Preparing for Tomorrow: Setting Goals	
Computer Science	
Computational Thinking	
L1:CT.3	Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer.
Collaboration	
L1:CL.2	Work cooperatively and collaboratively with peers, teachers, and others using technology.
Computing Practice & Programming	
L1:CPP.5	Identify jobs that use computing and technology.
Community Global, and Ethical Impacts	
L1:CI.2	Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.
English Language Arts	
Reading: Literature	
CCSS.ELA-LITERACY.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
Reading: Informational Text	
CCSS.ELA-LITERACY.RI.1	Ask and answer questions about key details in a text.
CCSS.ELA-LITERACY.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCSS.ELA-LITERACY.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.
Reading: Foundational Skills	
CCSS.ELA-LITERACY.RF.4	Read with sufficient accuracy and fluency to support comprehension.
Writing	
CCSS.ELA-LITERACY.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Speaking & Listening	
CCSS.ELA-LITERACY.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language	
CCSS.ELA-LITERACY.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
Fine Arts	
Creating	
MA:Cr2.1	With guidance, use identified ideas to form plans and models for media arts productions.
TH:Cr2.1	a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).

Performing/Presenting/Producing	
DA:Pr6.1	a. Dance for others in a space where audience and performers occupy different areas. b. Explore the use of simple props to enhance performance.
MU:Pr5.1	a. With limited guidance, apply personal, teacher, and peer feedback to refine performances. b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.
TH:Pr5.1	a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama). b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).
Responding	
DA:Re8.1	a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology
MA:Re8.1	With guidance, identify the meanings of a variety of media artworks.
VA:Re7.1	a. Select and describe works of art that illustrate daily life experiences of one's self and others. b. Compare images that represent the same subject.
VA:Cn10.1	Identify times, places, and reasons by which students make art outside of school.
Mathematics	
Operations and Algebraic Thinking	
CCSS.MATH.CONTENT.OA.A/B/C.4	Understand subtraction as an unknown-addend problem.
CCSS.MATH.CONTENT.OA.B/C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
CCSS.MATH.CONTENT.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
Physical Education and Health	
Motor Skills and Movement	
S1.E5	Combines locomotor and nonlocomotor skills in a teacher-designed dance.
S1.E7	Maintains stillness on different bases of support with different body shapes.
S1.E8	Transfers weights from one body part to another in self-space in dance and gymnastics environments.
S1.E27	Jumps forward or backward consecutively using a self-turned rope. Jumps a long rope up to 5 times consecutively with teacher-assisted turning.
Health Enhancement & Fitness	
S3.E3	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.
Personal and Social Behavior	
S4.E5	Exhibits the established protocols for class activities.
Value of Physical Activity	
S5.E2	Recognizes that challenge in physical activities can lead to success.

Science	
Physical Sciences	
PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
Social/Emotional Learning	
Responsible Decision Making	
1C.b	Monitor progress on achieving a short-term personal goal.
Social Studies	
Geography	
NSS-G.4	The physical and human characteristics of places
NSS-G.5	That people create regions to interpret Earth's complexity
NSS-G.6	How culture and experience influence people's perceptions of places and regions