

	Pre-K	Kindergarten	1st Grade	2nd Grade
Comparing and Contrasting the Stories of Centenarians	<p>LDC-8o Listen to and discuss increasingly complex storybooks, information books, and poetry.</p> <p>LDC-9s Ask more focused and detailed questions about a story or the information in a book.</p> <p>CD-1n Organize and use information through matching, grouping, and sequencing.</p>	<p>CCSS.ELA-LIT ERACY.W.K.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.</p> <p>CCSS.ELA-LIT ERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>CCSS.ELA-LIT ERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>CCSS.ELA-LIT ERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding</p>	<p>CCSS.ELA-LIT ERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-LIT ERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>CCSS.ELA-LIT ERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>CCSS.ELA-LIT ERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
Counting to 100 with	<p>LDC-8o Listen to and</p>	CCSS. M-Mathematics.	CCSS.MATH.C ONTENT.1.NBT.	CCSS.MATH.C ONTENT.2.NBT.

<p>Centenarians</p>	<p>discuss increasingly complex storybooks, information books, and poetry.</p> <p>LDC-9s Ask more focused and detailed questions about a story or the information in a book.</p> <p>CD-10n Rote count in order to 20 with increasing accuracy.</p> <p>CD-10p Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How Many?”</p> <p>CD-10q Given a number 0-5, count out that many objects.</p> <p>CD-10r Compare the number of items in small sets of objects (up to 5 objects) by matching or counting, and use language such as “more than” and “less than” to describe the</p>	<p>K.CC.1 Know number names and recognize patterns in the counting sequence by: Counting to 100 by ones Counting to 100 by tens</p> <p>CCSS.K.OA.1 Use a variety of representations such as objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, or expressions</p> <p>CCSS. M-Mathematics. K.OA.3 Demonstrate understanding of addition and subtraction by making connections among representations.</p>	<p>C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>CCSS.MATH.C ONTENT.1.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.</p>	<p>A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>CCSS.MATH.C ONTENT.2.NBT. B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
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	sets of objects.			
The Role of Literacy in History and Now	<p>Goal P-ATL 11. Child shows interest in and curiosity about the world around them</p> <p>Goal P-LC 2 Child understands and responds to increasingly complex communication and language from others</p> <p>Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</p> <p>Goal P-LIT 5 Child asks and answers questions about a book that was read aloud</p>	<p>CCSS- Social Studies. K.H. 1.1 Exemplify ways in which people change over time</p> <p>CCSS- Social Studies. K.H. 1.3 Compare life in the past to life today within the home, community, and around the world</p> <p>CCSS- Social Studies. K.B. 1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities</p>	<p>CCSS. Social Studies. 1.H.1 Explain how the experiences and achievements of people throughout history have helped contribute to change in various local communities and communities around the world over time.</p>	<p>CCSS.ELA-LIT ERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CCSS.ELA-LIT ERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
Health and Aging	<p>HPD-1v Talk about a variety and amount of foods needed to be healthy (can identify what is missing from their meal).</p> <p>HPD-1w Name foods and beverages that help to build healthy bodies.</p>	<p>NCES.K.ATOD.1 .3 Identify adults and professionals who can be trusted to provide safety information about household products and medicine</p>	<p>NCES.1. PCH.2. Understand wellness, disease prevention, and recognition of symptoms</p>	<p>NCES.2.MEH.1. 4 Explain the influence of peers, the media, and the family on feelings and emotions</p>

Exploring Life Cycles and Longevity	<p>LDC-9r Relate personal experiences to an increasing variety of events described in familiar and new books.</p> <p>CD-5t Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.</p> <p>CD-14m Describe some things plants and animals need to live and grow (sunlight, water, food).</p>		<p>NCES.1.L.2.2 Summarize the basic needs (including air, water, food, and habitat) of a variety of different animals for energy and growth.</p>	<p>NCES.2.L.1.1 Summarize the Life Cycle of Animals Birth, developing into an adult, reproducing, aging, and death.</p>
Active Aging: Movement and Centenarians	<p>HPD-2q Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).</p>	<p>NCES.K.P.1.2 Give examples of different ways objects and organisms move (to include falling to the ground when dropped): Straight Zigzag Round and round Back and forth Fast and slow</p> <p>NCES.PE.K.MS.1.1 Execute recognizable forms of the basic locomotor skills.</p>	<p>NCES.1.NPA.3.1 Recognize the benefits of physical activity. NCES.1.NPA.3.2 Recall fitness and recreation activities that can be used during out of school hours.</p>	<p>NCES.2.NPA.1.3 Classify activities in terms of their appropriateness for a healthy lifestyle.</p>
Financial Literacy	CD-10r - Compare the	K.CC.C.6- Identify whether		2.MD.C.8- Solve word problems

	<p>amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.</p>	<p>the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.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.</p>		<p>involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p>
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