

Changes and Continuity: Patterns

Computer Science

Computational Thinking

L1:CT.4	Recognize that software is created to control computer operations.
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Computing Practice & Programming

L1:CPP.6	Gather and organize information using concept-mapping tools.
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English Language Arts

CCSS.ELA-LITERACY.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
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CCSS.ELA-LITERACY.RL.9	Compare and contrast the adventures and experiences of characters in stories.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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Reading: Foundational Skills

CCSS.ELA-LITERACY.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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Writing

CCSS.ELA-LITERACY.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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Speaking & Listening

CCSS.ELA-LITERACY.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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Language

CCSS.ELA-LITERACY.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
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Fine Arts

Creating

DA:Cr1.1	a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source. b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.
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DA:Cr3.1	a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences. b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).
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MU:Cr1.1	a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).
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Performing/Presenting/Producing

MA:Pr4.1	Combine varied academic, arts, and media content in media artworks, such as an illustrated story,
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TH:Pr6.1	a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
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Responding	
MA:Re9.1	Identify the effective parts of and possible changes to media artworks, considering viewers.
VA:Re8.1	Interpret art by categorizing subject matter and identifying the characteristics of form.
Connecting	
TH:Cn11.1	a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama). b. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama). c. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).
VA:Cn11.1	Understand that people from different places and times have made art for a variety of reasons.
Mathematics	
Numbers & Operations in Base Ten	
CCSS.MATH.CO NTENT.NBT.A/ B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
CCSS.MATH.CO NTENT.NBT.A/ B.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
CCSS.MATH.CO NTENT.NBT.B/ C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
CCSS.MATH.CO NTENT.NBT.B/ C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Physical Education and Health	
Motor Skills and Movement	
S1.E18	Taps or dribbles a ball using the inside of the foot while walking in general space.
S1.E21	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.
Movement and Performance	
S2.E3	Differentiates between fast and slow speeds. Differentiates between strong and light force.
Health Enhancement & Fitness	
S3.E2	Actively engages in physical education class.
Personal and Social Behavior	
S4.E2	Follows the rules & parameters of the learning environment.

Science	
Earth and Space Sciences	
ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.
Social/Emotional Learning	
Self-Management	
1A.b	Describe and demonstrate ways to express emotions in a socially acceptable manner.
Social Studies	
U.S. History	
NSS-US.3e1	Draw upon visual and other data to identify symbols, slogans, or mottoes, and research why they represent the state.
NSS-US.3e3	Research in order to explain why important buildings, statues, monuments, and place names are associated with the state's history.
NSS-US.4d1	Describe the history of holidays, such as the birthday of Martin Luther King Jr., Presidents' Day, Memorial Day, the Fourth of July, Labor Day, Veterans' Day and Thanksgiving, that celebrate the core democratic values and principles of this nation.
NSS-US.4e1	Describe the history of American symbols such as the eagle, the Liberty Bell, George Washington as the "father of our country," and the national flag.
NSS-US.4e2	Explain why important buildings, statues, and monuments are associated with state and national history, such as the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans memorials.