Content Area: Comprehensive Health and Physical Education
Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Identify safe and proper use of household products

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify and distinguish between substances that are safe and unsafe to be taken orally b. Explain that taking medications incorrectly can be harmful, including vitamins c. Articulate the proper and safe use of household products	**Inquiry Questions:** 1. What could happen if there were not any labels on medicines, foods, vitamins or other household products? 2. What is safe or unsafe to eat? **Relevance and Application:** 1. Pharmacists work to explain and protect individuals from unsafe substances or mistaken consumption of medication. 2. New technologies are being developed to prevent unintentional poisoning. **Nature of Health:** 1. Medicines must be used correctly in order to be safe and have maximum benefit.

Content Area: Comprehensive Health and Physical Education
Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Demonstrate the elements of movement in combination with a variety of locomotor skills

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Demonstrate skipping, hopping, galloping, and sliding while transitioning on command b. Demonstrate smooth transitions between sequential motor skills such as running into a jump c. Move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling d. Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping	**Inquiry Questions:** 1. How is walking different from running? 2. What activities require one to change movement skill during the activity? 3. How can one perform a skill without thinking about it? 4. If you could only master one of the locomotor movements, which one would you choose, and why? **Relevance and Application:** 1. Individuals move skillfully under a variety of movement conditions. 2. Individuals participate skillfully in a variety of games at home that require movement such as playing tag, skipping, or jumping rope. **Nature of Physical Education:** 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. 2. The different combinations or ways that movement can be performed are virtually limitless. 3. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities. 4. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Content Area: Comprehensive Health and Physical Education
Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Move to even and uneven beats using various locomotor movements b. Create a routine that includes two types of body rolls such as a log roll, egg roll, shoulder roll, or forward roll and a stationary balance position after each roll c. Jump rope repeatedly d. Throw, catch, strike, and trap objects while being stationary and also moving toward a partner e. Balance objects on various body parts while in various positions f. Demonstrate static and dynamic balance on lines or low beams and benches	**Inquiry Questions:** 1. Why is it important to be able to move in both even and uneven rhythms? 2. What does it mean to have rhythm? 3. What body parts are involved when one jumps rope? **Relevance and Application:** 1. Individuals participate in a variety of activities such as playing basketball with friends while maintaining control of the body. 2. Individuals participate successfully in activities that require balance. 3. Individuals participate in activities such as social dances that require movements to even and uneven beats. 4. Individuals participate in activities that require throwing and catching with a friend such as playing catch with a football. **Nature of Physical Education:** 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. 2. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Content Area: Dance
Standard: 4. Reflect, Connect, and Respond

Prepared Graduates:

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Compare and contrast different dance styles and world dance forms

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Describe a performer's use of space b. View and examine dance works for their design c. Recognize dances that maintain order and structure d. Identify the use of energy in a particular dance e. Understand time as a design element f. Describe the timing or changes in timing of an observed dance g. Understand the meaning in a movement	**Inquiry Questions:** 1. Why are dances different from each other? 2. How does each style communicate its meaning? 3. How do the basic elements of dance communicate feelings and thoughts?
	Relevance and Application: 1. Demonstrating the ability to compare and contrast dance styles builds foundational problem-solving and classification skills needed in science, social studies, reading, writing, and visual arts, and leads to a variety of vocations. 2. Articulating the order, structure, and design elements of dance works creates foundational discernment abilities needed to build reading and writing skills such as sequencing and structuring stories.
	Nature of Dance: 1. Appreciating dance requires one to recognize the use of space, and the many ways a dance is designed and performed.

Content Area: Drama and Theatre Arts
Standard: 2. Perform

Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Dramatize short stories

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Act out the key elements of a short story b. Create character movement needed within a short story c. Create environments needed within a short story through body movement	**Inquiry Questions:** 1. How can choices in movement affect a character? 2. How can movement depict an environment? 3. How does acting out short stories help you remember key elements of the story?
	Relevance and Application: 1. Using story software can aid in determining key events to act out in a story. 2. Dramatizing fosters a fundamental understanding of story structure. 3. Creating characters and environments serves as a foundation for understanding the components of the theatre process. 4. Using short stories to create simple dramatic depictions develops foundational storytelling skills.
	Nature of Drama and Theatre Arts: 1. Choices in body movement communicate intended meaning.

Content Area: Drama and Theatre Arts
Standard: 2. Perform

Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Demonstrate movement based on stage directions

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Move respectfully throughout an acting space b. Respond appropriately to the language of stage directions and body positions c. Demonstrate the ability to differentiate between directed movement and free-form movement d. Respond with gestures and movement in a dramatic portrayal	**Inquiry Questions:** 1. Why are stage directions important? 2. How do decisions made about space effect a performance? 3. Why does the number of performers affect the creative use of space? **Relevance and Application:** 1. Movement informs the way in which a director develops a performance. 2. Movement patterns connect knowledge of space on a stage to a setting in a story. 3. Transitions in movement require forethought. 4. Strong self-directive skills are provided by following directions while respecting others in a space. **Nature of Drama and Theatre Arts:** 1. Stage directions create a sense of order.

Content Area: Mathematics
Standard: 4. Shape, Dimension, and Geometric Relationships

Prepared Graduates:

- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Some attributes of objects are measurable and can be quantified using different tools

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Measure and estimate lengths in standard units. (CCSS: 2.MD) i. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (CCSS: 2.MD.1) ii. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (CCSS: 2.MD.2) iii. Estimate lengths using units of inches, feet, centimeters, and meters. (CCSS: 2.MD.3) iv. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (CCSS: 2.MD.4) b. Relate addition and subtraction to length. (CCSS: 2.MD) i. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units[1] and equations with a symbol for the unknown number to represent the problem. (CCSS: 2.MD.5) ii. Represent whole numbers as lengths from 0 on a number line[2] diagram and represent whole-number sums and differences within 100 on a number line diagram. (CCSS: 2.MD.6) c. Solve problems time and money. (CCSS: 2.MD) i. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (CCSS: 2.MD.7) ii. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and symbols appropriately.[3] (CCSS: 2.MD.8)	**Inquiry Questions:** 1. What are the different things we can measure? 2. How do we decide which tool to use to measure something? 3. What would happen if everyone created and used their own rulers? **Relevance and Application:** 1. Measurement is used to understand and describe the world including sports, construction, and explaining the environment. **Nature of Mathematics:** 1. Mathematicians use measurable attributes to describe countless objects with only a few words. 2. Mathematicians use appropriate tools strategically. (MP) 3. Mathematicians attend to precision. (MP)

[1] e.g., by using drawings (such as drawings of rulers). (CCSS: 2.MD.5)
[2] with equally spaced points corresponding to the numbers 0, 1, 2, ... (CCSS: 2.MD.6)
[3] Example: If you have 2 dimes and 3 pennies, how many cents do you have? (CCSS: 2.MD.6)

Content Area: Mathematics
Standard: 1. Number Sense, Properties, and Operations

Prepared Graduates:

- Understand the structure and properties of our number system. At their most basic level numbers are abstract symbols that represent real-world quantities

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. The whole number system describes place value relationships through 1,000 and forms the foundation for efficient algorithms

Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can: a. Use place value to read, write, count, compare, and represent numbers. (CCSS: 2.NBT) i. Represent the digits of a three-digit number as hundreds, tens, and ones.[1] (CCSS: 2.NBT.1) ii. Count within 1000. (CCSS: 2.NBT.2) iii. Skip-count by 5s, 10s, and 100s. (CCSS: 2.NBT.2) iv. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (CCSS: 2.NBT.3) v. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. (CCSS: 2.NBT.4) b. Use place value understanding and properties of operations to add and subtract. (CCSS: 2.NBT) i. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 2.NBT.5) ii. Add up to four two-digit numbers using strategies based on place value and properties of operations. (CCSS: 2.NBT.6) iii. Add and subtract within 1000, 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.[2] (CCSS: 2.NBT.7) iv. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (CCSS: 2.NBT.8) v. Explain why addition and subtraction strategies work, using place value and the properties of operations. (CCSS: 2.NBT.9)	**Inquiry Questions:** 1. How big is 1,000? 2. How does the position of a digit in a number affect its value? **Relevance and Application:** 1. The ability to read and write numbers allows communication about quantities such as the cost of items, number of students in a school, or number of people in a theatre. 2. Place value allows people to represent large quantities. For example, 725 can be thought of as 700 + 20 + 5. **Nature of Mathematics:** 1. Mathematicians use place value to represent many numbers with only ten digits. 2. Mathematicians construct viable arguments and critique the reasoning of others. (MP) 3. Mathematicians look for and make use of structure. (MP) 4. Mathematicians look for and express regularity in repeated reasoning. (MP)

[1] e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (CCSS: 2.NBT.1)
100 can be thought of as a bundle of ten tens — called a "hundred." (CCSS: 2.NBT.1a)
The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). (CCSS: 2.NBT.1b)
[2] Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (CCSS: 2.NBT.7)

Content Area: Music
Standard: 1. Expression of Music

Prepared Graduates:

- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Perform simple rhythmic, melodic, and harmonic patterns

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Perform four- and eight-beat patterns that include do, re, mi, sol, la pitches (pentatonic scale) and  ,  ,  , and  b. Play tonic chord accompaniments in simple keys	**Inquiry Questions:** 1. Are rests as important as notes in music? 2. How do accompaniments change a song?
	Relevance and Application: 1. Mathematic patterns can be identified in music. 2. There are cultural and historical styles and genres of music that can be identified by their similarities and differences in the simple patterns used in the music. 3. Music software and audio devices can be used to demonstrate pentatonic scales and tonic chord accompaniments in simple keys. 4. When performers respond to patterns and symbols of music, they are communicating a composer's message just as a reader is communicating an author's message.
	Nature of Music: 1. Music communicates a message.

Content Area: Music
Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

Grade Level Expectation: Second Grade

Concepts and skills students master:

4. Comprehension of beginning melodic and rhythmic patterns

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify and use step/skip/repeat, do, re, mi, sol, la pitches (pentatonic scale) b. Identify and notate, using , , ,  c. Visually identify a chord (space-space-space or line-line-line)	**Inquiry Questions:** 1. How will knowing notes and rests help me in performing music? 2. How will echoing melodic patterns help me understand a song? 3. How is the step/skip/repeat skill a math problem? 4. How is a pentatonic scale like counting by 5s? **Relevance and Application:** 1. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science). 2. Musical themes/patterns/textures can be compared to the use of these elements in stories, songs, and other art forms. 3. Mathematical counting equivalents can be applied to half notes, half rests, whole notes, and whole rests. **Nature of Music:** 1. Music notation is a visual representation of organized sound and silence. 2. Patterns occur in music and in the world.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. New information can be learned and better dialogue created by listening actively

Evidence Outcomes

Students can:

a. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.2.1)
   i. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
   ii. Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
   iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2)

c. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Do people learn more by talking or listening? Why?
2. How do people respond to ideas that are unfair?

Relevance and Application:

1. Communicators check their personal thinking to ensure other points of view are considered fairly.
2. Listeners use background knowledge to answer questions before asking others.
3. Video game designers create a variety of options to allow the players to have choices.
4. Doctors listen to their patients and use their own knowledge of medicine to make a diagnosis.
5. Use electronic tools to provide feedback.

Nature of Reading, Writing, and Communicating:

1. Good listeners make new discoveries by using their own knowledge along with information they hear from others.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text

Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can: a. Use Key Ideas and Details to: i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences ii. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. (CCSS: RL.2.1) iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2) iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3) b. Use Craft and Structure to: i. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4) ii. Read high-frequency words with accuracy and speed iii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5) iv. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6) v. Identify how word choice (sensory details, figurative language) enhances meaning in poetry c. Use Integration of Knowledge and Ideas to: i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7) ii. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9) d. Use Range of Reading and Level of Text Complexity to: i. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10) e. Compare formal and informal uses of English. (CCSS: L.2.3a)	**Inquiry Questions:** 1. Why is it important to read the title before reading the text? 2. What would happen to comprehension if readers never went back and re-read something they did not understand? 3. Why is it important to read accurately and fluently? 4. What would a summary look like if a writer did not stick to the important details? **Relevance and Application:** 1. Read stories and text to others using appropriate phrasing, intonation, rate, and attention to punctuation. 2. Distinguish different literary forms (i.e., poetry, narrative, fiction). 3. Interpret the intended message in various genres (such as fables, billboards, web pages, poetry, and posters). 4. Listening and reading along with the text of digital audio stories of multiple genres aid in comprehension and fluency. **Nature of Reading, Writing, and Communicating:** 1. Reading helps people understand themselves and make connections to the world. 2. Readers use comprehension strategies automatically without thinking about them.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Exploring the writing process helps to plan and draft a variety of simple informational texts

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2) b. Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format c. Organize informational texts using main ideas and specific supporting details d. Organize ideas using a variety of pictures, graphic organizers or bulleted lists e. Use relevant details when responding in writing to questions about texts f. State a focus when responding to a given question, and use details from text to support a given focus g. Apply appropriate transition words to writing	**Inquiry Questions:** 1. What are different forms of informational writing? 2. Why is it important to writers to know who will be reading their work? 3. How is report writing different from storytelling? 4. How do writers use technology to support the writing process? 5. How do authors stay focused on one topic throughout a piece of writing? 6. How might technology impact the writing process for informational texts? **Relevance and Application:** 1. Cooks write their recipes step-by-step so the readers can follow the directions easily. 2. Parents write to their children who live far away using conventional and digital means. **Nature of Reading, Writing, and Communicating:** 1. Writers use their own experiences in their writing to make connections. 2. Writers work with peers to create organized pieces of writing. 3. Writers plan and organize information with their audience and purpose in mind. 4. Writers reread and revise while drafting.

Content Area: Social Studies
Standard: 1. History

Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Identify historical sources and utilize the tools of a historian

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify community and regional historical artifacts and generate questions about their function and significance b. Explain the past through oral or written firsthand accounts of history c. Explain the information conveyed by historical timelines d. Identify history as the story of the past preserved in various sources e. Create timelines to understand the development of important community traditions and events	**Inquiry Questions:** 1. How can two people understand the same event differently? 2. Why is it important to use more than one source for information? 3. How can putting events in order by time help describe the past? 4. What kinds of tools and sources do historical thinkers use to investigate the past? **Relevance and Application:** 1. The ability to identify reliable historical sources is essential to searching for and communicating information. For example, individuals searching on the Internet must find reliable sources for information; reporters must find reliable information for news stories; and historians must use scholarly sources when writing nonfiction pieces. 2. The tools of historians are used to share thoughts and ideas about the past such as selecting a historical name for a building, school, park, or playground; recounting a news event in the neighborhood; and using a timeline to gauge progress toward the completion of a project. **Nature of History:** 1. Historical thinkers gather firsthand accounts of history through oral histories. 2. Historical thinkers use artifacts and documents to investigate the past.

Content Area: Social Studies
Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. People have influenced the history of neighborhoods and communities

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Organize the historical events of neighborhoods and communities chronologically b. Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation c. Give examples of people and events, and developments that brought important changes to the community d. Compare how communities and neighborhoods are alike and different e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities	**Inquiry Questions:** 1. How can understanding the past impact decision-making today? 2. How have events and ideas from the past shaped the identity of communities and neighborhoods today? **Relevance and Application:** 1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues. For example, the history of a city determines how it might advertise for tourism purposes. 2. Philosophies and ideas from history continue to inform and impact the present. For example, the independent Western philosophy affects how local government works. 3. Technological developments continue to evolve and affect the present. An example of this would be the way communication is now almost instantaneous and thus, speeds up the nature of events. **Nature of History:** 1. Historical thinkers investigate relationships between the past and present. 2. Historical thinkers organize findings in chronological order as one way to examine and describe the past.

Content Area: Social Studies
Standard: 2. Geography

Prepared Graduates:

- Examine places and regions and the connections among them

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. People in communities manage, modify and depend on their environment

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify how communities manage and use nonrenewable and renewable resources b. Identify local boundaries in the community c. Explain why people settle in certain areas d. Identify examples of physical features that affect human activity e. Describe how the size and the character of a community change over time for geographic reasons	**Inquiry Questions:** 1. How do available resources and their uses create change in a community? 2. Are renewable and nonrenewable resources managed well? How do you know? 3. Why are physical features often used as boundaries? 4. What are the various groups in a community and how are they alike and different? 5. How do you choose if you should recycle, reduce, reuse, or throw something away?
	Relevance and Application: 1. Individuals and businesses understand that they must manage resources in the environment such as conserving water, safeguarding clean air, managing electricity needs, and reducing the amount of waste. 2. Communities collaborate to modify, manage, and depend on the environment. For example, elected officials decide how to manage resources, and communities may limit hunting, water usage, or other activities. 3. Geographic technology is used to gather, track, and communicate how resources might be managed or modified. For example, ski areas track snowfall rates, analyze data for avalanche danger and even create snow.
	Nature of Geography: 1. Spatial thinkers compare information and data, and recognize that environmental factors influence change in communities. 2. Spatial thinkers study the uneven distribution and management of resources.

Content Area: Visual Arts
Standard: 3. Invent and Discover to Create

Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Create works of art using familiar and commercial symbols such as hearts, suns, and logos b. Create presentation-ready works of art c. Choose appropriate materials to make art d. Create works of art using various modalities	**Inquiry Questions:** 1. How does creating and performing in the arts differ from viewing the arts? 2. How is art discussed? 3. How do artists choose their materials to make works of art? 4. How do artists know when they are finished making a work of art?
	Relevance and Application: 1. The arts serve multiple functions such as enlightenment, education, and entertainment. 2. Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into quality products. 3. The artistic process can lead to unforeseen or unpredictable outcomes such as "happy accidents" that occur in making art, or technical or material challenges that lead to discovering something new.
	Nature of Visual Arts: 1. Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.