

Individual Personhood: Telling Our Stories

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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Computers and Communications Devices

L1:CD.1	Use standard input and output devices to successfully operate computers and related technologies.
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English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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CCSS.ELA-LITERACY.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.3	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 "how-to" books on a given topic and use them to write a sequence of instructions).
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Speaking & Listening

CCSS.ELA-LITERACY.SL.6	Produce complete sentences when appropriate to task and situation.
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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 <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
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Fine Arts

Creating

MU:Cr3.1	a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. b. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
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TH:Cr3.1	a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama). b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).
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VA:Cr3.1	Use art vocabulary to describe choices while creating art.
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Performing/Presenting/Producing	
MA:Pr5.1	a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions. b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques. c. Experiment with and share different ways to use tools and techniques to construct media artworks.
VA:Pr4.1	Explain why some objects, artifacts, and artwork are valued over others.
Responding	
DA:Re7.1	a. Find a movement that repeats in a dance to make a pattern. b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.
MA:Re7.1	a. Identify components and messages in media artworks. b. With guidance, identify how a variety of media artworks create different experiences.
MU:Re9.1	With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.
Connecting	
DA:Cn10.1	a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience. b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.
TH:Cn10.1	a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.
Mathematics	
Operations and Algebraic Thinking	
CCSS.MATH.CO NTENT.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
CCSS.MATH.CO NTENT.OA.A/B. 2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
CCSS.MATH.CO NTENT.OA.A/B /C.3	Apply properties of operations as strategies to add and subtract.
Numbers & Operations in Base Ten	
CCSS.MATH.CO NTENT.NBT.A. 1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Physical Education and Health	
Motor Skills and Movement	
S1.E1	Hops, gallops, jogs and slides using a mature pattern.
S1.E3	Demonstrates 2 of the 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs & landings.
S1.E4	Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.
Movement and Performance	
S2.E1	Moves in self-space and general space in response to designated beats/ rhythms.
Personal and Social Behavior	
S4.E3	Responds appropriately to general feedback from the teacher.

Science	
Life Sciences	
LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
Social/Emotional Learning	
Self-Awareness	
1A.a	Describe a range of emotions and the situations that cause them.
Social Studies	
U.S. History	
NSS-US.3a1	Draw upon data in paintings and artifacts to hypothesize about the culture of the early Hawaiians or Native Americans who are known to have lived in the state or region, e.g., the Anasazi of the Southwest, the Makah of the Northwest coast, the Eskimos/Inupiat of Alaska, the Creeks of the Southeast, the Mississippians (Cahokia), or the Mound Builders.
NSS-US.3a2	Draw upon legends and myths of the Native Americans or Hawaiians who lived in students' state or region in order to describe personal accounts of their history.
NSS-US.3b3	Examine visual data in order to describe ways in which early settlers adapted to, utilized, and changed the environment.
NSS-US.3b5	Use a variety of sources to construct a historical narrative about daily life in the early settlements of the student's state or region.
NSS-US.3c2	Use a variety of visual data, fiction and nonfiction sources, and speakers to identify the groups that have come into the state or region and to generate ideas about why they came.
NSS-US.3c3	Examine photographs and pictures of people from the various racial and ethnic groups of varying socioeconomic status who lived in the state 100-200 years ago in order to hypothesize about their lives, feelings, plans, and dreams, and to compare ways in which their experiences were similar and different.