

# CURRICULUM



**The Young Inventor Challenge® can be connected to Common Core Standards and National Core Art Standards along with examples of Social Emotional Learning State Standards to share the importance of this curriculum in your classrooms and schools.**

## **OBJECTIVES:**

- 1. Students will read about and research inventions.**
- 2. Students will read lists of instructions.**
- 3. Students will create an original toy or game.**
- 4. Students will use writing skills to describe their toy or game and to explain how to play.**
- 5. Students will create a prototype of their invention and use STEM skills to test their idea.**
- 6. Students will present their ideas in the form of a video.**



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## COMMON CORE STANDARDS:

### ENGLISH LANGUAGE ARTS (ELA) STANDARDS

- RI.2.5: Know and use various text features to locate key facts or information from a text.
- RI.5: Use text features and search tools to locate information relevant to a specific topic effectively.
- RST 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.
- RH 7: Integrate visual information with other information from print or digital texts.
- RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks.
- W 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W 4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.





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- **W 6:** Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **W 7:** Conduct short research projects that build knowledge about a topic.
- **W 9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, disciplines, and audiences.

## SCIENCE STANDARDS

- Engage students in the science and engineering practices of Asking Questions and Defining Problems, Planning and Carrying Out Investigations, and Developing and Using Models.





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## SOCIAL EMOTIONAL LEARNING (SEL) STANDARDS

### ILLINOIS STATE BOARD OF EDUCATION EXAMPLE

- Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2: Use social awareness and interpersonal skills to establish and maintain interpersonal relationships.
- Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

## NATIONAL CORE ART STANDARDS

### THEATRE

- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Revise, refine, and complete artistic ideas and work.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.





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## MEDIA ARTS

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Revise, refine, and complete artistic ideas and work.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

## VISUAL ARTS

- Anchor Standard 1: Generate and conceptualize ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Revise, refine, and complete artistic ideas and work.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

