



## **GRADE TWO ENGLISH LANGUAGE ARTS**

### **Reading: Literature**

#### ***Key Ideas and Details***

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (CCSS.ELA-Literacy.RL.2.1)
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS.ELA-Literacy.RL.2.2)
- Describe how characters in a story respond to major events and challenges. (CCSS.ELA-Literacy.RL.2.3)

#### ***Craft and Structure***

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS.ELA-Literacy.RL.2.4)
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS.ELA-Literacy.RL.2.5)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS.ELA-Literacy.RL.2.6)

#### ***Integration of Knowledge and Ideas***

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS.ELA-Literacy.RL.2.7)
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (CCSS.ELA-Literacy.RL.2.9)

#### ***Range of Reading and Level of Text Complexity***

- 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.ELA-Literacy.RL.2.10)

### **Reading: Informational Text**

#### ***Key Ideas and Details***

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (CCSS.ELA-Literacy.RI.2.1)
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS.ELA-Literacy.RI.2.2)

- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS.ELA-Literacy.RI.2.3)

### ***Craft and Structure***

- Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (CCSS.ELA-Literacy.RI.2.4)
- 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.ELA-Literacy.RI.2.5)
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS.ELA-Literacy.RI.2.6)

### ***Integration of Knowledge and Ideas***

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCSS.ELA-Literacy.RI.2.7)
- Describe how reasons support specific points the author makes in a text. (CCSS.ELA-Literacy.RI.2.8)
- Compare and contrast the most important points presented by two texts on the same topic. (CCSS.ELA-Literacy.RI.2.9)

### ***Range of Reading and Level of Text Complexity***

- 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.ELA-Literacy.RI.2.10)

## **Reading: Foundational Skills**

### ***Phonics and Word Recognition***

- Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-Literacy.RF.2.3)
- Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS.ELA-Literacy.RF.2.3a)
- Know spelling-sound correspondences for additional common vowel teams. (CCSS.ELA-Literacy.RF.2.3b)
- Decode regularly spelled two-syllable words with long vowels. (CCSS.ELA-Literacy.RF.2.3c)
- Decode words with common prefixes and suffixes. (CCSS.ELA-Literacy.RF.2.3d)
- Identify words with inconsistent but common spelling-sound correspondences. (CCSS.ELA-Literacy.RF.2.3e)
- Recognize and read grade-appropriate irregularly spelled words. (CCSS.ELA-Literacy.RF.2.3f)

### ***Fluency***

- Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-Literacy.RF.2.4)
- Read grade-level text with purpose and understanding. (CCSS.ELA-Literacy.RF.2.4a)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELA-Literacy.RF.2.4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-Literacy.RF.2.4c)

## **Writing**



### ***Text Types and Purposes***

- 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.ELA-Literacy.W.2.1)
- 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.ELA-Literacy.W.2.2)
- 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.ELA-Literacy.W.2.3)

### ***Production and Distribution of Writing***

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS.ELA-Literacy.W.2.5)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS.ELA-Literacy.W.2.6)

### ***Research to Build and Present Knowledge***

- 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.ELA-Literacy.W.2.7)
- Recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELA-Literacy.W.2.8)

### **Speaking & Listening**

#### ***Comprehension and Collaboration***

- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (CCSS.ELA-Literacy.SL.2.1)
- 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.ELA-Literacy.SL.2.1a)
- Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.ELA-Literacy.SL.2.1b)
- Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS.ELA-Literacy.SL.2.1c)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS.ELA-Literacy.SL.2.2)
- 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.ELA-Literacy.SL.2.3)

#### ***Presentation of Knowledge and Ideas***

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS.ELA-Literacy.SL.2.4)
- 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.ELA-Literacy.SL.2.5)

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) (CCSS.ELA-Literacy.SL.2.6)

## **Language**

### ***Conventions of Standard English***

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.2.1)
- Use collective nouns (e.g., *group*). (CCSS.ELA-Literacy.L.2.1a)
- Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (CCSS.ELA-Literacy.L.2.1b)
- Use reflexive pronouns (e.g., *myself, ourselves*). (CCSS.ELA-Literacy.L.2.1c)
- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (CCSS.ELA-Literacy.L.2.1d)
- Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS.ELA-Literacy.L.2.1e)
- 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.ELA-Literacy.L.2.1f)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.L.2.2)
- Capitalize holidays, product names, and geographic names.
- CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters. (CCSS.ELA-Literacy.L.2.2a)
- Use an apostrophe to form contractions and frequently occurring possessives. (CCSS.ELA-Literacy.L.2.2c)
- Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). (CCSS.ELA-Literacy.L.2.2d)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS.ELA-Literacy.L.2.2e)

### ***Knowledge of Language***

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-Literacy.L.2.3)
- Compare formal and informal uses of English (CCSS.ELA-Literacy.L.2.3a)

### ***Vocabulary Acquisition and Use***

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS.ELA-Literacy.L.2.4)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.2.4a)
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (CCSS.ELA-Literacy.L.2.4b)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (CCSS.ELA-Literacy.L.2.4c)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (CCSS.ELA-Literacy.L.2.4d)
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS.ELA-Literacy.L.2.4e)
- Demonstrate understanding of word relationships and nuances in word meanings. (CCSS.ELA-Literacy.L.2.5)



- Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*). (CCSS.ELA-Literacy.L.2.5a)
- Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (CCSS.ELA-Literacy.L.2.5b)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (CCSS.ELA-Literacy.L.2.6)

## **GRADE TWO MATHEMATICS**

### **Operations & Algebraic Thinking**

#### ***Represent and solve problems involving addition and subtraction***

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (CCSS.Math.Content.2.OA.A.1)

#### ***Add and subtract within 20***

- Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers. (CCSS.Math.Content.2.OA.B.2)

#### ***Work with equal groups of objects to gain foundations for multiplication***

- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. (CCSS.Math.Content.2.OA.C.3)
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (CCSS.Math.Content.2.OA.C.4)

### **Number Operations in Base Ten**

#### ***Understand place value***

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (CCSS.Math.Content.2.NBT.A.1)
- 100 can be thought of as a bundle of ten tens — called a “hundred.” (CCSS.Math.Content.2.NBT.A.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.Math.Content.2.NBT.A.1b)
- Count within 1000; skip-count by 5s, 10s, and 100s. (CCSS.Math.Content.2.NBT.A.2)
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (CCSS.Math.Content.2.NBT.A.3)
- 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.Math.Content.2.NBT.A.4)

#### ***Use place value understanding and properties of operations to add and subtract***

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS.Math.Content.2.NBT.B.5)
- Add up to four two-digit numbers using strategies based on place value and properties of operations. (CCSS.Math.Content.2.NBT.B.6)
- 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. 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.Math.Content.2.NBT.B.7)
- Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (CCSS.Math.Content.2.NBT.B.8)
- Explain why addition and subtraction strategies work, using place value and the properties of operations. (CCSS.Math.Content.2.NBT.B.9)

## **Measurement & Data**

### ***Measure and estimate lengths in standard units***

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (CCSS.Math.Content.2.MD.A.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.Math.Content.2.MD.A.2)
- Estimate lengths using units of inches, feet, centimeters, and meters. (CCSS.Math.Content.2.MD.A.3)
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (CCSS.Math.Content.2.MD.A.4)

### ***Relate addition and subtraction to length***

- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (CCSS.Math.Content.2.MD.B.5)
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. (CCSS.Math.Content.2.MD.B.6)

### ***Work with time and money***

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (CCSS.Math.Content.2.MD.C.7)
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? (CCSS.Math.Content.2.MD.C.8)

### ***Represent and interpret data***

- 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.Math.Content.2.MD.D.9)



- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph. (CCSS.Math.Content.2.MD.D.10)

## **Geometry**

### ***Reason with shapes and their attributes***

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (CCSS.Math.Content.2.G.A.1)
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (CCSS.Math.Content.2.G.A.2)
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (CCSS.Math.Content.2.G.A.3)

## **GRADE TWO SCIENCE**

### **The Scientific Process: Scientific Investigation**

*Discover, invent, and investigate using the skills necessary to engage in the scientific process*

#### **Scientific Inquiry**

- Develop predictions based on observations (HCPS.SC.2.1.1)
- Conduct a simple investigation using a systematic process safely to test a prediction (HCPS.SC.2.1.2)

### **The Scientific Process: The Nature of Science**

*Understand that science, technology, and society are interrelated*

#### **Unifying Concepts and Themes**

- Describe changes that have occurred in society as a result of new technologies (HCPS.SC.2.2.1)

### **Life and Environmental Science: Organisms and the Environment**

*Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment*

#### **Interdependence**

- Describe how animals depend on plants and animals (HCPS.SC.2.3.1)

### **Life and Environmental Science: Structure and Functions in Organisms**

*Understand the structures and functions of living organisms and how organisms can be compared scientifically*

#### **Classification**

- Explain how plants and animals go through life cycles (HCPS.SC.2.4.1)

### **Life and Environmental Science: Diversity, Genetics and Evolution**

*Understand genetics and biological evolution and their impact on the unity and diversity of organisms*

### **Unity and Diversity**

- Identify distinct environments and the different kinds of organisms each environment supports (HCPS.SC.2.5.1)

### **Physical Earth and Space Science: Nature of Matter and Energy**

*Understand the nature of matter and energy, forms of energy (including waves) and energy transformations, and their significance in understanding the structure of the universe*

#### **Nature of Matter**

- Identify ways to change the physical properties of objects (HCPS.SC.2.6.1)

### **Physical Earth and Space Science: Forces and Motion**

*Understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric, and magnetic*

#### **Forces and Motion**

- Identify the properties of magnets (HCPS.SC.2.7.1)

### **Physical Earth and Space Science: Earth and Space Science**

*Understand the Earth and its processes, the solar system, and the universe and its contents*

#### **Earth Materials**

- Identify different Earth materials and classify them by their physical properties (HCPS.SC.2.8.1)
- Identify the limited supply of natural resources and how they can be extended through conservation, reuse, and recycling (HCPS.SC.2.8.2)

## **GRADE TWO SOCIAL STUDIES**

### **Historical Understanding: Change Continuity and Casualty**

*Understand change and/or continuity and cause and/or effect in history*

#### **Chronological Thinking**

- Construct timelines to sequence events (HCPS.SS.2.1.1)

### **Historical Understanding: Inquiry, Empathy and Perspective**

*Use the tools and methods of inquiry, perspective and empathy to explain historical events with multiple interpretations and judge the past on its own terms*

#### **Historical Inquiry**

- Investigate the history of families using level-appropriate primary sources (e.g., artifacts, photographs, interviews, documents) (HCPS.SS.2.2.1)

### **History: Historical Content**

*Understand sharing and caring for people and earth*

#### **Stewardship**

- Describe ways in which specific government agencies are responsible for environmental issues and concerns (HCPS.SS.2.3.1)



### **Civics: Governance, Democracy and Interaction**

*Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives*

#### **Governance, Power, and Authority**

- Describe the different ways people gain authority and the limits of such authority (HCPS.SS.2.4.1)

### **Civics: Participation and Citizenship**

*Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action*

#### **Rights and Responsibilities**

- Demonstrate own roles and responsibilities in caring for others and the environment (HCPS.SS.2.5.1)

### **Cultural Anthropology: Systems, Dynamics and Inquiry**

*Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time*

#### **Cultural Systems and Practices**

- Describe ways in which own and other cultures express their cultural beliefs and practices through music and art (HCPS.SS.2.6.1)

### **Geography: World in Spatial Terms**

*Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world*

#### **Human and Physical Characteristics in Spatial Terms**

- Identify and explain the human (man-made) and physical (natural) characteristics of a neighborhood or the community (HCPS.SS.2.7.1)
- Describe the purpose and features of maps and globes (HCPS.SS.2.7.2)

#### **Environment and Society**

- Describe a variety of the earth's natural resources (e.g., water, forests, and oil) and ways in which people use them (HCPS.SS.2.7.3)
- Analyze and demonstrate ways to protect and preserve the local environment (HCPS.SS.2.7.4)

### **Economics: Resources, Markets and Governments**

*Understand economic concepts and the characteristics of various economic systems.*

#### **Limited Resources and Choice**

- Explain scarcity and its effects on daily life (HCPS.SS.2.8.1)
- Categorize resources as natural, capital, or human (HCPS.SS.2.8.2)

#### **Economic Interdependence**

- Explain how people benefit from trade (the exchange of goods and services) (HCPS.SS.2.8.3)

#### **Role and Function of Markets**

- Compare the roles of buyers and sellers and explain how they depend upon each other (HCPS.SS.2.8.4)

#### **Role of Government**

- Explain the responsibility of the government to provide goods and services (HCPS.SS.2.8.5)

## **GRADE TWO PHYSICAL EDUCATION**

### **Movement and Forms**

*Use motor skills and movement patterns to perform a variety of physical activities*

#### **Fundamental Skills**

- Use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups (HCPS.PE.K-2.1.1)
- Use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups (HCPS.PE.K-2.1.2)
- Use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups (HCPS.PE.K-2.1.3)

### **Cognitive Concepts**

*Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities*

#### **Safety and Play Etiquette**

- Use basic movement concepts related to space, time, effort, and relationships (e.g., personal space, fast/slow, strong/light, under/over) (HCPS.PE.K-2.2.1)
- Identify basic rules for safe participation in physical activities (HCPS.PE.K-2.2.2)

### **Active Lifestyle**

*Participate regularly in physical activity*

#### **Individual, Dual, and Lifetime Activities**

- Participate regularly in physical activities (HCPS.PE.K-2.3.1)
- Describe the social and emotional benefits of participating in physical activities (HCPS.PE.K-2.3.2)

### **Physical Fitness**

*Know ways to achieve and maintain a health-enhancing level of physical fitness*

#### **Fitness and Conditioning-Related Activities**

- Identify physiological indicators that accompany moderate to vigorous physical activities (HCPS.PE.K-2.4.1)

### **Students will learn by:**

- Teacher directed lessons
- Small and large group cooperative learning
- Small and large group class discussions
- PowerPoint presentations
- Overhead transparencies
- Online learning resources
- Math Manipulatives



- Flashcards
- DVDs, VHS and audio tapes
- Field Trips
- Reinforcement games

**Students will be assessed by:**

- In-class assignments
- Individual and/or group projects
- Homework assignments
- Student presentations
- Tests and quizzes
- Class participation
- Oral discussions
- Journal entries
- Book reports
- Work quality

**Resources:**

- My Math 2, *McGraw-Hill Education*, 2013
- Literature Works 2, *Silver Burdett Ginn*, DeLain et al.
- SRA 2 Spelling: Ball and Stick Handwriting, *SRA McGraw-Hill*, Roser & Gillet
- Explode the Code, *School Specialty Inc.*, author unknown
- Spectrum Reading: Grade 2, *School Specialty Publishing*
- Magic Tree House Chapter Books, *Scholastic*, Osborne
- Sunshine Books: Science Series, *The Wright Group*, Shirley, A.
- Wonders of Learning Kit, *National Geographic Society*, NGS
- Timelinks: People and Places, *Macmillan/McGraw-Hill*, Banks et al.
- Teacher directed resources



## STUDENT GOALS/OBJECTIVES 2013/2014: VISUAL ARTS GRADE 1/2

**HSS = Hawaii State Standards    NVAS= National Visual Arts Standards    HSV= Ho'ala Shared Values**

<b>ARTISTIC EXPRESSION</b>	
<b>IDEA DEVELOPMENT</b> <b>Students will be able to:</b>	<b>SKILL DEVELOPMENT</b> <b>Students will be able to:</b>
Use individual expression and imagination to develop ideas for artworks (NVAS 3a,b HSS (1-2).1.3)	Develop skills in shape, line composition and design for drawing works (NVAS 1c, 2c HSS (1-2).1.1)
Utilize pictures, stories, poems and music as inspiration for artistic production (NVAS 6a,b)	Complete projects effectively according to introduced skills (NVAS 2c)
Utilize "master" works and other historical art sources to develop original and unique projects, including Renaissance , Baroque, 18th -19th C. early 20th C. and Contemporary time periods. (NVAS 4 a,b,c)	Develop skills in art concepts, elements and principles including: Shape and line differentiation , identifying organic and geometric shapes, color theory (primary and secondary mixing) pattern and repetition (NVAS 2a, 1c, 2c, 2b HSS (1-2).1.2)
Develop ideas for works through observation of the natural and man-made world, including self, family, nature, community (NVAS 5a, 3a,b)	Develop control of painting skills in brushwork, application, blending and color relations (NVAS 2a,c,d HSS (1-2).1.1)
Communicate ideas effectively through verbal explanation, visual representation and written titles (NVAS 1b, 5b)	Demonstrate understanding and application of sculptural/clay work techniques including slab making, hand-forming and additive sculpture (NVAS 2a,c,d)
<b>MATERIAL USE</b> <b>Students will be able to:</b>	<b>WORK HABITS</b> <b>Students will be able to:</b>
Experiment with and develop control of various drawing media including: oil crayon, chalk pastel, markers, charcoal and colored pencil (NVAS 1c)	Develop and display conscientious attitudes and habits in the working environment- both individually and with group in (NVAS 2d HSV- Responsibility, Respect)
Practice using painting and print-making media appropriately including: watercolors, tempera paints, block print ink and paper (NVAS 1c)	Maintain a safe, productive and cooperative studio working environment while using materials (NVAS 2d HSV- Responsibility, Respect)
Display conscientious care and use of art tools and material (NVAS 1d)	Participate productively and effectively in set-up and clean-up (HSV- Responsiveness )
Demonstrate ability to appropriately and intentionally use glue, scissors, paper, sculpture media and other art materials (NVAS 1d)	Work well with table-group interactions for set-up, working , listening, and clean-up responsibilities (HSV- Respect)
Use clay and sculpture tools and media effectively for sculptural works (NVAS 1c)	Demonstrate initiative in development of ideas and seeking of assistance as needed (NVAS 5a , HSV - Resourcefulness, Responsiveness)
Practice and apply good organization and cleaning of art materials and artwork as directed (NVAS 1d)	



<b>ARTISTIC RESPONSE</b>	
<b>DISCUSSION/INVESTIGATION</b> <b>Students will:</b>	<b>CRITICAL ANALYSIS</b> <b>Students will:</b>
Observe art principles in artwork by cross-cultural contemporary and historical artists for influence in given projects (including artists from Renaissance to Early 20th C. Artists i.e Michelangelo, Archimboldo, Turner, Monet Hokusai, O'Keefe, Picasso, Pacific and Asian Artist and contemporary African Art) (NVAS 2a,b 4a,b	Utilize skills in looking at and talking about art works (aesthetics) of own and others' works in verbal and written responses (NVAS 5b,c, 6a HSS (1-2).1.3)
Discuss/ observe works of art and nature for elements and principles of Shape, Pattern, Movement, Overlapping, Line and Texture ( NVAS 2a,b, 5a, 6a)	Describe and evaluate how different materials and techniques convey intended ideas in various cultures and time periods NVAS 5a,b, 6a,b hss (1-2).1.3
Begin to describe and explain his or her own art and the art of others in response to guided questions. (NVAS 1b, 2b,	Acquire, develop and utilize art vocabulary as appropriate to concepts and skills in chosen projects (NVAS 1b,
	Identify salient features in "Master" works and contemporary pieces as related to student's own world (NVAS 3a,4a,b,5b 6b)

**Students will learn by:**

- **Individual and group work- hands-on activities**
- **Research and response to Art appreciation activities**
- **Observing demonstrations and practice of skills and techniques**
- **Exploring/interpreting inside and outside environment**
- **Museum/gallery visits**
- **Observing, providing and listening to feedback from teacher and peers**

**Students will be assessed by:**

- **objective sheets for individual projects**
- **rubric of work habits, work results, skill development and artistic response**
- **Self-assessment through written and verbal response**

**Resources:**

- **various art texts, reproductions, slides, internet resources**
- **local locations (gardens and school grounds)**
- **picture files and picture resource books**
- **local museums and/or galleries**