

Me...Jane Curriculum Connections *Grades 1-5*

Science

3-LS2-1 Construct an argument that some animals form groups that help members survive.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

English Language Arts

SL.3-5.CCR.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.3-6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

RL.1.1 Ask and answer questions about key details in a text.

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.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

SL.3-5.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Participation in Q&A session:

SL.K-5.1a. Participate in collaborative conversations with diverse partners about kindergarten, grade 1, 2, 3, 4, or 5 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.k-2.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Arts Education - Theatre (Michigan Merit Curriculum)

ART.T.III.1.3 Recognize likes and dislikes regarding music, sound, movement, dance, and design in classroom dramatizations.

ART.T.III.1.4 List character choices, story settings, and plot lines.

ART.T.III.1.7 Describe emotions and thoughts evoked by performances.

ART.T.V.1.2 Identify artists in the community.

ART.T.III.2.4 Make predictions about characters, setting, and events based on story content.

RT.T.IV.3.1 Infer lessons from multicultural stories, fairy tales, tall tales, fables, and legends.

ART.T.V.3.2 Recognize that the arts are an expression and record of human life.

ART.T.III.4.1 Analyze the characters and setting.

ART.T.II.5.1 Appraise artistic choices regarding character, environment, and situation that support the creation of a classroom dramatization.

ART.T.III.5.1 Understand characters' thought processes during dramatic scenes.

ART.T.IV.5.1 Understand that a variety of art forms are infused in theatre and come from different cultures.

ART.T.IV.5.2 Understand the significance of theatre and its relationship to history and cultures.

Community Values

Informed Global Citizenship, Empathy, Understanding Others' Perspectives, Creative Problem-Solving