

## Social Systems: Making Choices

### Computer Science

#### Collaboration

L1:CL.1	Gather information and communicate electronically with others with support from teachers, family members, or student partners.
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#### Computing Practice & Programming

L1:CPP.4	Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions).
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#### Community Global, and Ethical Impacts

L1:CI.1	Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.
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### English Language Arts

#### Reading: Literature

CCSS.ELA-LITERACY.RL.6	Identify who is telling the story at various points in a text.
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CCSS.ELA-LITERACY.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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#### Reading: Informational Text

CCSS.ELA-LITERACY.RI.8	Identify the reasons an author gives to support points in a text.
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#### Reading: Foundational Skills

CCSS.ELA-LITERACY.RF.1	Demonstrate understanding of the organization and basic features of print.
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#### Writing

CCSS.ELA-LITERACY.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
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#### Speaking & Listening

CCSS.ELA-LITERACY.SL.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
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### Fine Arts

#### Creating

DA:Cr2.1	a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices. b. Choose movements that express an idea or emotion, or follow a musical phrase.
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VA:Cr1.1	a. Engage collaboratively in exploration and imaginative play with materials. b. Use observation and investigation in preparation for making a work of art.
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#### Performing/Presenting/Producing

MA:Pr6.1	a. With guidance, discuss presentation conditions and perform a task in presenting media artworks. b. With guidance, discuss the experience of the presentation of media artworks.
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VA:Pr6.1	Identify the roles and responsibilities of people who work in and visit museums and other art venues.
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Responding	
DA:Re9.1	a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.
TH:Re8.1	a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).
Connecting	
MU:Cn11.1	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
<b>Mathematics</b>	
Measurement & Data	
CCSS.MATH.CONTENT.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
CCSS.MATH.CONTENT.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
CCSS.MATH.CONTENT.MD.A/B.3	Tell and write time in hours and half-hours using analog and digital clocks.
CCSS.MATH.CONTENT.MD.A/B/C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
<b>Physical Education and Health</b>	
Motor Skills and Movement	
S1.E13	Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
S1.E16	Catches a soft object from a self-toss before it bounces. Catches various sizes of balls self-tossed or tossed by a skilled thrower.
S1.E17	Dribbles continuously in self-space using the preferred hand.
Movement and Performance	
S2.E2	Travels demonstrating low, middle and high levels. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
Health Enhancement & Fitness	
S3.E1	Discusses the benefits of being active and exercising and/ or playing.
Personal and Social Behavior	
S4.E6	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
<b>Science</b>	
Physical Sciences	
PS4-2	Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.

PS4-3	Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
<b>Social/Emotional Learning</b>	
Social Awareness	
1B.b	Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.
<b>Social Studies</b>	
Civics and Government	
NSS-C.2A	What are the most important values and principles of American democracy?
NSS-C.2B	What are some important beliefs Americans have about themselves and their government?
NSS-C.2C	Why is it important for Americans to share certain values, principles, and beliefs?
NSS-C.2D	What are the benefits of diversity in the United States?
NSS-C.2E	How should conflicts about diversity be prevented or managed?
NSS-C.2F	How can people work together to promote the values and principles of American democracy?