

Ingenuity and Opportunity: Movement

Computer Science

Computational Thinking

L1:CT.1	Use technology resources (e.g., puzzles, logical thinking programs) to solve age-appropriate problems.
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Computing Practice & Programming

L1:CPP.3	Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
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English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.1	With prompting and support, ask and answer questions about key details in a text.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
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CCSS.ELA-LITERACY.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
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Writing

CCSS.ELA-LITERACY.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
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CCSS.ELA-LITERACY.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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Speaking & Listening

CCSS.ELA-LITERACY.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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Language

CCSS.ELA-LITERACY.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Fine Arts

Creating

MA:Cr3.1	a. Form and capture media arts content for expression and meaning in media arts productions. b. Make changes to the content, form, or presentation of media artworks and share results.
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TH:Cr1.1	a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
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VA:Cr2.1	a. Through experimentation, build skills in various media and approaches to artmaking. b. Identify safe and non-toxic art materials, tools, and equipment. c. Create art that represents natural and constructed environments.
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Performing/Presenting/Producing

DA:Pr5.1	a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes. b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space. c. Move body parts in relation to other body parts and repeat and recall movements upon request.
MU:Pr6.1	a. With guidance, perform music with expression. b. Perform appropriately for the audience.
VA:Pr5.1	Explain the purpose of a portfolio or collection.
Responding	
MU:Re8.1	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
TH:Re9.1	a. With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).
Connecting	
DA:Cn11.1	a. Describe or demonstrate the movements in a dance that was watched or performed.
MA:Cn11.1	a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities. b. With guidance, interact safely and appropriately with media arts tools and environments.
Mathematics	
Operations and Algebraic Thinking	
CCSS.MATH.CO NTENT.OA.A/B/ C.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
CCSS.MATH.CO NTENT.OA.B/C. 5	Fluently add and subtract within 5.
Numbers & Operations in Base Ten	
CCSS.MATH.CO NTENT.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Physical Education and Health	
Motor Skills and Movement	
S1.E10	Contrasts the actions of curling & stretching.
S1.E13	Throws underhand with opposite foot forward.
Health Enhancement & Fitness	
S3.E6	Recognizes that food provides energy for physical activity.
Personal and Social Behavior	
S4.E1	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).
Value of Physical Activity	
S5.E1	Recognizes that physical activity is important for good health.
Science	
Physical Sciences	
PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
Social/Emotional Learning	
Relationship Skills	
1C.a	Describe why school is important in helping students achieve personal goals.
Social Studies	
Economics and Financial Literacy	
NSS-E.1A	Know: People have many different types of jobs from which to choose; Different jobs require people to have different skills. Make a list of different types of jobs and describe the different skills associated with each job.
NSS-E.1B	Know: People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.
NSS-E.1C	Know: Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain how a waitress, a teacher, and a realtor are paid.
NSS-E.1D	Know: People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.
NSS-E.1E	Know: People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.
NSS-E.1F	Know: People who own a business can earn a profit, which is a source of income. Calculate the profit from a business with the information provided on the business's costs and revenues.
NSS-E.1G	Know: Entrepreneurs are people who start new businesses; Starting a business is risky for entrepreneurs because they do not know if their new businesses will be successful and earn a profit. Read a children's book about an entrepreneur and identify the type of business started, the possible risks of running the business, and what the entrepreneur expected to earn.
NSS-E.1H	Know: Income can be received from family or friends as money gifts or as an allowance for which no specified work may be required. Survey classmates and create a graph showing how many classmates receive money as gifts and how many receive an allowance. Explain why people give other people gifts of money.
NSS-E.1I	Know: Income earned from working and most other sources of income are taxed; The revenue from these taxes is used to pay for government-provided goods and services. Describe examples of government-provided goods and services that are paid for with taxes.