

Social Systems: Working Together

Computer Science

Collaboration

L1:CL.1	Gather information and communicate electronically with others with support from teachers, family members, or student partners.
---------	--

Computing Practice & Programming

L1:CPP.4	Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions).
----------	--

Community Global, and Ethical Impacts

L1:CI.1	Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.
---------	---

English Language Arts

Reading: Literature

CCSS.ELA-LITERACY.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
------------------------	--

CCSS.ELA-LITERACY.RL.10	Actively engage in group reading activities with purpose and understanding.
-------------------------	---

Reading: Informational Text

CCSS.ELA-LITERACY.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.
------------------------	---

Reading: Foundational Skills

CCSS.ELA-LITERACY.RF.1	Demonstrate understanding of the organization and basic features of print.
------------------------	--

Writing

CCSS.ELA-LITERACY.W.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
-----------------------	--

Speaking & Listening

CCSS.ELA-LITERACY.SL.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
------------------------	---

Fine Arts

Creating

DA:Cr2.1	a. Improvise dance that has a beginning, middle, and end. b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.
----------	--

VA:Cr1.1	a. Engage in exploration and imaginative play with materials. b. Engage collaboratively in creative art-making in response to an artistic problem.
----------	--

Performing/Presenting/Producing

MA:Pr6.1	a. With guidance, identify and share roles and the situation in presenting media artworks. b. With guidance, identify and share reactions to the presentation of media artworks.
----------	--

VA:Pr6.1	Explain what an art museum is and distinguish how an art museum is different from other buildings.
----------	--

Responding

DA:Re9.1	a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.
----------	---

TH:Re8.1	a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
Connecting	
MU:Cn11.1	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Mathematics	
Operations and Algebraic Thinking	
CCSS.MATH.CO NTENT.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
CCSS.MATH.CO NTENT.OA.A/B. 2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
CCSS.MATH.CO NTENT.OA.A/B/ C.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
Measurement & Data	
CCSS.MATH.CO NTENT.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
CCSS.MATH.CO NTENT.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
Physical Education and Health	
Motor Skills and Movement	
S1.E16	Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower.
S1.E17	Dribbles a ball with one hand, attempting the second contact.
Movement and Performance	
S2.E2	Travels in 3 different pathways.
Health Enhancement & Fitness	
S3.E1	Identifies active-play opportunities outside physical education class.
Personal and Social Behavior	
S4.E6	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.
Science	
Earth and Space Sciences	
ESS3-1	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
Social/Emotional Learning	
Social Awareness	
1B.b	Identify family, peer, school, and community strengths.
Social Studies	
Civics and Government	
NSS-C.1A	What is government?

NSS-C.1B	Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?
NSS-C.1C	Why is government necessary?
NSS-C.1D	What are some of the most important things governments do?
NSS-C.1E	What are the purposes of rules and laws?
NSS-C.1F	How can you evaluate rules and laws?
NSS-C.1G	What are the differences between limited and unlimited governments?
NSS-C.1H	Why is it important to limit the power of government?