

Add in Big Topics and ELO's if possible. If your team has a link to help the specialists even more, feel free to add it in.

	ELA	Math	Science	Social Studies	Other
Kindergarten	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses</p> <p>RLK.6 With prompting and support, define the role of the author and illustrator in telling the story.</p> <p>RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p>	<p>Describe measurable attributes of objects. <b>(NC.K.MD.1)</b></p> <p>Compare two objects using common attributes and describe the difference. <b>(NC.K.MD.2)</b></p> <p>Describe the difference between two objects using the language “more of” or “less of.” <b>(NC.K.MD.2)</b></p> <p>Sort and classify objects into categories. <b>(NC.K.MD.3)</b></p>	<p><b>K.P.1</b> Understand the positions and motions of objects and organisms observed in the environment.</p>	<p>K.C&amp;G.1 Understand that people work together to create and follow rules.</p> <p>K.H.1 Understand change over time.</p>	
First	<p>RL1.1 Ask and answer questions about key details in a text.</p> <p>RI 1.1 Ask and answer questions about key details in a text.</p> <p>RL 1.3 Describe the</p>	<p>NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Unitize by making a ten</p>	<p>Force and Motion-</p> <p><b>1.P.1.1</b> Explain the importance of a push or pull to changing</p>	<p>Thinking Like a Historian-</p> <p><b>1.C&amp;G.1.2</b> Exemplify ways individuals and groups contribute to the making of</p>	

	<p>connection between two individuals, events, ideas, or pieces of information in a text</p>	<p>from a collection of ten ones.  Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  OA.6 Add and subtract, within 20, using strategies such as: Counting on, Making ten, Decomposing a number leading to a ten, Using the relationship between addition and subtraction, Using a number line, Creating</p>	<p>the motion of an object.</p>	<p>rules and laws.  <b>1.H.1.1</b> Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.</p>	
--	--	---	---------------------------------	---	--

		equivalent but simpler or known sums			
Second	<p>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> <p>RL 2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.</p>	<p><b>NC.2.OA.2</b>  <b>NC.2.NBT.2 Skip Counting</b>  <b>NC.2.NBT.5 Fluency within 100</b>  <b>NC.2.OA.1 Story problems</b>  <b>NC.2.NBT.8 +/-10</b></p>	2.P.1.2	2.C&G.1	
Third	RL 3.1 Ask and answer questions using text evidence	3.OA.1, 3.OA.3 Multiplication / Division Strategies and Word problems	3L.1 Understanding human body system and how it's essential for life	<p>3.H.1.2 Thinking like a Historian</p> <p>3.C.G.1.1 Compare structures of state and local government</p>	
Fourth	RL4.1 Refer to	<b>NC.4.NBT.2</b>	4 L 2.2	4.G1.1	

	<p>details and examples in text when explaining what the text says explicitly and when drawing inferences from texts</p>	<p>Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.</p>	<p>Explain the role of vitamins, minerals, and exercise in maintaining a healthy body</p>	<p>Compare the development of various geographic regions in NC using geographic tools and representations</p>	
<p>Fifth</p>	<p>Stories of Human Rights using the book Esperanza Rising  <a href="#">-Spanish English Dictionary</a> created as we read E.R.  <b>RL.5.1</b>- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p>	<p>5.NBT.5 (multiplying 2x3 digits) and 5.NBT.6 (division)</p>	<p><b>5.L.1</b>  Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.</p>	<p><b>5.G1.1</b> Explain the relationship between location, physical environment, and human activity in the United States.   <b>5.C&amp;G.1.1</b>  Distinguish the roles and responsibilities of the three branches of government in terms of how the</p>	

	<p><b>RL.5.3-</b> I can compare and contrast two or more characters, settings, or events in a story, drawing on specific details (ex: Character reactions)</p> <p><b>RL.5.5-</b> I can explain how a series of chapters fit together to provide the overall structure of a particular story</p>			<p>branches cooperate.</p> <p><b>5.C&amp;G.2.2</b> Exemplify ways in which rights are protected under the United States Constitution.</p>	
ECS 1	<p>Theme for September: <b>This Is My School - Introduces Authority figures and rules at school.</b></p> <p>Q1 ELA - <a href="#">Pacing Guide</a></p>	<p>Theme for October: <b>Animals in Their Home - Explores common animals and where they live.</b></p> <p>Q1 Math - <a href="#">Pacing Guide</a></p>	Q1 Science - <a href="#">Pacing Guide</a>	Q1 Soc. Studies - <a href="#">Pacing Guide</a>	
ECS 2	Q1 ELA - <a href="#">Pacing Guide</a>	<p>IEP Goal Work</p> <p>Q1 Math - <a href="#">Pacing</a></p>	Cooking - Measuring, Tools, Safety,	Theme for Sept. Leaders in our Community	

	IEP Goal Work	<a href="#">Guide</a>	Vocabulary; Recipe  -Pacing Guide not updated by ECS yet (will attach once updated)		
--	---------------	-----------------------	--	--	--