

## Educational Standards for SpacEdge Academy Course: Bringing Space to the Whole School:

Next Generation Standards (NGSS), Common Core State Standards (CCSS) Initiative and National Association of Music Education Standards support the efforts shown in this SpacEdge Academy course:

[Bringing Space to the Whole School](#).



### This project supports the following Next Generation Science Standards: (NGSS):

[1-PS4-1](#) Waves and Their Applications in Technologies for Information Transfer: Plan and Conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (Performance Expectation grades K-2, 1)

[4-PS4-1](#) Waves and their Applications in Technologies for Information Transfer: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves cause objects to move (Performance Expectation grades 3-5, 4)

[MS-PS4-2](#) Waves and their Applications in Technologies for Information Transfer: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials (Performance Expectation middle school (6-8)

[HS-PS4-5](#) Waves and their Applications in Technologies for Information Transfer: Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy (Performance Expectation high school (9-12)



### This project supports Common Core State Standards (CCSS) for ELA-Literacy.

#### [CCSS.ELA-LITERACY.W.1.2](#)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### [CCSS.ELA-LITERACY.W.1.3](#)

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

[CCSS.ELA-LITERACY.W.1.5](#)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[ELA-LITERACY.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.3](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

[CCSS.ELA-LITERACY.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-LITERACY.RH.6-8.6](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-LITERACY.RH.6-8.8](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

[ELA-LITERACY.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.3](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).



**This project also supports the following [National Association for Music Education Standards](#):**

- MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- MU:Pr5.3.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
- MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



**Finally, this project supports these [Next Gen Alliance for Science Educators Toolkit Science and Engineering Practices](#) (SEP) that the model school (St. Bruno Parish School) uses to score students for their quarterly report**

**cards:**

- MS.SEP.1 Asking Questions and Defining Problems
- MS.SEP.2 Developing and Using Models
- MS.SEP.3 Planning and Carrying Out Investigations
- MS.SEP.4 Analyzing and Interpreting Data
- MS.SEP.5 Using Mathematics and Computational Thinking
- MS.SEP.6 Constructing Explanations and Designing Solutions
- MS.SEP.7 Engaging in Argument from Evidence
- MS.SEP.8 Obtaining, Evaluating, and Communicating Information

