| Change and Continuity: Same and Different |
|---|
| **Computer Science** |

| Computational Thinking | |
|---|---|
| L1:CT.4 | Recognize that software is created to control computer operations. |

| Computing Practice & Programming | |
|---|---|
| L1:CPP.6 | Gather and organize information using concept-mapping tools. |

| Computers and Communications Devices | |
|---|---|
| L1:CD.1 | Use standard input and output devices to successfully operate computers and related technologies. |

| **English Language Arts** | |
|---|---|

| Reading: Literature | |
|---|---|
| CCSS.ELA-LITERACY.RL.5 | Recognize common types of texts (e.g., storybooks, poems). |
| CCSS.ELA-LITERACY.RL.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |

| Reading: Informational Text | |
|---|---|
| CCSS.ELA-LITERACY.RI.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

| Reading: Foundational Skills | |
|---|---|
| CCSS.ELA-LITERACY.RF.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |

| Writing | |
|---|---|
| CCSS.ELA-LITERACY.W.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |

| Speaking & Listening | |
|---|---|
| CCSS.ELA-LITERACY.SL.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

| Language | |
|---|---|
| CCSS.ELA-LITERACY.L.5 | With guidance and support from adults, explore word relationships and nuances in word meanings. |

| **Fine Arts** | |
|---|---|

| Creating | |
|---|---|
| DA:Cr1.1 | a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance). b. Explore different ways to do basic locomotor and nonlocomotor movements by changing at least one of the elements of dance. |
| DA:Cr3.1 | a. Apply suggestions for changing movement through guided improvisational experiences. b. Depict a dance movement by drawing a picture or using a symbol. |
| MU:Cr1.1 | a. With guidance, explore and experience music concepts (such as beat and melodic contour). b. With guidance, generate musical ideas (such as movements or motives). |

| Performing/Presenting/Producing | |
|---|---|
| MA:Pr4.1 | With guidance, combine arts forms and media content, such as dance and video, to form media artworks. |

| TH:Pr6.1 | a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). |
|---|---|
| Responding | |
| MA:Re9.1 | Share appealing qualities and possible changes in media artworks. |
| VA:Re8.1 | Interpret art by identifying subject matter and describing relevant details. |
| Connecting | |
| TH:Cn11.1 | a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). c. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). |
| VA:Cn11.1 | Identify a purpose of an artwork. |
| **Mathematics** | |
| Counting & Cardinality | |
| CCSS.MATH.CONTENT.CC.B.4 | Understand the relationship between numbers and quantities; connect counting to cardinality. |
| CCSS.MATH.CONTENT.CC.C.6 | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. |
| CCSS.MATH.CONTENT.CC.C.7 | Compare two numbers between 1 and 10 presented as written numerals. |
| **Physical Education and Health** | |
| Motor Skills and Movement | |
| S1.E18 | Taps a ball using the inside of the foot, sending it forward. |
| S1.E21 | Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. |
| Movement and Performance | |
| S2.E3 | Travels in general space with different speeds. |
| Health Enhancement & Fitness | |
| S3.E2 | Actively participates in physical education class. |
| Personal and Social Behavior | |
| S4.E2 | Acknowledges responsibility for behavior when prompted. |
| **Science** | |
| Earth and Space Sciences | |
| ESS2-1 | Use and share observations of local weather conditions to describe patterns over time. |
| ESS3-2 | Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. |
| **Social/Emotional Learning** | |
| Self-Management | |
| 1A.b | Demonstrate control of impulsive behavior. |
| **Social Studies** | |
| U.S. History | |

| | |
|---|---|
| NSS-US.2a1 | Create a historical narrative about the history of his or her local community from data gathered from local residents, records found in early newspapers, historical documents and photographs, and artifacts and other data found in local museums and historical societies. |
| NSS-US.2a2 | From resources that are available in the local community, record changes that have occurred in goods and services over time. |
| NSS-US.2a5 | Examine local architecture and landscape to compare changes in function and appearance over time. |
| NSS-US.2a6 | Identify historical figures in the local community and explain their contributions and significance. |
| NSS-US.2b1 | Compare and contrast the different ways in which early Hawaiian and Native American peoples such as the Iroquois, the Sioux, the Hopi, the Nez Perce, the Inuit, and the Cherokee adapted to their various environments and created their patterns of community life long ago. |
| NSS-US.2b3 | Describe the challenges and difficulties encountered by people in a pioneer farming community such as those found in the Old Northwest (e.g., Ohio), the prairies, the Southwest (e.g., Santa Fe), eastern Canada (e.g., Quebec), and the Far West (e.g., Salt Lake City). |