

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

Students can:

- Move to even and uneven beats using various locomotor movements
- 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
- Jump rope repeatedly
- Throw, catch, strike, and trap objects while being stationary and also moving toward a partner
- Balance objects on various body parts while in various positions
- Demonstrate static and dynamic balance on lines or low beams and benches

21st Century Skills and Readiness Competencies

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: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Grade Level Expectation: Second Grade

Concepts and skills students master:

3. Use feedback to improve performance

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Use self feedback to identify strengths and weaknesses as well as modifications that need to be made to improve the performance of a skill or physical movementb. Use instructor feedback to identify strengths and weaknesses as well as modifications that need to be made to improve performance of a skill or physical movementc. Identify methods to keep the brain healthy and ready to learnd. Identify brain-healthy foodse. Describe the role of water as an essential nutrient for the body and brain	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. Why is water essential for the body?2. When trying to improve skills, is it better to correct weaknesses or expand on strengths? Why?3. Which health habit is most important? Why?4. What are the advantages of instructor feedback over self feedback? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Individuals examine the effects of limited water consumption after playing or doing yard work on a hot day. <p>Nature of Physical Education:</p> <ul style="list-style-type: none">1. 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.2. The use of self and instructor feedback identifies strengths and weaknesses to improve performance.3. Keeping the brain healthy keeps the body healthy.4. Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Create new dramatic elements from existing works

Evidence Outcomes

Students can:

- Create with guidance new outcomes of basic plots
- Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does changing one element of a story change the rest of the story?
- Why is it important to look at different perspectives of a story?
- What parts of a story can be changed easily?

Relevance and Application:

- Context and a respect for others are furthered by viewing different perspectives through a dramatic lens.
- Openness to taking risks comes from improvising existing works.
- The improvisation from something that's known leads to the identification of variables in science.
- Mass media rely on adaptations of known plots to sell products and tickets.

Nature of Drama and Theatre Arts:

- Improvisation leads to innovation.

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

Students can:

- Measure and estimate lengths in standard units. (CCSS: 2.MD)
 - 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)
 - 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)
 - Estimate lengths using units of inches, feet, centimeters, and meters. (CCSS: 2.MD.3)
 - 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)
- Relate addition and subtraction to length. (CCSS: 2.MD)
 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units¹ and equations with a symbol for the unknown number to represent the problem. (CCSS: 2.MD.5)
 - Represent whole numbers as lengths from 0 on a number line² diagram and represent whole-number sums and differences within 100 on a number line diagram. (CCSS: 2.MD.6)
- Solve problems time and money. (CCSS: 2.MD)
 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (CCSS: 2.MD.7)
 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and symbols appropriately.³ (CCSS: 2.MD.8)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What are the different things we can measure?
- How do we decide which tool to use to measure something?
- What would happen if everyone created and used their own rulers?

Relevance and Application:

- Measurement is used to understand and describe the world including sports, construction, and explaining the environment.

Nature of Mathematics:

- Mathematicians use measurable attributes to describe countless objects with only a few words.
- Mathematicians use appropriate tools strategically. (MP)
- Mathematicians attend to precision. (MP)

Standard: 4. Shape, Dimension, and Geometric Relationships
Second Grade

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: Music

Standard: 1. Expression of Music

Prepared Graduates:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- 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:

1. Expressively perform simple songs in small groups or independently

Evidence Outcomes

Students can:

- a. Perform two-part rounds using speech, body percussion, singing, movement, and instruments
- b. Follow conductor's cues demonstrating dynamic changes, tempo changes, and fermata

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is a good singing voice?
2. How does music make you feel different?
3. Why do performing groups have conductors?

Relevance and Application:

1. Counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs can be used to deliver content knowledge in musical ways.
2. Singing songs focused on phonemic awareness and using cross body movements aids in reading and writing skill.
3. Music software and audio devices can be used to demonstrate dynamic changes, tempo changes, and fermatas.
4. Learning to sing along productively with others demonstrates teamwork.

Nature of Music:

1. Musicality is the ability to perform and respond to music in meaningful ways.

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Discussions contribute and expand on the ideas of self and others

Evidence Outcomes

Students can:

- a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
- b. Contribute knowledge to a small group or class discussion to develop a topic
- c. Maintain focus on the topic
- d. **Create audio recordings of stories or poems**; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)
- e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
- f. Use content-specific vocabulary to ask questions and provide information

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. **Why is it important to use precise vocabulary in communication?**
2. How do people remember new words and their mean?
3. How do people connect new words to things that are important to them?
4. What is the most important thing to do to ensure people understand a presentation?

Relevance and Application:

1. **The use of precise language is important when communicating with others to clearly express an idea.**
2. **Online dictionary resources offer new ways to expand vocabulary (such as personal word bank, word wall, picture dictionary, or glossary).**
3. Music writers (composers) and musical performers work together to create new songs and exciting performances.
4. **Use electronic collaboration tools to contribute to the group goal.**

Nature of Reading, Writing, and Communicating:

1. Good communicators choose their words carefully.

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	21 st Century Skills and Readiness Competencies
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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)

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
<p>Students can:</p> <p>a. Use Key Ideas and Details to:</p> <ol style="list-style-type: none"> 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 <i>who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> (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) <p>b. Use Craft and Structure to:</p> <ol style="list-style-type: none"> 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 <p>c. Use Integration of Knowledge and Ideas to:</p> <ol style="list-style-type: none"> 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) <p>d. Use Range of Reading and Level of Text Complexity to:</p> <ol style="list-style-type: none"> 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) <p>e. Compare formal and informal uses of English. (CCSS: L.2.3a)</p>	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 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? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 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. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 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: 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:

- 2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (CCSS: RI.2.1)
 - ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)
 - iii. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)
 - iv. Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (CCSS: RI.2.)
 - ii. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5)
 - iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)
 - iv. Read text to perform a specific task (such as follow a recipe, play a game)
- c. Use Integration of Knowledge and Ideas to:
 - i. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7)
 - ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)
 - iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9)
- d. Use Range of Reading and Level of Text Complexity to:
 - i. Adjust reading rate according to type of text and purpose for reading
 - ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10)
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What text features are most useful when reading informational texts? Why?
2. How does using the table of contents save a reader time?
3. What are two or more uses of the bold key words in the text?
4. How do captions assist a reader in gathering information?

Relevance and Application:

1. Use background knowledge and connect it to new information to learn many new concepts or ideas.
2. Identifying features of online websites help one navigate and understand saving time and increasing comprehension.

Nature of Reading, Writing, and Communicating:

1. Readers gather information from multiple sources. Comparing what they know to what they want to learn helps construct new meaning.
2. Readers read for enjoyment and information.

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:
 1. Exploring the writing process helps to plan and draft a variety of literary genres

Evidence Outcomes

Students can:

- a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. (CCSS: W.2.1)
- b. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)
- c. Organize ideas using pictures, graphic organizers, or story maps
- d. Write simple, descriptive poems
- e. Write with precise nouns, active verbs, and descriptive adjectives
- f. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts
- g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are different literary genres different in form and substance?
2. What are two characteristics of the person you are describing?
3. Why do short poems still have an important message?
4. How do planning frames (graphic organizers, lists, photos, or drawings) help writers as they write a story?
5. How do authors collect topics for writing?
6. How might authors create an inviting beginning and satisfying ending?

Relevance and Application:

1. Authors will write funny poems and short stories for readers to enjoy.
2. Parents like to read fairy tales to their children before they go to bed.
3. The ability to read and understand poems and fictional stories will assist in building metacognition, which will aid in comprehending harder text.
4. Creative approaches to writing and story craft distinguish best-selling authors from ordinary writers.

Nature of Reading, Writing, and Communicating:

1. Writers think about character traits to help them include more interesting details in their writing.

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
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- 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: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Second Grade

Concepts and skills students master:

3. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing

Evidence Outcomes

Students can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
 - i. Use collective nouns (e.g., *group*). (CCSS: L.2.1a)
 - ii. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (CCSS: L.2.1b)
 - iii. Use reflexive pronouns (e.g., *myself, ourselves*). (CCSS: L.2.1c)
 - iv. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (CCSS: L.2.1d)
 - v. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
 - vi. Apply accurate subject-verb agreement while writing
 - vii. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (CCSS: L.2.1f)
 - viii. Vary sentence beginning
 - ix. Spell high-frequency words correctly
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
 - i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)
 - ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b)
 - iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
 - iv. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* → *boil*). (CCSS: L.2.2d)
 - v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)
- c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)
- d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can spelling change the meaning of a word?
2. How can punctuation change the meaning of a sentence?
3. What is the primary use of the apostrophe in contractions?
4. Why is punctuation used for many different purposes in writing?
5. Why are uppercase/capital letters important in writing?

Relevance and Application:

1. The meaning of a sentence can be changed by changing the order of the words in the sentence. (He can run. Can he run?)
2. Knowing when to capitalize letters will help readers understand writing.

Nature of Reading, Writing, and Communicating:

1. Writers know that endings change words.
2. Writers revise their writing to choose better words to communicate what they want to say.
3. Writers use proper punctuation in their writing.

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Reference materials help us locate information and answer questions

Evidence Outcomes

Students can:

- a. Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)
- b. Identify a specific question and gather information for purposeful investigation and inquiry
- c. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)
- d. Use a variety of multimedia sources to answer questions of interest
- e. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do people know information is relevant, significant, and accurate?
2. How do people know which resource will provide the most accurate information?

Relevance and Application:

1. There are many ways people look up and research unknown information. (Use a dictionary to find the meaning of unfamiliar words. Use an encyclopedia to look up information. Use the Internet to conduct research. Use interviews to gather information.)

Nature of Reading, Writing, and Communicating:

1. Researchers use information to support their thinking.
2. Researchers use a variety of reference materials to support learning new information.

Content Area: Science
Standard: Life Science

Prepared Graduates:
➤ Explain and illustrate with examples how living systems interact with the biotic and abiotic environment

Grade Level Expectation: Second Grade

Concepts and skills students master:
1. Organisms depend on their habitat's nonliving parts to satisfy their needs

Evidence Outcomes | **21st Century Skills and Readiness Competencies**

Students can:

- a. Use evidence to develop a scientific explanation about how organisms depend on their habitat.
- b. Analyze and interpret data about nonliving components of a habitat
- c. Assess and provide feedback on other scientific explanations regarding why an organism can survive in its habitat
- d. Use instruments to make observations about habitat components – for example, data can be collected from a fish tank to assess the environmental health (dissolved oxygen, pH, Nitrogen content).

Inquiry Questions:

- What are the basic needs of plants and animals?
- How are the basic needs of all living things similar and different?
- How do living things depend on their environment?
- How does an organism respond when basic needs are not met?

Relevance and Application:

- Living things depend on the health of their habitats.
- Different organisms have different needs.

Nature of Science:

- Describe different ways that scientists seek to understand about organisms and their interactions with the environment.
- Collaborate with other students in developing a scientific explanation about how organisms depend on their habitat.

Content Area: Science
Standard: Life Science

Prepared Graduates:

- Analyze the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Each plant or animal has different structures or behaviors that serve different functions

Evidence Outcomes | **21st Century Skills and Readiness Competencies**

Students can:

- a. Use evidence to develop an explanation as to why a habitat is or is not suitable for a specific organism
- b. Analyze and interpret data about structures or behaviors of a population that help that population survive

Inquiry Questions:

- What different structures do plants and animals have that perform the same functions? For example, what different structure do plants and animals have to get water?

Relevance and Application:

- A single environment can support a variety of living things that use different kinds and amounts of resources.
- Body designs, such as the skull of a woodpecker or the nose of a dog, serves specific and unique jobs.

Nature of Science:

- Give feedback regarding the advantages of specific structures and behaviors.
- Share observations, and provide and respond to feedback on ideas about the advantages of specific structures and behaviors.

Content Area: Science
Standard: Physical Science

Prepared Graduates:
➤ Observe, explain, and predict natural phenomena governed by Newton's laws of motion, acknowledging the limitations of their application to very small or very fast objects

Grade Level Expectation: Second Grade

Concepts and skills students master:
1. Changes in speed or direction of motion are caused by forces such as pushes and pulls

Evidence Outcomes

Students can:

- a. Identify and predict how the direction or speed of an object may change due to an outside force
- b. Analyze and interpret observable data about the impact of forces on the motion of objects

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What must be known about a force to predict how it will change an object's motion?
- How does applying a force affect the way an object moves?
- How do an object's properties affect how it will move when a force is applied?

Relevance and Application:

- Technology makes our lives easier by applying what we know about how forces can affect objects such as tires, bicycles, and snow throwers.
- In many recreational activities, such as tug-of-war, there is a relationship between forces and changes in motion.

Nature of Science:

- Select appropriate tools for data collection.
- Measure the change in speed or direction of an object using appropriate units.
- Collaboratively design an experiment, identifying the constants and variables.

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

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

21st Century Skills and Readiness Competencies

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

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

21st Century Skills and Readiness Competencies

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:

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Geographic terms and tools are used to describe space and place

Evidence Outcomes

Students can:

- a. Use map keys ,legends, symbols, intermediate directions, and compass rose to derive information from various maps
- b. Identify and locate various physical features on a map
- c. Identify the hemispheres, equator, and poles on a globe
- d. Identify and locate cultural, human, political, and natural features using map keys and legends

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you define, organize, and think about the space around you?
2. What is a human feature versus a physical feature?
3. Why do we use geographical tools such as maps, globes, grids, symbols, and keys?
4. How would you describe a setting without using geographic words?
5. How can using the wrong geographic tool or term cause problems?

Relevance and Application:

1. Individuals use geographic tools and technology such as observations, maps, globes, photos, satellite images, and geospatial software to describe space and uses of space.
2. Individuals and businesses use maps to give directions.

Nature of Geography:

1. Spatial thinkers use visual representations of the environment.
2. Spatial thinkers identify data and reference points to understand space and place.

Content Area: Social Studies
Standard: 3. Economics

Prepared Graduates:

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Apply decision-making processes to financial decisions (PFL)

Evidence Outcomes

Students can:

- a. Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision
- b. Differentiate between a long-term and a short-term goal

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do individuals make and analyze the consequences of financial decisions?
- 2. How do individuals meet their short- and long-term goals?

Relevance and Application:

- 1. Personal financial decisions are based on responsible evaluation of the consequences.
- 2. Purchase decisions are based on such things as quality, price, and personal goals. For example, you decide whether to spend money on candy or the movies.

Nature of Economics:

- 1. Financially responsible individuals use good decision-making tools in planning their spending and saving.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. People use multiple ways to resolve conflicts or differences

Evidence Outcomes

Students can:

- a. Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility
- b. Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority
- c. Identify and give examples of appropriate and inappropriate uses of power and the consequences
- d. **Demonstrate skills to resolve conflicts or differences**

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What happens when someone uses power unwisely?
- 2. What are good ways to solve differences?
- 3. What would it be like if everyone was friends?
- 4. What do equality, justice, and responsibility look like in the world?

Relevance and Application:

- 1. Conflict can arise for many reasons, including lack of information, or value or personality differences, and conflict may be resolved through compromise, competition, collaboration or avoidance. For example, parents may compromise about where to live.
- 2. Various forms of conflict resolution are used to solve conflicts and differences. For example, city councils may call for a public hearing to learn what the community thinks about a new jail or library.

Nature of Civics:

- 1. Responsible community members know democratic and undemocratic principles and practices and how they are used in diverse communities.
- 2. Responsible community members examine how culture influences the disposition of rules, laws, rights, and responsibilities.
- 3. Responsible community members understand that power and authority shape individual participation.

Content Area: World Languages

Standard: 3. Connections with Other Disciplines and Information Acquisition

Prepared Graduates:

- Reinforce and further their knowledge of other disciplines through the foreign language

Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

Concepts and skills students master:

1. Identify information that can be gathered from target language resources connected to other content areas

Evidence Outcomes

Students can:

- a. Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts)
- b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does an understanding of another language and culture increase people's ability to function in a variety of content areas in an interdisciplinary manner?
2. How does studying a language help?
3. How does one acquire a language?

Relevance and Application:

1. Learning a different language leads to greater understanding of an individual's own language.
2. Websites provide information on geographical and weather maps for areas in all parts of the world.

Nature of World Languages:

1. Language learners realize there are resources available in the target language about topics they study in other classes.

Content Area: World Languages

Standard: 3. Connections with Other Disciplines and Information Acquisition

Prepared Graduates:

- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

Concepts and skills students master:

2. Use authentic resources to locate basic information

Evidence Outcomes

Students can:

- Extract main ideas and key words from authentic resources
- Use knowledge obtained from authentic resources to apply to new topics

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- How does an understanding of another language and culture broaden people's ability to access information and to appreciate a variety of distinctive viewpoints?
- Where can people find a target language outside of the classroom?
- Why is using background knowledge important?

Relevance and Application:

- International examples of search engines both enlarge one's perspectives but also permit one to better access a target language. Studying another language will promote increased cultural awareness.

Nature of World Languages:

- Language learners realize that there are other languages and cultures different from their own.

Content Area: World Languages

Standard: 2. Knowledge and Understanding of Other Cultures

Prepared Graduates:

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

Concepts and skills students master:

2. Identify common products of the target cultures studied

Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
<p>Students can:</p> <ul style="list-style-type: none">a. Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation)b. Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?2. How does a student develop cultural understanding by examining the products of another culture?3. How is the culture of a people reflected in its expressive products?4. Why are certain foods popular or staples in some cultures, but never have that status in others (such as crumpets)? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Dancers’ and mimes’ costumes and performances reflect elements of their culture.2. Every culture produces a variety of tangible and expressive products.
	<p>Nature of World Languages:</p> <ul style="list-style-type: none">1. Language learners understand that products vary among cultures.2. Language learners point out products that are different from their own cultural experiences.

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

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

21st Century Skills and Readiness Competencies

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.