

Ideas and Beliefs: What I Like

Computer Science

Computational Thinking

L1:CT.2	Use writing tools, digital cameras, and drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.
L1:CT.3	Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer.

Computing Practice & Programming

L1:CPP.2	Use developmentally appropriate multimedia resources (e.g., interactive books and educational software) to support learning across the curriculum.
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English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.3	With prompting and support, identify characters, settings, and major events in a story.
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Reading: Informational Text

CCSS.ELA-LITERACY.RI.2	With prompting and support, identify the main topic and retell key details of a text.
CCSS.ELA-LITERACY.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Writing

CCSS.ELA-LITERACY.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
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Speaking & Listening

CCSS.ELA-LITERACY.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
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Language

CCSS.ELA-LITERACY.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Fine Arts

Creating

MA:Cr1.1	Discover and share ideas for media artworks using play and experimentation.
MU:Cr2.1	a. With guidance, demonstrate and choose favorite musical ideas. b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.

Performing/Presenting/Producing

DA:Pr4.1	a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions. b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli. c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).
MU:Pr4.1	a. With guidance, demonstrate and state personal interest in varied musical selections. b. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. c. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

TH:Pr4.1	a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
Responding	
MU:Re7.1	a. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. b. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
TH:Re7.1	a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
VA:Re9.1	Explain reasons for selecting a preferred artwork.
Connecting	
MA:Cn10.1	a. Use personal experiences and choices in making media artworks. b. Share memorable experiences of media artworks.
MU:Cn10.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Mathematics	
Measurement & Data	
CCSS.MATH.CO NTENT.MD.A/B .3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Geometry	
CCSS.MATH.CO NTENT.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
CCSS.MATH.CO NTENT.G.A.2	Correctly name shapes regardless of their orientations or overall size.
CCSS.MATH.CO NTENT.G.B.6	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>
Physical Education and Health	
Motor Skills and Movement	
S1.E22	Volleys a light-weight object (balloon), sending it upward.
S1.E24	Strikes a lightweight object with a paddle or short-handled racket.
S1.E27	Executes a single jump with self-turned rope. Jumps a long rope with teacher-assisted turning.
Personal and Social Behavior	
S4.E4	Shares equipment and space with others.
Value of Physical Activity	
S5.E3	Identifies physical activities that are enjoyable. Discusses the enjoyment of playing with friends.
Science	
Earth and Space Sciences	
ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
Social/Emotional Learning	
Self-Awareness	
1B.a	Identify one's likes and dislikes, needs and wants, strengths and challenges.
Social Studies	

U.S. History	
NSS-US.1b1	Explain the ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language.
NSS-US.2a3	Describe local community life long ago, including jobs, schooling, transportation, communication, religious observances, and recreation.
NSS-US.2b2	Draw upon written and visual sources and describe the historical development and daily life of a colonial community such as Plymouth, Williamsburg, St. Augustine, San Antonio, and Fort Vincennes, in order to create a historical narrative, mural, or dramatization of daily life in that place long ago.