

Ideas and Beliefs: People and Places

Computer Science

Computational Thinking

L1:CT.2	Use writing tools, digital cameras, and drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.
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Computing Practice & Programming

L1:CPP.2	Use developmentally appropriate multimedia resources (e.g., interactive books and educational software) to support learning across the curriculum.
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English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.3	Describe characters, settings, and major events in a story, using key details.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.2	Identify the main topic and retell key details of a text.
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CCSS.ELA-LITERACY.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
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Writing

CCSS.ELA-LITERACY.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
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Speaking & Listening

CCSS.ELA-LITERACY.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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Language

CCSS.ELA-LITERACY.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Fine Arts

Creating

MA:Cr1.1	Express and share ideas for media artworks through sketching and modeling.
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MU:Cr2.1	a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.
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Performing/Presenting/Producing

DA:Pr4.1	a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles. b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat. c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).
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MU:Pr4.1	a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. b. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. c. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. d. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).
TH:Pr4.1	a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
Responding	
MU:Re7.1	a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. b. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.
TH:Re7.1	a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).
VA:Re9.1	Classify artwork based on different reasons for preferences.
Connecting	
MA:Cn10.1	a. Use personal experiences, interests, and models in creating media artworks. b. Share meaningful experiences of media artworks.
MU:Cn10.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Mathematics	
Geometry	
CCSS.MATH.CO NTENT.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
CCSS.MATH.CO NTENT.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
CCSS.MATH.CO NTENT.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
Physical Education and Health	
Motor Skills and Movement	
S1.E22	Volleys an object with an open palm, sending it upward.
S1.E24	Strikes a ball with a short-handled implement, sending it upward.
Personal and Social Behavior	
S4.E4	Works independently with others in a variety of class environments (e.g., small and large groups).
Value of Physical Activity	
S5.E3	Describes positive feelings that result from participating in physical activities. Discusses personal reasons (i.e., the "why") for enjoying physical activities.

Science	
Life Sciences	
LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
Social/Emotional Learning	
Self-Awareness	
1B.a	Describe personal skills and interests that one wants to develop.
Social Studies	
U.S. History	
NSS-US.4a1	Explain that the U.S. government was formed by English colonists who fought for independence from England.
NSS-US.4a3	Explain the importance of the basic principles of American democracy that unify us as a nation: our individual rights to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion; majority rule with protection for minority rights; and limitations on government, with power held by the people and delegated by them to their elected officials who are responsible to those who elected them to office.
NSS-US.4a4	Analyze how over the last 200 years individuals and groups in American society have struggled to achieve the liberties and equality promised in the principles of American democracy.
NSS-US.4b1	Identify ordinary people who have believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance.
NSS-US.4b2	Analyze in their historical context the accomplishments of ordinary people in the local community now and long ago who have done something beyond the ordinary that displays particular courage or a sense of responsibility in helping the common good.
NSS-US.4c1	Identify historical figures who believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance in their historical context and today.
NSS-US.4c2	Describe how historical figures in the United States and other parts of the world have advanced the rights of individuals and promoted the common good, and identify character traits such as persistence, problem solving, moral responsibility, and respect for others that made them successful.