

## Individual Personhood: My Life, My Feelings

### 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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### English Language Arts

#### Reading: Literature

CCSS.ELA-LITERACY.RL.2	With prompting and support, retell familiar stories, including key details.
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CCSS.ELA-LITERACY.RL.4	Ask and answer questions about unknown words in a text.
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#### Reading: Informational Text

CCSS.ELA-LITERACY.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information 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., explore a number of books by a favorite author and express opinions about them).
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#### Speaking & Listening

CCSS.ELA-LITERACY.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.
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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 kindergarten reading and content.
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### Fine Arts

#### Creating

MU:Cr3.1	a. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. b. With guidance, demonstrate a final version of personal musical ideas to peers.
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TH:Cr3.1	a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
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VA:Cr3.1	Explain the process of making art while creating.
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#### Performing/Presenting/Producing

MA:Pr5.1	a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks. b. Identify and demonstrate creative skills, such as performing, within media arts productions. c. Practice, discover, and share how media arts creation tools work.
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VA:Pr4.1	Select art objects for personal portfolio and display, explaining why they were chosen.
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#### Responding

DA:Re7.1	a. Find a movement that repeats in a dance. b. Demonstrate or describe observed or performed dance movements.
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MA:Re7.1	a. Recognize and share components and messages in media artworks. b. Recognize and share how a variety of media artworks create different experiences.
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MU:Re9.1	With guidance, apply personal and expressive preferences in the evaluation of music.
<b>Connecting</b>	
DA:Cn10.1	a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience. b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.
TH:Cn10.1	a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
<b>Mathematics</b>	
<b>Counting &amp; Cardinality</b>	
CCSS.MATH.CO NTENT.CC.A.1	Count to 100 by ones and by tens.
CCSS.MATH.CO NTENT.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
CCSS.MATH.CO NTENT.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
CCSS.MATH.CO NTENT.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
<b>Physical Education and Health</b>	
<b>Motor Skills and Movement</b>	
S1.E1	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
S1.E3	Performs jumping & landing actions with balance.
S1.E4	
S1.E5	Performs locomotor skills in response to teacher-led creative dance.
<b>Movement and Performance</b>	
S2.E1	Differentiates between movement in personal (self-space) & general space. Moves in personal space to a rhythm.
<b>Personal and Social Behavior</b>	
S4.E3	Follows instruction/ directions when prompted.
<b>Science</b>	
<b>Life Sciences</b>	
LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
<b>Social/Emotional Learning</b>	
<b>Self-Awareness</b>	
1A.a	Recognize and accurately label emotions and how they are linked to behavior.
<b>Social Studies</b>	
<b>U.S. History</b>	
NSS-US.1a1	Investigate a family history for at least two generations, identifying various members and their connections in order to construct a timeline.
NSS-US.1a2	From data gathered through family artifacts, photos, and interviews with older relatives and/or other people who play a significant part in a student's life, draw possible conclusions about roles, jobs, schooling experiences, and other aspects of family life in the recent past.

NSS-US.1a3	For various cultures represented in the classroom, compare and contrast family life now with family life over time and between various cultures and consider such things as communication, technology, homes, transportation, recreation, school and cultural traditions.
NSS-US.1a4	Examine and formulate questions about early records, diaries, family photographs, artifacts, and architectural drawings obtained through a local newspaper or historical society in order to describe family life in their local community or state long ago.
NSS-US.1a5	Compare and contrast family life now with family life in the local community or state long ago by considering such things as roles, jobs, communication, technology, style of homes, transportation, schools, religious observances, and cultural traditions.