

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:
➤ Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Grade Level Expectation: Second Grade

Concepts and skills students master:
2. Recognize basic childhood chronic diseases

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:
a. Identify problems associated with common childhood chronic diseases or conditions, including but not limited to asthma, allergies, type-1 diabetes, and epilepsy
b. Communicate concern to an appropriate adult when a person is having an allergic reaction or difficulty breathing

Inquiry Questions:
1. How can you tell if someone is having an allergic reaction?
2. What actions might you take if you saw a person who was having trouble breathing?

Relevance and Application:
1. Food allergies are common and it is important to understand how to decrease exposure to allergens..
2. If someone is having difficulty breathing or is not responding, it is important to know how to seek help.

Nature of Health:
1. Chronic diseases and allergies can be effectively managed.

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:

1. Identify the dangers of using tobacco products and being exposed to second-hand smoke

Evidence Outcomes

Students can:

- a. Describe the benefits of not using tobacco
- b. Identify the short- and long-term physical effects of using tobacco and being exposed to tobacco smoke
- c. State reasons why one should avoid second-hand smoke
- d. Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do people choose to smoke when they know it is bad for them?
2. Why is it important to be able to refuse something that you do not want?
3. What might happen if I saw a friend pick up a cigarette and I didn't say anything...I just walked away?

Relevance and Application:

1. Researchers explore the impact of tobacco on the body's ability to function normally.
2. Second-hand smoke impacts air quality.

Nature of Health:

1. Effective communication skills enhance a person's ability to express wants and defend their beliefs.
2. Research has clearly established that tobacco has a variety of harmful effects on the human body.

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:
➤ Apply knowledge and skills that promote healthy, violence-free relationships

Grade Level Expectation: Second Grade

Concepts and skills students master:
3. Explain why bullying is harmful and how to respond appropriately

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Understand why it is wrong to tease othersb. Identify why making fun of others is harmful to self and othersc. Describe the difference between bullying and teasingd. Explain what to do if you or someone else is being bullied	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How does the old saying, "walk a mile in the other person's shoes" apply to teasing and bullying?2. If it's just "making fun" then how can it be harmful?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. A number of professionals can help when someone is being bullied or teased, including but not limited to counselors, psychologists, police, or trusted adults.
	<p>Nature of Health:</p> <ul style="list-style-type: none">1. Tolerance, appreciation, and understanding of diversity are important skills to learn and practice.

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

- Apply personal safety knowledge and skills to prevent, and treat unintentional injury

Grade Level Expectation: Second Grade

Concepts and skills students master:

- 4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation

Evidence Outcomes

Students can:

- a. Demonstrate how to make a decision to call 911 or other emergency numbers for help
- b. Demonstrate verbal and nonverbal ways to ask an adult for help about an emergency
- c. Demonstrate effective refusal skills to avoid unsafe situations
- d. Describe the use of safety equipment for specific activities and sports such as biking, skateboard, riding a scooter and inline skating
- e. Identify ways to reduce or prevent the risk of injuries around water

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do I know when to call 911?
- 2. What do individuals do when they need to communicate and they cannot speak?
- 3. What are the decisions made by emergency workers?
- 4. What happens if a player does not wear a helmet or kneepads?
- 5. Why is it important to be careful around water?
- 6. Why do lifeguards say "walk don't run" at swimming pools?

Relevance and Application:

- 1. Ambulance personnel are skilled at considering situations from a variety of aspects.
- 2. Young people often get trained to perform CPR or other forms of resuscitation.
- 3. Injury prevention requires preparation and communication.
- 4. Coast Guard and lifeguards are equipped to prevent and provide help in a water safety situation.
- 5. A 911 operator is trained to send help in an emergency and provide help over the phone.
- 6. Safety equipment, such as helmets, knee pads, and life jackets, exist to help prevent unintentional injuries.

Nature of Health:

- 1. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

Content Area: Comprehensive Health and Physical Education
Standard: 3. Emotional and Social Wellness in Physical Education

Prepared Graduates:
➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Grade Level Expectation: Second Grade

Concepts and skills students master:
1. Demonstrate positive and helpful behavior and words toward other students

Evidence Outcomes

Students can:
a. Describe how positive social interaction can make physical activity with others more fun
b. Participate in a variety of group settings without distracting behavior
c. Encourage others by using verbal and nonverbal communication

21st Century Skills and Readiness Competencies

Inquiry Questions:
1. Why should you be polite when playing in a group physical activity?
2. Why is it important to have good behavior, especially when in a group setting?
3. Is it easier or harder to work with peers to complete a task? Explain.
4. How can you encourage someone who is shy to participate in a physical activity?

Relevance and Application:
1. Individuals encourage friends or peers.
2. Individuals brainstorm the forms of technology that have been used to make physical activity more fun.

Nature of Physical Education:
1. Successful participation in physical activity requires cooperation with others.
2. Group physical activities should be fun for everyone participating.

Content Area: Dance

Standard: 1. Movement, Technique, and Performance

Prepared Graduates:

- Understand that dance performance requires technical competency

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Explore moods and feelings in performance

Evidence Outcomes

Students can:

- Perform movement phrases in response to a variety of rhythms and changes in moods
- Perform a simple movement phrase, and notate it using shapes, colors, and symbols
- Study everyday postures and gestures in the global community to identify how movement communicates meaning and emotions
- Learn to move in ways that encourage a healthy body
- Perform a simple dance sequence from memory for an audience

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do changes in mood and feelings help you to understand a dance?
- How can you remember the movement of a dance?
- How do you learn the movement of a dance?
- Do you learn a dance more quickly by watching it, or doing it?

Relevance and Application:

- Patterns in dance mirror patterns in life, such as cross-walk, the Sun rise and set, and odd and even numbers.

Nature of Dance:

- Dances require variety and contrast in movement to show intent.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

Grade Level Expectations: Second Grade

Concepts and skills students master:

1. Use voice and movement in character development

Evidence Outcomes

Students can:

- Demonstrate basic vocal quality such as tone and pace to convey a message
- Use developmentally appropriate movement to create a character

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does a performer's vocal quality convey a message about the character?
- How does a performer's movement convey a message about a character?
- What comparisons can be made between theatrical vocal quality and musical vocal quality?

Relevance and Application:

- Advertisers use vocal quality to focus an audience on their products.
- Movement of characters gives insight in to a character's feeling and identity.
- Technology can assist in electronically altering vocal tone quality to create human and nonhuman characters.
- Drama and theatre require many vocal transitions to convey a message, much like vocals in music.

Nature of Drama and Theatre Arts:

- Decisions about vocal quality and movement are paramount to character development.

Content Area: Mathematics
Standard: 3. Data Analysis, Statistics, and Probability

Prepared Graduates:

- Solve problems and make decisions that depend on understanding, explaining, and quantifying the variability in data

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Visual displays of data can be constructed in a variety of formats to solve problems

Evidence Outcomes

Students can:

- a. **Represent and interpret data. (CCSS: 2.MD)**
 - i. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. (CCSS: 2.MD.9)
 - ii. **Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. (CCSS: 2.MD.10)**
 - iii. Solve simple put together, take-apart, and compare problems using information presented in picture and bar graphs. (CCSS: 2.MD.10)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What are the ways data can be displayed?
- 2. What can data tell you about the people you survey?
- 3. What makes a good survey question?

Relevance and Application:

- 1. People use data to describe the world and answer questions such as how many classmates are buying lunch today, how much it rained yesterday, or in which month are the most birthdays.

Nature of Mathematics:

- 1. Mathematics can be displayed as symbols.
- 2. Mathematicians make sense of problems and persevere in solving them. (MP)
- 3. **Mathematicians model with mathematics. (MP)**
- 4. Mathematicians attend to precision. (MP)

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

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)

21st Century Skills and Readiness Competencies

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)

Standard: 1. Number Sense, Properties, and Operations
Second Grade

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: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement

Evidence Outcomes

Students can:

- a. Use specific music terminology in discussing individual preferences for music
- b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music
- c. Identify how musical elements communicate ideas or moods

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can movement reflect the expressive qualities of music?
2. How does music affect emotions and feelings in general?
3. How are passive and active listening different?

Relevance and Application:

1. Appropriate audience behavior relies on an individual's self-direction ability, the ability to discern the role of an audience (e.g. some performances encourage audience participation, some performances require active listening), and the willingness to submit individual desires to the need for consideration of the experience of others.
2. Audiences have varying purposes throughout society. (Athletic events encourage audience noise. Political audiences express their agreement or disagreement in various ways. Formal presentations expect restraint and applause.)
3. A common and specific musical vocabulary is important when discussing the evaluation of music works and performances or in defending individual musical preferences.

Nature of Music:

1. Music may be experienced passively or actively as a listener.

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Grade Level Expectation: Second Grade

Concepts and skills students master:

3. Demonstrate increased awareness of music in daily life or special events

Evidence Outcomes

Students can:

- a. Recognize and demonstrate interest in creating, performing, and moving to music
- b. Recognize and demonstrate interest in listening to several types of music
- c. Describe music from various cultures in general terms
- d. Explain their own cultural and social interests in music

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How often do people listen to and move to music for enjoyment?
- 2. How does a favorite song make a person feel?
- 3. Why is it important to experience a variety of music from different cultures?
- 4. How do individuals experience music in different ways?

Relevance and Application:

- 1. Articulating uses of music in a local community, family, or culture can be done through researching societal trends and influences.
- 2. The importance of music goes beyond entertainment and is used to express such things as strong emotions and celebrations, and to document important events in history.

Nature of Music:

- 1. Music provides societal and cultural connections that are unique to individuals.

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

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> <ul 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</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> 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) <p>b. Use Craft and Structure to:</p> <ul 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> <ul 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> <ul 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: 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: 4. Research and Reasoning

Prepared Graduates:
 ➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Grade Level Expectation: Second Grade

Concepts and skills students master:
 2. Questions are essential to analyze and evaluate the quality of thinking

Evidence Outcomes	21 st Century Skills and Readiness Competencies
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Students can:
 a. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (CCSS: W.2.7)
 i. Ask primary questions of depth and breadth
 ii. Acknowledge the need to treat all viewpoints fair-mindedly

Inquiry Questions:

1. Consider this reading from the point of view of someone new. What would be your opinion?
2. What makes the situation of this reading possibly more complicated?
3. What does it mean to be fair-minded?
4. Why is it important to include other people’s perspectives?
5. How can readers be sure that the information is fair and unbiased? What do you say when it is not fair information

Relevance and Application:

1. Professors share the skills of policemen and evaluate all of those with points of view, asking questions, and determining a conclusion using the best evidence to support reasoning.
2. Examples of asking good questions for real problems include a group of students wanting to start a book contest, and probing the difficulties and complexities of a book contest.

Nature of Reading, Writing, and Communicating:

1. People who reason understand reasoning is done from a point of view, based on data, information, and evidence, and contains inferences by which they draw conclusions and give meaning to data.
2. Researchers understand that for thinking to improve, it is necessary to ask critical questions.
3. People who reason know thinking has potential strengths and weaknesses.

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

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).

21st Century Skills and Readiness Competencies

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:

- Identify community and regional historical artifacts and generate questions about their function and significance
- Explain the past through oral or written firsthand accounts of history
- Explain the information conveyed by historical timelines
- Identify history as the story of the past preserved in various sources
- Create timelines to understand the development of important community traditions and events

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How can two people understand the same event differently?
- Why is it important to use more than one source for information?
- How can putting events in order by time help describe the past?
- What kinds of tools and sources do historical thinkers use to investigate the past?

Relevance and Application:

- 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.
- 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:

- Historical thinkers gather firsthand accounts of history through oral histories.
- Historical thinkers use artifacts and documents to investigate 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: 4. Civics

Prepared Graduates:

- Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Responsible community members advocate for their ideas

Evidence Outcomes

Students can:

- List ways that people express their ideas respectfully
- Identify how people monitor and influence decisions in their community
- Describe ways in which you can take an active part in improving your school or community
- Identify and give examples of civic responsibilities that are important to individuals, families, and communities
- Describe important characteristics of a responsible community member

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What are beliefs that help people live together in communities?
- What civic responsibilities do you think are important?
- How can different cultures and beliefs influence a community?
- What are responsible ways to advocate ideas in a community?

Relevance and Application:

- Ideas are promoted through the use of various media such as blogs, websites, flyers, and newsletters.
- Individuals collaborate to responsibly advocate for the ideas they think will improve society. For example, a group lobbies the city council to create a new park or employ more firefighters.

Nature of Civics:

- Responsible community members influence the rules, policies, and law in their communities.

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: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information➤ Critique personal work and the work of others with informed criteria

Grade Level Expectation: Second Grade

Concepts and skills students master:
1. Visual arts use various literacies to convey intended meaning

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Identify, distinguish and interpret the basic characteristics of art.b. Generate and discuss personal interpretations about works of art based on observation.c. Recognize and respect cultural differences in works of art	Inquiry Questions: <ul style="list-style-type: none">1. Why does intended meaning matter?2. How do you convey meaning without using words?3. Why is it important to express an idea without words?4. Who determines the value of a work of art?
	Relevance and Application: <ul style="list-style-type: none">1. Interpretations of art change over time and among cultures.2. Art develops criteria in forming personal opinions.
	Nature of Visual Arts: <ul style="list-style-type: none">1. Through the critical process, people are able to formulate judgments about the artistic and aesthetic merits of works or art.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Make informed critical evaluations of visual and material culture, information, and technologies

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Artists make choices that communicate ideas in works of art

Evidence Outcomes

Students can:

- a. Express an idea in multiple ways
- b. Identify and compare ideas and artistic choices found in a work of art
- c. Make artistic choices to communicate ideas

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can your choice in art-making change an idea?
2. What are examples of ideas you can observe in familiar works of art?
3. How can art express more than one idea?

Relevance and Application:

1. Restructuring norms offer new opportunities.
2. Traditional and new technologies help artists to communicate ideas.
3. Ideas come in verbal and nonverbal forms and are informed by other disciplines.

Nature of Visual Arts:

1. Artists make choices to communicate ideas.

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Prepared Graduates:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)

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. Communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases (interpersonal mode)

Evidence Outcomes

Students can:

- a. Copy and exchange simple messages
- b. Imitate modeled words and phrases using intonation and pronunciation
- c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases
- d. Use words and phrases without awareness of grammatical structures
- e. Answer simple questions about very familiar topics

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?
2. How do people show that they do not understand?
3. How does one know they are understood?

Relevance and Application:

1. Simple surveys on websites appear in multiple languages.
2. Exchanging words, phrases, and short messages with people from different cultures creates positive personal connections around the world.

Nature of World Languages:

1. Language learners start with words to make meaning.
2. Language learners acquire and retain.

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Prepared Graduates:

- Understand and interpret written and spoken language on a variety of topics (interpretive mode)

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. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)

Evidence Outcomes

Students can:

- Understand short, simple conversations and narratives when using objects, visuals, and gestures
- Respond to questions seeking clarification (for example, do you understand? What is this?)
- Follow simple commands
- Recognize the symbols of the target language writing system

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?
- Why do cognates exist?
- Why are there many languages in the world?

Relevance and Application:

- Information on writing systems for languages around the world is available on web pages.
- Understanding basic questions and commands in different languages helps people from different cultures create positive personal connections.

Nature of World Languages:

- Language learners start with words to make meaning.
- Language learners acquire and preserve connections.

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Prepared Graduates:

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

Range Level Expectation: Novice-High

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

Concepts and skills students master:

3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (presentational mode)

Evidence Outcomes

Students can:

- Write or tell briefly about an event or personal experience
- Create texts incorporating some description and detail
- Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- What do people need to know, understand, and be able to do to effectively present oral and written information in another language?
- How do writers choose a topic?
- What are the essential elements of a story?

Relevance and Application:

- Record and play back oral narratives, and brainstorm ideas using a tape recorder.
- Bilingual or multilingual workers in airports, hotels, and hospitals can provide information to people who speak a variety of languages.

Nature of World Languages:

- Language learners understand that grammatical accuracy contributes to meaning.
- Language learners take risks.

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Prepared Graduates:

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

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:

3. Present on very familiar topics (written or oral) using isolated words and high-frequency phrases (presentational mode)

Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
<p>Students can:</p> <ul style="list-style-type: none">a. Reproduce high-frequency words and phrasesb. Use words derived from cognates, prefixes, and thematic vocabularyc. Recite single-word or high-frequency responses to visual cues	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language?2. Why memorize?3. What is the impact of culture on language? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Record and play aural playback lists, chants, and songs using a tape recorder.2. Bilingual or multilingual signs and labels on streets and buildings can provide information to people who speak a variety of languages. <p>Nature of World Languages:</p> <ul style="list-style-type: none">1. Language learners start with words to make meaning.2. Language learners acquire and retain.