

Ingenuity and Opportunity: Using Materials

Computer Science

Computational Thinking

L1:CT.1	Use technology resources (e.g., puzzles, logical thinking programs) to solve age-appropriate problems.
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Computing Practice & Programming

L1:CPP.3	Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
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English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.1	Ask and answer questions about key details in a text.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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CCSS.ELA-LITERACY.RI.7	Use the illustrations and details in a text to describe its key ideas.
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Writing

CCSS.ELA-LITERACY.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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CCSS.ELA-LITERACY.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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Speaking & Listening

CCSS.ELA-LITERACY.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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Language

CCSS.ELA-LITERACY.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Fine Arts

Creating

MA:Cr3.1	a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition. b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.
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TH:Cr1.1	a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama). b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama). c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
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VA:Cr2.1	a. Explore uses of materials and tools to create works of art or design. b. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. c. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
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Performing/Presenting/Producing	
DA:Pr5.1	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality. b. Move safely in general space through a range of activities and group formations while maintaining personal space. c. Modify movements and spatial arrangements upon request.
MU:Pr6.1	a. With limited guidance, perform music for a specific purpose with expression. b. Perform appropriately for the audience and purpose.
VA:Pr5.1	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
Responding	
MU:Re8.1	With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.
TH:Re9.1	a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama). b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).
Connecting	
DA:Cn11.1	a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.
MA:Cn11.1	a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends. b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.
Mathematics	
Operations and Algebraic Thinking	
CCSS.MATH.CO NTENT.OA.C/D .7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
CCSS.MATH.CO NTENT.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i>
Numbers & Operations in Base Ten	
CCSS.MATH.CO NTENT.NBT.A/ B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Physical Education and Health	
Motor Skills and Movement	
S1.E9	Rolls with either a narrow or curled body shape.
S1.E10	Demonstrates twisting, curling, bending & stretching actions.
Health Enhancement & Fitness	
S3.E6	Differentiates between healthy and unhealthy foods.
Personal and Social Behavior	
S4.E1	Accepts personal responsibility by using equipment and space appropriately.
Value of Physical Activity	
S5.E1	Identifies physical activity as a component of good health.

Science	
Physical Sciences	
PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
Social/Emotional Learning	
Relationship Skills	
1C.a	Describe the steps in setting and working toward goal achievement.
Social Studies	
Economics and Financial Literacy	
NSS-E.2A	Know: Economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity. Brainstorm a list of wants and then identify examples of goods, services, or leisure activities they can buy to satisfy each want.
NSS-E.2B	Know: People make choices about what goods and services they buy because they can't have everything they want; This requires individuals to prioritize their wants. Create a list of goods or services they want given a set budget constraint, rank the goods and services from the most to the least desired, and justify their ranking.
NSS-E.2C	Know: People spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness. Explain why consumers with identical vacation budgets choose different options when planning a weeklong vacation.
NSS-E.2D	Know: Whenever people buy something, they incur an opportunity cost; Opportunity cost is the value of the next best alternative that is given up when a person makes a choice. Present an example of a buying choice a person made and identify the opportunity cost of that choice.
NSS-E.2E	Know: Informed decision making requires comparing the costs and benefits of spending alternatives; Costs are things that a decision maker gives up; benefits are things that a decision maker gains. Compare the costs and benefits of buying a bicycle in two settings, rural and urban, and for different people including a younger child, a teenager, and a grandparent.
NSS-E.2F	Know: People's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure. Write stories about how individual spending choices were informed or influenced by advertising, the spending choices of others, peer pressure, or the prices of alternative choices. Explain why shopping with a list can help consumers with their spending choices.
NSS-E.2G	Know: Planning for spending can help people make informed choices; A budget is a plan for spending, saving, and managing income. Create a budget for a set amount of allowance income that includes expenses (buying of goods and services) and savings.