

Ingenuity and Opportunity: What and Why

Computer Science

Computational Thinking

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

Computing Practice & Programming

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

English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
------------------------	---

Reading: Informational Text

CCSS.ELA-LITERACY.RI.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
------------------------	---

CCSS.ELA-LITERACY.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
------------------------	---

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.
-----------------------	--

CCSS.ELA-LITERACY.W.8	Recall information from experiences or gather information from provided sources to answer a question.
-----------------------	---

Speaking & Listening

CCSS.ELA-LITERACY.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
------------------------	---

Language

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

Fine Arts

Creating

MA:Cr3.1	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention. b. Test and describe expressive effects in altering, refining, and completing media artworks.
----------	---

TH:Cr1.1	a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama). b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama). c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
----------	--

VA:Cr2.1	a. Experiment with various materials and tools to explore personal interests in a work of art or design. b. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. c. Repurpose objects to make something new.
----------	---

Performing/Presenting/Producing	
DA:Pr5.1	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
MU:Pr6.1	a. Perform music for a specific purpose with expression and technical accuracy. b. Perform appropriately for the audience and purpose.
VA:Pr5.1	Distinguish between different materials or artistic techniques for preparing artwork for presentation.
Responding	
MU:Re8.1	Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.
TH:Re9.1	a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama). b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events. c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
Connecting	
DA:Cn11.1	a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
MA:Cn11.1	a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments. b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.
Mathematics	
Numbers & Operations in Base Ten	
CCSS.MATH.CONTENT.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
CCSS.MATH.CONTENT.NBT.A/B.2	Count within 1000; skip-count by 5s, 10s, and 100s.
CCSS.MATH.CONTENT.NBT.A/B.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
CCSS.MATH.CONTENT.NBT.A/B.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Physical Education and Health	
Motor Skills and Movement	
S1.E9	Rolls in different directions with either a narrow or curled body shape.
S1.E10	Differentiates among twisting, curling, bending & stretching actions.
S1.E11	Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics).
Health Enhancement & Fitness	
S3.E6	Recognizes the "good health balance" of good nutrition with physical activity.

Personal and Social Behavior	
S4.E1	Practices skills with minimal teacher prompting.
Value of Physical Activity	
S5.E1	Recognizes the value of "good health balance."
Science	
Physical Sciences	
PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
PS1-2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
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.3A	Know: Income is saved, spent on goods and services, or used to pay taxes. Explain the difference between saving and spending and give examples of each.
NSS-E.3B	Know: When people save money, they give up the opportunity to spend that money to buy things now in order to buy things later. Describe what a person gives up when he or she deposits \$20 into a savings account.
NSS-E.3C	Know: People can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan. Draw a picture identifying the different places where people can save their money.
NSS-E.3D	Know: People set savings goals as incentives to save; One savings goal might be to buy goods and services in the future. Read a children's book and identify a character's savings goal and whether the character meets the savings goal.
NSS-E.3E	Know: A savings plan helps people reach their savings goals. Select a savings goal and identify steps to take in order to reach that savings goal.
NSS-E.3F	Know: When people deposit money into a bank (or other financial institution), the bank may pay them interest; Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings. Describe the advantages of saving money in a savings account rather than putting the money into a piggy bank.