| Preparing for Tomorrow: How Things Work | |
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| **Computer Science** | |
| Computational Thinking | |
| L1:CT.3 | Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer. |
| Collaboration | |
| L1:CL.2 | Work cooperatively and collaboratively with peers, teachers, and others using technology. |
| Computing Practice & Programming | |
| L1:CPP.5 | Identify jobs that use computing and technology. |
| L1:CI.2 | Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society. |
| **English Language Arts** | |
| Reading: Literature | |
| CCSS.ELA-LITERACY.RL.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| Reading: Informational Text | |
| CCSS.ELA-LITERACY.RI.1 | Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. |
| CCSS.ELA-LITERACY.RI.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| CCSS.ELA-LITERACY.RI.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Reading: Foundational Skills | |
| CCSS.ELA-LITERACY.RF.4 | Read with sufficient accuracy and fluency to support comprehension. |
| Writing | |
| CCSS.ELA-LITERACY.W.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| Speaking & Listening | |
| CCSS.ELA-LITERACY.SL.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| Language | |
| CCSS.ELA-LITERACY.L.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). |
| **Fine Arts** | |
| Creating | |
| MA:Cr2.1 | Choose ideas to create plans and models for media arts productions. |
| TH:Cr2.1 | a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process |

| | drama, story drama, creative drama). |
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| **Performing/Presenting/Producing** | |
| DA:Pr6.1 | a. Dance for and with others in a space where audience and performers occupy different areas. b. Use limited production elements (for example, hand props, simple scenery, or media projections). |
| MU:Pr5.1 | a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. |
| TH:Pr5.1 | a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama). b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama). |
| **Responding** | |
| DA:Re8.1 | a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology |
| MA:Re8.1 | Determine the purposes and meanings of media artworks, considering their context. |
| VA:Re7.1 | a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments. b. Categorize images based on expressive properties. |
| **Connecting** | |
| VA:Cn10.1 | Create works of art about events in home, school, or community life. |
| **Mathematics** | |
| **Measurement & Data** | |
| CCSS.MATH.CONTENT.MD.C.7 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |
| CCSS.MATH.CONTENT.MD.C/D.8 | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? |
| CCSS.MATH.CONTENT.MD.D.9 | Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. |
| CCSS.MATH.CONTENT.MD.D.10 | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. |
| **Physical Education and Health** | |
| **Motor Skills and Movement** | |
| S1.E5 | Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. |
| S1.E7 | Balances on different bases of support, combining levels and shapes. Balances in an inverted position with stillness and supportive base. |
| S1.E8 | Transfers weight from feet to different body parts/bases of support for balance and/or travel. |
| S1.E27 | Jumps a self-turned rope consecutively forward and backward with a mature pattern. Jumps a long rope 5 times consecutively with student turners. |
| **Health Enhancement & Fitness** | |
| S3.E3 | Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength. Identifies physical activities that contribute to fitness. |

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| Personal and Social Behavior | |
| S4.E5 | Recognizes the role of rules and etiquette in teacher-designed physical activities. |
| Value of Physical Activity | |
| S5.E2 | Compares physical activities that bring confidence and challenge. |
| **Science** | |
| Physical Sciences | |
| PS1-3 | Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. |
| PS1-4 | Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. |
| **Social/Emotional Learning** | |
| Responsible Decision Making | |
| 1C.b | Monitor progress on achieving a short-term personal goal. |
| **Social Studies** | |
| U.S. History | |
| NSS-US.8a6 | Identify and describe the significant achievements of important scientists and inventors. |
| Geography | |
| NSS-G.7 | The physical processes that shape the patterns of Earth's surface |
| NSS-G.8 | The characteristics and spatial distribution of ecosystems and biomes on Earth's surface |