

## Preparing for Tomorrow: Making Plans

### Computer Science

#### Collaboration

L1:CL.2	Work cooperatively and collaboratively with peers, teachers, and others using technology.
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#### Computing Practice & Programming

L1:CPP.5	Identify jobs that use computing and technology.
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#### Community Global, and Ethical Impacts

L1:CI.2	Identify positive and negative social and ethical behaviors for using technology.
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### English Language Arts

#### Reading: Literature

CCSS.ELA-LITERACY.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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#### Reading: Informational Text

CCSS.ELA-LITERACY.RI.1	With prompting and support, ask and answer questions about key details in a text.
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CCSS.ELA-LITERACY.RI.5	Identify the front cover, back cover, and title page of a book.
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CCSS.ELA-LITERACY.RI.10	Actively engage in group reading activities with purpose and understanding.
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#### Reading: Foundational Skills

CCSS.ELA-LITERACY.RF.4	Read emergent-reader texts with purpose and understanding.
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#### Writing

CCSS.ELA-LITERACY.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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#### Speaking & Listening

CCSS.ELA-LITERACY.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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#### Language

CCSS.ELA-LITERACY.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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### Fine Arts

#### Creating

MA:Cr2.1	With guidance, use ideas to form plans or models for media arts productions.
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TH:Cr2.1	a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).
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#### Performing/Presenting/Producing

DA:Pr6.1	a. Dance for and with others in a designated space. b. Select a prop to use as part of a dance.
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MU:Pr5.1	a. With guidance, apply personal, teacher, and peer feedback to refine performances. b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.
TH:Pr5.1	a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama). b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
<b>Responding</b>	
DA:Re8.1	a. Observe movement and describe it using simple dance terminology.
MA:Re8.1	With guidance, share observations regarding a variety of media artworks.
VA:Re7.1	a. Identify uses of art within one's personal environment. b. Describe what an image represents.
<b>Connecting</b>	
VA:Cn10.1	Create art that tells a story about a life experience.
<b>Mathematics</b>	
<b>Geometry</b>	
CCSS.MATH.CO NTENT.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
CCSS.MATH.CO NTENT.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
CCSS.MATH.CO NTENT.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
<b>Physical Education and Health</b>	
<b>Motor Skills and Movement</b>	
S1.E7	Maintains momentary stillness on different bases of support. Forms wide, narrow, curled & twisted body shapes.
S1.E9	Rolls sideways in a narrow body shape.
<b>Health Enhancement &amp; Fitness</b>	
S3.E3	Recognizes that when you move fast, your heart beats faster and you breathe faster.
<b>Personal and Social Behavior</b>	
S4.E5	Recognizes the established protocol for class activities.
<b>Value of Physical Activity</b>	
S5.E2	Acknowledges that some physical activities are challenging/difficult.
<b>Science</b>	
<b>Earth and Space Sciences</b>	
ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
<b>Social/Emotional Learning</b>	
<b>Responsible Decision Making</b>	
1C.b	Identify goals for academic success and classroom behavior.
<b>Social Studies</b>	
<b>Geography</b>	
NSS-G.1	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

NSS-G.2	How to use mental maps to organize information about people, places, and environments in a spatial context
NSS-G.3	How to analyze the spatial organization of people, places, and environments on Earth's surface