

***United Streaming Correlations to:  
Essential Question & MAPS Benchmarks***

<b>Essential Question</b>	<b>Correlating Benchmark/GLEC</b>	<b>Citation from the United Streaming</b>
Math	Second Grade	
How does weather change the Earth?	2 <sup>nd</sup> Grade Science Standard 2: All students will describe and explain how the earth's features change over time. Describe the natural changes in the earth's surface.	Elementary Video Adventures: Weather and Climate. Discovery Channel School. 2005. unitedstreaming. 10 July 2006 < <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a> >
	High School	
	Go to the Science Department folder on the MSHS L:Drive to see many video titles correlated to the Science curriculum folders	
Math	Grade 6-8	
	Operations with decimals, integers, and fractions	Discovering Math: Arithmetic (Grades 6-8). Discovery Channel School. 2006. unitedstreaming. 10 July 2006 < <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a> >
	Fractions- multiplying and dividing, Teacher's guide and student's worksheets	Zany World of Basic Math, The, Module 9: Multiplying and Dividing Fractions. Standard Deviants. 2001. unitedstreaming. 10 July 2006 < <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com</a> >
	Fractions- adding and subtracting, Teacher's guide and student's work	Zany World of Basic Math, The, Module 8: Adding and Subtracting Fractions. Standard Deviants. 2001. unitedstreaming.

		< <a href="http://www.unitedstreaming.com">http://www.unitedstreaming.com</a> >
	Math- Problem Solving	Discovering Math: Problem Solving (Grades 6-8). Discovery Channel School. 2006. unitedstreaming. 10 July 2006 < <a href="http://www.unitedstreaming.com">http://www.unitedstreaming.com</a> >
Social Skills	Middle School 6-8 grades	
	Tips to be successful in Middle School	<b>Citation (MLA)</b> How to Succeed in Middle School (A Sunburst Title). Sunburst. 1994. unitedstreaming. 26 July 2006 < <a href="http://www.unitedstreaming.com">http://www.unitedstreaming.com</a> >
Art	Grade 6-8	
How do personal experiences influence art?	3.4. Describe and compare the characteristics of personal artwork to the artwork of others.  3.5. Describe how personal experiences influence the development of specific artworks.  4.2. Describe and place a variety of art objects in historical contexts.	Norman Rockwell. Arts4All. 2004. unitedstreaming. 10 July 2006 < <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a> >  Impressionism. Arts4All. 2004. unitedstreaming. 26 July 2006 < <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a> >
How can we take our natural resources	Know and compare the characteristics of artworks in various eras and cultures. Fine Arts/Strand IV/ Content Standard 4/Middle School <b>Benchmark 3</b> Analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.	Anasazi, The: Builders of America's First Cities. United Learning. 1996. unitedstreaming. 10 July 2006 < <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a> >

and make artwork from them?		
Science	Second Grade	
	Strand 3 St.4 Benchmark 1 All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species; will compare and explain ways that living organisms are adapted (suited) to survive and reproduce in their environments.	Elementary school: prehis earth, fossil life: an intro
Music	K-5 Correlating Benchmarks	Movie Titles
What is sound?	1.1. Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo.  1.5. Perform independent instrumental parts while other students sing	Sound: A First Look. Rainbow Educational Media (2001). Retrieved July 10, 2006, from unitedstreaming: <a href="http://www.unitedstreaming.com/Magic_School_Bus_in_The_Haunted_House_The_.Scholastic_(1994).">http://www.unitedstreaming.com/Magic_School_Bus_in_The_Haunted_House_The_.Scholastic_(1994).</a> Retrieved July 10, 2006, from unitedstreaming: <a href="http://www.unitedstreaming.com/Stage_One_Science:_Sounds_O.K..United_Learning_(1994).">http://www.unitedstreaming.com/Stage_One_Science:_Sounds_O.K..United_Learning_(1994).</a> Retrieved July 11, 2006, from unitedstreaming: <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a>
What is music?		Wonder of Sound, The.. 100% Educational Videos (1998). Retrieved July 10, 2006, from unitedstreaming: <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a>
What is Hannukah ?	II.4.3s Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.	Holiday Facts and Fun: Hanukkah. United Learning (1994). Retrieved July 10, 2006, from unitedstreaming: <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a>
Who is Duke Ellington ?	Grade: 1 1.1. Sing and play independently, on pitch and in rhythm, with appropriate timbre,	Stage One Science: Sounds O.K.. United Learning (1994). Retrieved July 11, 2006, from unitedstreaming: <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a>

diction, posture, and tempo.

1.5. Perform independent instrumental parts while other students sing or play contrasting parts.

4.1. Identify by genre or style aural examples of music from various historical periods and cultures.

4.3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.

5.3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Grade: 2

1.1. Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo.

1.5. Perform independent instrumental parts while other students sing or play contrasting parts.

4.1. Identify by genre or style aural examples of music from various historical periods and cultures.

4.3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.

5.3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Grade: 3

1.1. Sing and play independently, on pitch and in rhythm, with appropriate timbre,

diction, posture, and tempo.

1.5. Perform independent instrumental parts while other students sing or play contrasting parts.

4.1. Identify by genre or style aural examples of music from various historical periods and cultures.

4.3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.

5.3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Grade: 4

1.1. Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo.

1.5. Perform independent instrumental parts while other students sing or play contrasting parts.

4.1. Identify by genre or style aural examples of music from various historical periods and cultures.

4.3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.

5.3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Grade: 5

1.1. Sing and play independently, on pitch and in rhythm, with appropriate timbre,

	<p>diction, posture, and tempo.</p> <p>1.5. Perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>4.1. Identify by genre or style aural examples of music from various historical periods and cultures.</p> <p>4.3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.</p> <p>5.3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</p>	
<p>What are the instruments of an orchestra?</p>	<p>Grade: 4</p> <p>1.1. Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo.</p> <p>1.5. Perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>4.3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.</p> <p>5.1. Observe and identify similarities and differences in the meanings of common terms used in the various arts.</p> <p>5.3. Identify various uses of music in their daily experiences and describe</p>	<p>Every Note Counts: Instruments of the Orchestra. AIMS Multimedia (2002). Retrieved July 11, 2006, from unitedstreaming: <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a></p> <p>Gumbo Island: Birds and B-Flats. Louisiana Public Broadcasting (1995). Retrieved July 11, 2006, from unitedstreaming: <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a></p>

	<p>characteristics that make certain music suitable for each use.</p> <p>Grade: 5</p> <p>1.1. Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo.</p> <p>1.5. Perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>4.3. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.</p> <p>5.1. Observe and identify similarities and differences in the meanings of common terms used in the various arts.</p> <p>5.3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</p>	
<p>What is African drumming?</p>	<p>Grade: 4</p> <p>4.2. Perform dances from various cultures with competence and confidence.</p> <p>Grade: 5</p> <p>4.2. Perform dances from various cultures with competence and confidence.</p> <p>Grade: 6</p> <p>4.1. Competently perform folk and/or classical dances from other cultures; describe similarities and differences in steps and movement styles.</p> <p>4.2. Competently perform folk, social, or theatrical dances learned from resources in their own community, of different cultures, time periods, or from a broad spectrum of twentieth century America, the cultural/historical context of that dance, effectively sharing its context with peers.</p> <p>4.3. Accurately describe the role of dance in at least two different cultures or time</p>	<p>African Culture: Drumming and Dance. AIMS Multimedia (2000). Retrieved July 11, 2006, from unitedstreaming: <a href="http://www.unitedstreaming.com/">http://www.unitedstreaming.com/</a></p> <p><b>Citation:</b> "Dance." <u>The Oxford American Children's Encyclopedia</u>. 2nd ed. <b>Oxford UP</b>, 2002. <u>Facts For Learning</u>. Facts On File News Services. 12 July 2006 &lt;<a href="http://factsforlearning.2facts.com">http://factsforlearning.2facts.com</a>&gt;</p>

	<p>periods.</p> <p>Grade: 7</p> <p>4.1. Competently perform folk and/or classical dances from other cultures; describe similarities and differences in steps and movement styles.</p> <p>4.2. Competently perform folk, social, or theatrical dances learned from resources in their own community, of different cultures, time periods, or from a broad spectrum of twentieth century America, the cultural/historical context of that dance, effectively sharing its context with peers.</p> <p>4.3. Accurately describe the role of dance in at least two different cultures or time periods.</p> <p>Grade: 8</p> <p>4.1. Competently perform folk and/or classical dances from other cultures; describe similarities and differences in steps and movement styles.</p> <p>4.2. Competently perform folk, social, or theatrical dances learned from resources in their own community, of different cultures, time periods, or from a broad spectrum of twentieth century America, the cultural/historical context of that dance, effectively sharing its context with peers.</p> <p>4.3. Accurately describe the role of dance in at least two different cultures or time periods.</p>	