: Interpret expressive markings [accent, fermata]

CONCEPT: GLE / BENCHMARK	PP.1.E.4.	Group Singing: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor
STRAND: BIG IDEA / STANDARD	MO.M-PP.4.	Music - Product Performance: Develop and apply skills to compose, arrange, and create music to communicate through the arts
CONCEPT: GLE / BENCHMARK	PP.4.A.4.	Composition and Arrangement: Create rhythmic and/or melodic ostinati and soundscapes
STRAND: BIG IDEA / STANDARD	MO.M-AP.2.	Music - Artistic Perceptions: Develop and apply the knowledge and skills to evaluate music and musical performance
CONCEPT: GLE / BENCHMARK	AP.2.B.4.	Critique Musical Performances and Compositions: Use prerequisite music terms to describe their personal response to a musical example (function/style)
STRAND: BIG IDEA / STANDARD	MO.M-HC.1.	Music - Historical and Cultural Contexts: Develop and apply the knowledge and skills to understand works of art in time and place
CONCEPT: GLE / BENCHMARK	HC.1.D.4b.	Careers in Music: Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.M-PP.1.	Music - Product Performance: Develop and apply singing skills to perform and communicate through the arts
CONCEPT: GLE / BENCHMARK	PP.1.B.5.	Expressive Singing: Use dynamics and phrasing to communicate an interpretation of a given style
CONCEPT: GLE / BENCHMARK	PP.1.E.5a.	Group Singing: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble
CONCEPT: GLE / BENCHMARK	PP.1.E.5b.	Group Singing: Respond expressively to conductor's cues
STRAND: BIG IDEA / STANDARD	MO.M-AP.2.	Music - Artistic Perceptions: Develop and apply the knowledge and skills to evaluate music and musical performance
CONCEPT: GLE / BENCHMARK	AP.2.B.5.	Critique Musical Performances and Compositions: Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)

Health and PE

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.ME.1.	Health Education - Health Maintenance and Enhancement: Personal and Family Health
CONCEPT: GLE / BENCHMARK	ME.1.A.4.	Personal Health: Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle

(eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking).

STRAND: BIG IDEA / STANDARD	MO.ME.2.	Health Education - Health Maintenance and Enhancement: Nutrition
CONCEPT: GLE / BENCHMARK	ME.2.A.4a.	Essential Nutrients and Food Groupings: Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices.
CONCEPT: GLE / BENCHMARK	ME.2.A.4b.	Essential Nutrients and Food Groupings: Describe the relationship between food intake and energy.
STRAND: BIG IDEA / STANDARD	MO.ME.4.	Health Education - Health Maintenance and Enhancement: Life Management Skills
CONCEPT: GLE / BENCHMARK	ME.4.A.4.	Decision Making and Problem Solving: Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends).
CONCEPT: GLE / BENCHMARK	ME.4.C.4.	Goal Setting and Asset Development: Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations.
CONCEPT: GLE / BENCHMARK	ME.4.D.4.	Stress Management and Coping Skills: Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making).
STRAND: BIG IDEA / STANDARD	MO.PA.1.	Physical Education - Physical Activity and Lifetime Wellness: Personal Fitness and Healthy Active Living
CONCEPT: GLE / BENCHMARK	PA.1.A.4b.	Health-Related and Skill-Related Fitness: Set personal fitness goals.
CONCEPT: GLE / BENCHMARK	PA.1.B.4a.	Wellness: Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out).
CONCEPT: GLE / BENCHMARK	PA.1.B.4b.	Wellness: Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing).
STRAND: BIG IDEA / STANDARD	MO.HM.1.	Physical Education - Efficiency of Human Movement and Performance: Fundamental Movement Skills and Games
CONCEPT: GLE / BENCHMARK	HM.1.E.4.	Movement Concepts: Identify body parts and functions in relationship to movement (e.g., long jump -arms swing forward when legs extend).

STRAND: BIG IDEA / STANDARD	MO.FS.2.	Health Education - Functions and Interrelationships of Systems: Social, Emotional and Mental Health
CONCEPT: GLE / BENCHMARK	FS.2.A.5.	Influence of Family and Peers: Identify how family, friends, and culture can influence personal health practices and decisions.
STRAND: BIG IDEA / STANDARD	MO.ME.1.	Health Education - Health Maintenance and Enhancement: Personal and Family Health
CONCEPT: GLE / BENCHMARK	ME.1.C.5.	Growth and Development: Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth).
STRAND: BIG IDEA / STANDARD	MO.ME.2.	Health Education - Health Maintenance and Enhancement: Nutrition
CONCEPT: GLE / BENCHMARK	ME.2.A.5a.	Essential Nutrients and Food Groupings: Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D).
CONCEPT: GLE / BENCHMARK	ME.2.A.5b.	Essential Nutrients and Food Groupings: Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains).
CONCEPT: GLE / BENCHMARK	ME.2.E.5.	Food Energy and Physical Activity: Summarize the relationship between food intake and physical activity.
STRAND: BIG IDEA / STANDARD	MO.ME.4.	Health Education - Health Maintenance and Enhancement: Life Management Skills
CONCEPT: GLE / BENCHMARK	ME.4.C.5.	Goal Setting and Asset Development: Establish short and long term goals for a specific health issue.
CONCEPT: GLE / BENCHMARK	ME.4.D.5.	Stress Management and Coping Skills: Describe the short and long term effects of stress on the body.
STRAND: BIG IDEA / STANDARD	MO.RA.1.	Health Education - Risk Assessment and Reduction: Disease Prevention and Control
CONCEPT: GLE / BENCHMARK	RA.1.A.5.	Communicable vs. Non-Communicable Diseases: Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors.
STRAND: BIG IDEA / STANDARD	MO.PA.1.	Physical Education - Physical Activity and Lifetime Wellness: Personal Fitness and Healthy Active Living
CONCEPT: GLE / BENCHMARK	PA.1.A.5a.	Health-Related and Skill-Related Fitness: Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power).

CONCEPT: GLE / BENCHMARK	PA.1.B.5a.	Wellness: Analyze food choices and the relationship between physical activity and food intake.
CONCEPT: GLE / BENCHMARK	PA.1.B.5b.	Wellness: Explain the relationship between stress and physical activity (e.g., deep breathing calms nervous feelings).
STRAND: BIG IDEA / STANDARD	MO.HM.1.	Physical Education - Efficiency of Human Movement and Performance: Fundamental Movement Skills and Games
CONCEPT: GLE / BENCHMARK	HM.1.C.5.	Manipulative Skills: Demonstrate sport-specific manipulative skills in games and modified sports activities.
CONCEPT: GLE / BENCHMARK	HM.1.E.5a.	Movement Concepts: Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball).

Language Arts

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process

GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions
INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced
INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 2; CA 3, 1.5, 1.6, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose

STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies
GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) (CA 5, 6 1.5; FR I 2h, IV 1d, K-4)
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.2.	Develop and apply effective speaking skills and strategies for various audiences and purposes
GLE / COMPONENT	LS.2.A.	Discussion and Presentation: In discussions and presentations, (CA 1, 6 2.1, 2.3, 4.6; FR II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4):
INDICATOR / PROFICIENCY	LS.2.A.b.	Identify and apply appropriate speaking techniques such as volume control, pace and eye contact
STRAND: BIG IDEA / STANDARD	MO.IL.	Information Literacy
CONCEPT: GLE / BENCHMARK	IL.1.	Develop and apply effective research process skills to gather, analyze and evaluate information
GLE / COMPONENT	IL.1.A.	Research Plan: Formulate and research keywords and questions to establish a focus and purpose for inquiry (CA 2, 3 1.1, 1.4; FR I 2a, d, III 1d, K-4)
GLE / COMPONENT	IL.1.B.	Acquire Information: Locate and use various resources to find information on keywords and questions (CA 2, 3 1.2, 1.4, 1.6; FR I 2b-c & e-f, 3f, III 1e, K-4)
STRAND: BIG IDEA / STANDARD	MO.IL.	Information Literacy
CONCEPT: GLE / BENCHMARK	IL.1.	Develop and apply effective research process skills to gather, analyze and evaluate information
GLE / COMPONENT	IL.1.C.	Record Information: Use resources to (CA 2, 3, 4, 1.2, 1.8, 2.1; FR I 3f, IV 1e, K-4)
INDICATOR / PROFICIENCY	IL.1.C.c.	Record information using organizational strategies

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process

GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions
INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced

INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 3; CA 3, 1.5, 1.6, 1.7, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies
GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers) (CA 5, 6 1.5; FR II 5b, III 1c, IV 1e, 5-8)
STRAND: BIG IDEA / STANDARD	MO.IL.	Information Literacy
CONCEPT: GLE / BENCHMARK	IL.1.	Develop and apply effective research process skills to gather, analyze and evaluate information
GLE / COMPONENT	IL.1.A.	Research Plan: Develop research questions in order to establish a focus and purpose for a project (CA 2, 3 1.1, 1.4; FR I 2a, III 1b, I, IV 2e, 5-8)
GLE / COMPONENT	IL.1.B.	Acquire Information: Locate and use various resources to acquire information to answer questions (CA 2, 3 1.2, 1.4, 1.7; FR I 2b-c, e, 3f, III 1d, IV 1g, 5-8)

GLE / COMPONENT	IL.1.C.	Record Information: Use a specified note-taking format and organizational strategies to record relevant information (CA 2, 3, 4 1.2, 1.8; FR I 3d, 5-8)
STRAND: BIG IDEA / STANDARD	MO.IL.	Information Literacy
CONCEPT: GLE / BENCHMARK	IL.2.	Develop and apply effective skills and strategies to analyze and evaluate oral and visual media
GLE / COMPONENT	IL.2.A.	Media Messages: Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs) (CA 5 1.5, 1.7, 2.7; FR I 5a, II 1a, III 3c, 5-8)

Science

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.2.	Properties and Principals of Force and Motion
CONCEPT: GLE / BENCHMARK	2.1.	The motion of an object is described by its change in position relative to another object or point
GLE / COMPONENT	2.1.A.	The motion of an object is described as a change in position, direction, and speed relative to another object (frame of reference)
INDICATOR / PROFICIENCY	2.1.A.a.	Scope and Sequence - Laws of Motion: Classify different types of motion [straight line, curved, vibrating (back and forth)]
STRAND: BIG IDEA / STANDARD	MO.2.	Properties and Principals of Force and Motion
CONCEPT: GLE / BENCHMARK	2.2.	Forces affect motion
GLE / COMPONENT	2.2.A.	Forces are classified as either contact (pushes, pulls, friction, buoyancy) or non-contact forces (gravity, magnetism), that can be described in terms of direction and magnitude
INDICATOR / PROFICIENCY	2.2.A.b.	Scope and Sequence - Laws of Motion: Describe and compare forces(measured by a spring scale in Newton's) applied to objects in a single line
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.C.	Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)

INDICATOR / PROFICIENCY	7.1.C.a.	Scope and Sequence - All Units: Use quantitative and qualitative data as support for reasonable explanations
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.D.	The nature of science relies upon communication of results and justification of explanations
INDICATOR / PROFICIENCY	7.1.D.a.	Scope and Sequence - All Units: Communicate simple procedures and results of investigations and explanations through: oral presentations, drawings and maps, drawings and maps, data tables, graphs (bar, single line, pictograph), writings
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.1.	The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs
GLE / COMPONENT	8.1.B.	Advances in technology often result in improved data collection and an increase in scientific information
INDICATOR / PROFICIENCY	8.1.B.a.	Scope and Sequence - Mixtures and Solutions/Forms of Energy: Electrical Circuits: Describe how new technologies have helped scientists make better observations and measurements for investigations (e.g., telescopes, magnifiers, balances, microscopes, computers, stethoscopes, thermometers)
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.1.	The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs
GLE / COMPONENT	8.1.C.	Technological solutions to problems often have drawbacks as well as benefits
INDICATOR / PROFICIENCY	8.1.C.a.	Scope and Sequence - Forms of Energy: Electrical Circuits/Laws of Motion/Interactions among Organisms and Their Environments: Identify how the effects of inventions or technological advances (e.g., different types of light bulbs, semiconductors/integrated circuits and electronics, satellite imagery, robotics, communication, transportation, generation of energy, renewable materials) may be helpful, harmful, or both (Assess Locally))

STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.C.	Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)
INDICATOR / PROFICIENCY	7.1.C.a.	Scope and Sequence - All Units: Use quantitative and qualitative data as support for reasonable explanations
STRAND: BIG IDEA / STANDARD	MO.7.	Scientific Inquiry
CONCEPT: GLE / BENCHMARK	7.1.	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking
GLE / COMPONENT	7.1.D.	The nature of science relies upon communication of results and justification of explanations
INDICATOR / PROFICIENCY	7.1.D.a.	Scope and Sequence - All Units: Communicate simple procedures and results of investigations and explanations through: oral presentations, drawings and maps, drawings and maps, data tables, graphs (bar, single line, pictograph), writings
STRAND: BIG IDEA / STANDARD	MO.8.	Impact of Science, Technology and Human Activity
CONCEPT: GLE / BENCHMARK	8.1.	The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs
GLE / COMPONENT	8.1.C.	Technological solutions to problems often have drawbacks as well as benefits
INDICATOR / PROFICIENCY	8.1.C.a.	Scope and Sequence - Simple Machines/Water Cycle and Weather/Solar System/Classification of Plants and Animals: Identify how the effects of inventions or technological advances (e.g., different types of light bulbs, semiconductors/integrated circuits and electronics, satellite imagery, robotics, communication, transportation, generation of energy, renewable materials) may be helpful, harmful, or both (Assess Locally))

Social Studies

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.TS.7.	Tools of Social Science Inquiry: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

CONCEPT: GLE / BENCHMARK	TS.7.A.	Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry
GLE / COMPONENT	TS.7.A(2).a.	Use and evaluate primary and secondary sources (e.g. diaries, letters, people, interviews, journals and photos) (DOK 3; SS7 1.5, 1.7)
GLE / COMPONENT	TS.7.A(3).a.	Identify and use library and media resources (e.g. electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons) (DOK 1; SS7 1.5, 1.10)

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.TS.7.	Tools of Social Science Inquiry: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)
CONCEPT: GLE / BENCHMARK	TS.7.A.	Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry
GLE / COMPONENT	TS.7.A.a.	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters (DOK 2; SS7 1.2, 1.4, 2.1)
STRAND: BIG IDEA / STANDARD	MO.TS.7.	Tools of Social Science Inquiry: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)
CONCEPT: GLE / BENCHMARK	TS.7.D.	Using technological tools
GLE / COMPONENT	TS.7.D.a.	Use technological tools for research and presentation (DOK 2, 3, 4; SS7 1.4, 2.7, 2.1)
STRAND: BIG IDEA / STANDARD	MO.TS.7.	Tools of Social Science Inquiry: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)
CONCEPT: GLE / BENCHMARK	TS.7.G.	Supporting a point of view
GLE / COMPONENT	TS.7.G.a.	Identify, research and defend a point of view/position (DOK 3; SS7 1.2, 1.4, 1.7)

Missouri Grade and Course-Level Expectations

Language Arts

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions

INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced
INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 2; CA 3, 1.5, 1.6, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies

GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) (CA 5, 6 1.5; FR I 2h, IV 1d, K-4)
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.2.	Develop and apply effective speaking skills and strategies for various audiences and purposes
GLE / COMPONENT	LS.2.A.	Discussion and Presentation: In discussions and presentations, (CA 1, 6 2.1, 2.3, 4.6; FR II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4):
INDICATOR / PROFICIENCY	LS.2.A.b.	Identify and apply appropriate speaking techniques such as volume control, pace and eye contact
STRAND: BIG IDEA / STANDARD	MO.IL.	Information Literacy
CONCEPT: GLE / BENCHMARK	IL.1.	Develop and apply effective research process skills to gather, analyze and evaluate information
GLE / COMPONENT	IL.1.A.	Research Plan: Formulate and research keywords and questions to establish a focus and purpose for inquiry (CA 2, 3 1.1, 1.4; FR I 2a, d, III 1d, K-4)
STRAND: BIG IDEA / STANDARD	MO.IL.	Information Literacy
CONCEPT: GLE / BENCHMARK	IL.1.	Develop and apply effective research process skills to gather, analyze and evaluate information
GLE / COMPONENT	IL.1.C.	Record Information: Use resources to (CA 2, 3, 4, 1.2, 1.8, 2.1; FR I 3f, IV 1e, K-4)
INDICATOR / PROFICIENCY	IL.1.C.c.	Record information using organizational strategies

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.F.	Pre-Reading: Apply pre-reading strategies to aid comprehension (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.F.a.	Access prior knowledge
INDICATOR / PROFICIENCY	R.1.F.d.	Set a purpose for reading

STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.G.	During Reading: During reading, utilize strategies to (DOK 2; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.G.a.	Determine meaning of unknown words
INDICATOR / PROFICIENCY	R.1.G.b.	Self-monitor comprehension
INDICATOR / PROFICIENCY	R.1.G.d.	Infer
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills and strategies to the reading process
GLE / COMPONENT	R.1.H.	Post-Reading: Apply post-reading skills to demonstrate comprehension of text (DOK 3; CA 2, 3, 1.5, 1.6):
INDICATOR / PROFICIENCY	R.1.H.a.	Answer basic comprehension questions
INDICATOR / PROFICIENCY	R.1.H.e.	Reflect
INDICATOR / PROFICIENCY	R.1.H.f.	Draw conclusions
STRAND: BIG IDEA / STANDARD	MO.R.	Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
GLE / COMPONENT	R.2.C.	Literary Elements: Use details from text to (DOK 2; CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8):
INDICATOR / PROFICIENCY	R.2.C.a.	Demonstrate comprehension skills previously introduced
INDICATOR / PROFICIENCY	R.2.C.b.	Make inferences
INDICATOR / PROFICIENCY	R.2.C.f.	Identify setting, character traits, problems and solutions, and story events
STRAND: BIG IDEA / STANDARD	MO.R.	Reading

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
GLE / COMPONENT	R.3.C.	Text Structure: Use details from text to (DOK 3; CA 3, 1.5, 1.6, 1.7, 2.4, 3.5):
INDICATOR / PROFICIENCY	R.3.C.a.	Demonstrate comprehension skills previously introduced
STRAND: BIG IDEA / STANDARD	MO.W.	Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed text
GLE / COMPONENT	W.2.A.	Audience and Purpose: Compose text (DOK 3; CA 4, 2.1):
INDICATOR / PROFICIENCY	W.2.A.b.	In a format appropriate to audience and purpose
STRAND: BIG IDEA / STANDARD	MO.LS.	Listening and Speaking
CONCEPT: GLE / BENCHMARK	LS.1.	Develop and apply effective listening skills and strategies
GLE / COMPONENT	LS.1.B.	Listening Behavior: Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers) (CA 5, 6 1.5; FR II 5b, III 1c, IV 1e, 5-8)
STRAND: BIG IDEA / STANDARD	MO.IL.	Information Literacy
CONCEPT: GLE / BENCHMARK	IL.1.	Develop and apply effective research process skills to gather, analyze and evaluate information
GLE / COMPONENT	IL.1.A.	Research Plan: Develop research questions in order to establish a focus and purpose for a project (CA 2, 3 1.1, 1.4; FR I 2a, III 1b, I, IV 2e, 5-8)
GLE / COMPONENT	IL.1.C.	Record Information: Use a specified note-taking format and organizational strategies to record relevant information (CA 2, 3, 4 1.2, 1.8; FR I 3d, 5-8)
STRAND: BIG IDEA / STANDARD	MO.IL.	Information Literacy
CONCEPT: GLE / BENCHMARK	IL.2.	Develop and apply effective skills and strategies to analyze and evaluate oral and visual media
GLE / COMPONENT	IL.2.A.	Media Messages: Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs) (CA 5 1.5, 1.7, 2.7; FR I 5a, II 1a, III 3c, 5-8)

		Mathematics

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.M.	Measurement
CONCEPT: GLE / BENCHMARK	M.1.	Understand measurable attributes of objects and the units, systems and processes of measurement.
GLE / COMPONENT	M.1.D.	Count and compute money
INDICATOR / PROFICIENCY	M.1.D.1.	Determine change from $10.00 and add and subtract money values to $10.00 (DOK 2; MA1 1.10)
STRAND: BIG IDEA / STANDARD	MO.D.	Data and Probability
CONCEPT: GLE / BENCHMARK	D.1.	Formulate questions that can be dressed with data and collect, organize, and display relevant data to answer them
GLE / COMPONENT	D.1.A.	Formulate questions
INDICATOR / PROFICIENCY	D.1.A.1.	Collect data using observations, surveys and experiments (DOK 2; MA3 1.2)

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.D.	Data and Probability
CONCEPT: GLE / BENCHMARK	D.1.	Formulate questions that can be dressed with data and collect, organize, and display relevant data to answer them
GLE / COMPONENT	D.1.A.	Formulate questions
INDICATOR / PROFICIENCY	D.1.A.1.	Evaluate data collection methods (DOK 3; MA3 1.2)

		Social Studies

Grade: **4**

STRAND: BIG IDEA / STANDARD	MO.EC.4.	Economic Concepts and Principles: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
CONCEPT: GLE / BENCHMARK	EC.4.D.	Interdependence of households, businesses and governments
GLE / COMPONENT	EC4.D.a.	Explain how decisions of households, businesses and governments affect one another (DOK 2; SS4 1.6)
STRAND: BIG IDEA / STANDARD	MO.RI.6.	Relationships of Individual and Groups to Institutions and Traditions: Knowledge of relationships of the individual and groups to institutions and cultural traditions

CONCEPT: GLE / BENCHMARK	RI.6.B.	Groups meeting the needs of individuals
GLE / COMPONENT	RI.6.B.a.	Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.) (DOK 2; SS6 1.9)
STRAND: BIG IDEA / STANDARD	MO.TS.7.	Tools of Social Science Inquiry: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)
CONCEPT: GLE / BENCHMARK	TS.7.A.	Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry
GLE / COMPONENT	TS.7.A(3).a.	Identify and use library and media resources (e.g. electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons) (DOK 1; SS7 1.5, 1.10)

Grade: **5**

STRAND: BIG IDEA / STANDARD	MO.TS.7.	Tools of Social Science Inquiry: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)
CONCEPT: GLE / BENCHMARK	TS.7.D.	Using technological tools
GLE / COMPONENT	TS.7.D.a.	Use technological tools for research and presentation (DOK 2, 3, 4; SS7 1.4, 2.7, 2.1)
STRAND: BIG IDEA / STANDARD	MO.TS.7.	Tools of Social Science Inquiry: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)
CONCEPT: GLE / BENCHMARK	TS.7.G.	Supporting a point of view
GLE / COMPONENT	TS.7.G.a.	Identify, research and defend a point of view/position (DOK 3; SS7 1.2, 1.4, 1.7)