

Individual Personhood: Drawing Conclusions

Computer Science

Computational Thinking

L1:CT.5	Demonstrate how 0s and 1s can be used to represent information.
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Computing Practice & Programming

L1:CPP.1	Use technology resources to conduct age-appropriate research.
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Computers and Communications Devices

L1:CD.1	Use standard input and output devices to successfully operate computers and related technologies.
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English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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CCSS.ELA-LITERACY.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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Reading: Foundational Skills

CCSS.ELA-LITERACY.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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Writing

CCSS.ELA-LITERACY.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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Speaking & Listening

CCSS.ELA-LITERACY.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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Language

CCSS.ELA-LITERACY.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
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Fine Arts

Creating

MU:Cr3.1	a. Interpret and apply personal, peer, and teacher feedback to revise personal music. b. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
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TH:Cr3.1	a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).
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VA:Cr3.1	Discuss and reflect with peers about choices made in creating artwork.
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Performing/Presenting/Producing	
MA:Pr5.1	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions. b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions. c. Demonstrate and explore identified methods to use tools to capture and form media artworks.
VA:Pr4.1	Categorize artwork based on a theme or concept for an exhibit.
Responding	
DA:Re7.1	a. Find movements in a dance that develop a pattern. b. Demonstrate and describe movements in dances from different genres or cultures.
MA:Re7.1	a. Identify and describe the components and messages in media artworks. b. Identify and describe how a variety of media artworks create different experiences.
MU:Re9.1	Apply personal and expressive preferences in the evaluation of music for specific purposes.
Connecting	
DA:Cn10.1	a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning. b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.
TH:Cn10.1	a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).
Mathematics	
Operations and Algebraic Thinking	
CCSS.MATH.CO NTENT.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
CCSS.MATH.CO NTENT.OA.A/B. 2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
CCSS.MATH.CO NTENT.OA.A/B/ C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
CCSS.MATH.CO NTENT.OA.A/B/ C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Physical Education and Health	
Motor Skills and Movement	
S1.E1	Skips using a mature pattern.
S1.E2	Runs with a mature pattern. Travels showing differentiation between jogging and sprinting.
S1.E3	Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-offs & landings
S1.E4	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.

Movement and Performance	
S2.E1	Combines locomotor skills in general space to a rhythm
Personal and Social Behavior	
S4.E3	Accepts specific corrective feedback from the teacher.
Science	
Life Sciences	
LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
Social/Emotional Learning	
Self-Awareness	
1A.a	Describe a range of emotions and the situations that cause them.
Social Studies	
U.S. History	
NSS-US.5a2	Gather data in order to describe the forced relocation of Native Americans and how their lives, rights, and territories were affected by European colonization and the expansion of the United States, including examples such as Spanish colonization in the Southwest, Tecumseh's resistance to Indian removal, Cherokee Trail of Tears, Black Hawk's War, and the movement of the Nez Perce.
NSS-US.5a3	Draw upon data from charts, historical maps, nonfiction and fiction accounts, and interviews in order to describe "through their eyes" the experience of immigrant groups. Include information such as where they came from and why they left, travel experiences, ports of entry and immigration screening, and the opportunities and obstacles they encountered when they arrived in America.
NSS-US.6a1	Describe regional folk heroes, stories, or songs that have contributed to the development of the cultural history of the U.S.
NSS-US.6a2	Draw upon a variety of stories, legends, songs, ballads, games, and tall tales in order to describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country.
NSS-US.7a4	Illustrate or retell the main ideas in folktales, legends, myths, and stories of heroism that disclose the history and traditions of various cultures around the world.