



# Grade 2 Standards

## English Language Arts (ELA) (2012)

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### Reading for Literature

#### Key Ideas and Details

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

#### Craft and Structure

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

#### Integration of Knowledge and Ideas

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.8 N/A to literature.
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

- RL.2.10 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.

### Reading for Informational Text

#### Key Ideas and Details

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### Craft and Structure

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

## **Integration of Knowledge and Ideas**

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

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

- RI.2.10** 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.

## **Reading Foundational Skills**

### **Phonics and Word Recognition**

- RF.2.1** Grade K-1 Print Concepts N/A in grade 2.
- RF.2.2** Grade K-1 Phonological Awareness N/A in grade 2.
- RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - RF.2.3.b** Know spelling-sound correspondences for additional common vowel teams.
  - RF.2.3.c** Decode regularly spelled two-syllable words with long vowels.
  - RF.2.3.d** Decode words with common prefixes and suffixes.
  - RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences.
  - RF.2.3.f** Recognize and read grade-appropriate irregularly spelled words.

### **Fluency**

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

## **Writing**

### **Text Types and Purposes**

- W.2.1** 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.
- W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3** 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.

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

- W.2.4** Begins in grade 3.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

W.2.7 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).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

W.2.9 Begins in grade 4.

### **Range of Writing**

W.2.10 Begins in grade 3.

## **Speaking and Listening**

### **Comprehension and Collaboration**

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1.a 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).

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

SL.2.3 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.

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

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5 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.

SL.2.6 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 for specific expectations.)

## **Language**

### **Conventions of Standard English**

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.a Use collective nouns (e.g., group).

L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f 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).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a Capitalize holidays, product names, and geographic names.

L.2.2.b Use commas in greetings and closings of letters.

L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a Compare formal and informal uses of English.

### **Vocabulary Acquisition and Use**

L.2.4 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.

L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6 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).

## **Science (2016)**

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### **Science & Engineering Practices**

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)

7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

### **Crosscutting Concepts**

1. Patterns
2. Cause and effect
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter
6. Structure and function
7. Stability and change

## **Physical Science**

### **PS1 Matter and Its Interactions**

- 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

## **Life Science**

### **LS2 Ecosystems: Interactions, Energy, and Dynamics**

- 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

### **LS4 Biological Evolution: Unity and Diversity**

- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

## **Earth and Space Science**

### **ESS1 Earth's Place in the Universe**

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

### **ESS2 Earth's Systems**

- 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid, liquid, or gas.

## Engineering and Design

### ETS1 Engineering, Technology, and Applications of Science

- K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

## Math (2018)

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### Grade 2 Math Practices

#### **MP1 Make sense of problems and persevere in solving them.**

**2.MP.1** In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They make conjectures about the solution and plan out a problem-solving approach. Students work on increasing stamina.

#### **MP2 Reason abstractly and quantitatively.**

**2.MP.2** Students recognize that a number represents a specific quantity and connect the quantity to written symbols. Quantitative reasoning entails being able to explain through manipulatives or drawings what a problem means, while attending to the meanings of the quantities. Students make meaning of a problem situation and translate into a number sentence. Second graders begin to know and use different properties of operations and relate addition and subtraction.

#### **MP3 Construct viable arguments and critique the reasoning of others.**

**2.MP.3** Second graders may construct arguments using concrete illustrations, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving questions like, “How did you get that?,” “Explain your thinking,” and “Why is that true?” They not only explain their own thinking, but listen to others’ explanations and compare strategies. They decide if the explanations make sense and ask appropriate questions for clarity.

#### **MP4 Model with mathematics.**

**2.MP.4** Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

### **MP5 Use appropriate tools strategically.**

**2.MP.5** Students decide how and when to use the available tools appropriately and efficiently when solving a mathematical problem. Students reason whether or not a tool was helpful in solving the problem. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation.

### **MP6 Attend to precision.**

**2.MP.6** Students begin to develop their mathematical communication skills (orally and written). They use clear and precise mathematical language and symbols when explaining their own reasoning.

### **MP7 Look for and make use of structure.**

**2.MP.7** Second graders look for patterns. For instance, they adopt mental math strategies based on patterns (making ten, fact families, doubles, adding and subtracting numbers by place, and equal shares). Their understanding of the number system develops into 3- and 4-digit numbers.

### **MP8 Look for and express regularity in repeated reasoning.**

**2.MP.8** Second grade students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract, they look for shortcuts, such as tens are added to tens, ones are added to ones, and sometimes the ones make a new ten. They also notice when a whole is shared into equal groups, the size of the share gets smaller the more shares.

## **Operations and Algebraic Thinking**

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

**2.OA.A.1** 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, by using drawings and equations with a symbol for the unknown number to represent the problem.

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

**2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know automatically all sums of two one-digit numbers based on strategies.

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

**2.OA.C.3** Determine whether a group (up to 20) has an odd or even number of objects (i.e., by pairing objects or counting them by 2s).

**2.OA.C.3a** If the number of objects is even, then write an equation to express this as the sum of two equal addends.

**2.OA.C.3b** If the number of objects group is odd, then write an equation to express this as a sum of a near double (double plus 1).

**2.OA.C.4** 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.

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

### **Understand place value.**

**2.NBT.D.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; and demonstrate the following cases:

- 2.NBT.D.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”
- 2.NBT.D.1b 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).
- 2.NBT.D.1c Three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).
- 2.NBT.D.2 Skip-count by 10s and 100s within 1000 starting at any given number.
- 2.NBT.D.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.D.4 Compare pairs of three-digit numbers based on meanings of the hundreds, tens, and ones digits, using the words “is greater than,” “is equal to,” “is less than,” and with the symbols  $>$ ,  $=$ , and  $<$  to record the results of comparisons.

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

- 2.NBT.E.5 Add and subtract within 100 using strategies based on place value, properties of addition, and/or the relationship between addition and subtraction.
- 2.NBT.E.6 Add up to four two-digit numbers using strategies based on place value and/or properties of addition.
- 2.NBT.E.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of addition, and/or the relationship between addition and subtraction:
  - 2.NBT.E.7a Relate the strategy to a written method and explain the reasoning used.
  - 2.NBT.E.7b Understand that in adding or subtracting three-digit numbers, add or subtract hundreds and hundreds, tens and tens, ones and ones.
  - 2.NBT.E.7c Understand that sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.E.8 Mentally:
  - 2.NBT.E.8a Add 10 or 100 to a given number 100–900.
  - 2.NBT.E.8b Subtract 10 or 100 from a given number 100–900.
- 2.NBT.E.9 Explain why addition and subtraction strategies work, using place value and the properties of addition. (Explanations may be supported by drawings, objects, or written form.)

## **Measurement and Data**

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

- 2.MD.F.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.F.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length. Explain how the two measurements relate to the size of the unit chosen.
- 2.MD.F.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.F.4 Measure in standard length units to determine how much longer one object is than another.

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

- 2.MD.G.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
- 2.MD.G.6 Use a number line diagram with equally spaced points to:
  - 2.MD.G.6a Represent whole-number sums and differences within 100 on a number line diagram.
  - 2.MD.G.6b Locate the multiple of 10 before and after a given number within 100.



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

**2.MD.H.7** Tell and write time from analog and digital clocks in five minute increments using a.m. and p.m.

**2.MD.H.8** Solve word problems up to \$10 involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately.

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

**2.MD.I.9** Generate measurement data based on whole units and show data by making a line plot.

**2.MD.I.10** Use data to:

**2.MD.I.10a** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

**2.MD.I.10b** Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

## **Geometry**

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

**2.G.J.1** Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.)

**2.G.J.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

**2.G.J.3** 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.

**2.G.J.3a** Describing the shares using the words halves, thirds, half of, a third of, etc.

**2.G.J.3b** Describing the whole as two halves, three thirds, four fourths.

**2.G.J.3c** Recognizing that equal shares of identical wholes need not have the same shape.

## **Social Studies (2014+2018)**

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**These standards are created in grade bands. These are the K-2 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.**

### **Citizenship, Government, and Democracy**

**Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.**

**SS2.1.1** Understand that schools, tribes, communities, and the United States have rules that have to be followed.

**SS2.1.2** Identify the symbols and traditional practices, including those of Indigenous Tribes of Wyoming (e.g., Arapaho and Shoshone flags, songs, and pledges), that honor patriotism in the United States.

**SS2.1.3** Identify people and events that are honored on United States holidays.

**SS2.1.3.a** Identify how Indigenous Tribes of Wyoming honor people and celebrate through events (e.g., Native American Veterans Day, Native American Heritage Day, Wyoming Native American Day, Pow Wows).

**SS2.1.4** Understand that the rules in the United States are called laws.

## Culture and Cultural Diversity

**Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.**

- SS2.2.1 Name the ways groups (e.g., families and schools), including Indigenous Tribes of Wyoming, meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life (e.g., compare features of modern-day living [food, shelter, clothing, transportation] to those of the past; create a chart showing how farming, schools, or communities have changed over time; illustrate past dwellings [tepee, sweat lodge, wikiup, sod, log cabin, earth lodge] and present-day housing).
- SS2.2.2 Recognize and describe unique ways in which expressions of culture influence people including Indigenous Tribes of Wyoming (e.g., language, sign language, stories, music, symbolism, and art).

## Production, Distribution, and Consumption

**Students describe the influence of economic factors on societies and make decisions based on economic principles.**

- SS2.3.1 Give examples of and/or identify needs, wants, goods, and services.
- SS2.3.2 Identify how price may affect buying, selling, and saving decisions.
- SS2.3.3 Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).

## Time, Continuity, and Change

**Students analyze events, people, problems, and ideas within their historical contexts.**

- SS2.4.1 Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).
- SS2.4.2 Identify tools and technologies, including those of Indigenous Tribes of Wyoming, that made or make life easier and sustainable (e.g., cars for getting one place to another, washing machines for washing clothes, flashlights to see in the dark, and usage of bison and natural resources).
- SS2.4.3 Describe a "current event" involving significant people and places in Wyoming (e.g., local, state, or tribal events).

## People, Places, and Environments

**Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.**

- SS2.5.1 Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.
- SS2.5.2 Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community (e.g., neighborhoods, schools, towns, and reservation communities).
- SS2.5.3 Use the human features of a community to describe what makes that community unique (e.g., cultural, language, religion, food, clothing, political, economic, population, and types of jobs in an area) and why others move to or from that place.
- SS2.5.4 Identify how people, including Indigenous Tribes of Wyoming, may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).

## Technology, Literacy, and Global Connections

**Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.**

SS2.6.1 Identify what kinds of information can be found in different resources (e.g., library, computer, atlas, and dictionary).

SS2.6.2 Distinguish between fiction and non-fiction.

SS2.6.3 Use digital tools to learn about social studies concepts.

## Career and Vocational Education (CTE) (2014)

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**These standards are created in grade bands. These are the K-5 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 6-year span.**

### Career Development and Readiness

**Students demonstrate career planning and employability skills.**

CV5.1.1 Students identify and describe various occupations.

CV5.1.2 Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living.

CV5.1.3 Students identify and demonstrate behaviors contributing to the successful completion of workplace tasks.

CV5.1.4 Students complete tasks within an allotted time by acquiring, storing, organizing, and using materials and space efficiently.

### Communication and Collaboration

**Students develop the skills necessary to effectively lead, collaborate, and communicate.**

CV5.2.1 Students identify and practice compromise and conflict resolution skills.

CV5.2.2 Students share new concepts learned through peer teaching and presenting to a group.

CV5.2.3 Students identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.

CV5.2.4 Students apply safe, legal, and responsible use of information and technology as appropriate to the task.

### Critical Thinking and Problem Solving

**Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.**

CV5.3.1 Students identify and define real-world problems and meaningful questions for investigation.

CV5.3.2 Students plan and manage activities to develop a solution or complete a project.

CV5.3.3 Students collect and analyze data to identify solutions and make informed decisions.

CV5.3.4 Students seek help from appropriate people (staff, students, parents, etc.) and appropriate resources.

## Technical Literacy

**Students effectively read, evaluate, write, and communicate technical information.**

- CV5.4.1 Students use a variety of methods including oral, written, graphic, pictorial, and/or multimedia in order to create and share a product.
- CV5.4.2 Students read and comprehend a variety of sources that provide workplace information, including functional texts.
- CV5.4.3 Students explain events, procedures, ideas, or concepts in technical texts, including what happened and why, based on specific information in the text. (Adapted from CCSS RI.4.3)
- CV5.4.4 Students interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (Adapted from CCSS RI.4.7)

## Technical Proficiency and Productivity

**Students safely, ethically, and productively use existing and new technologies and systems.**

- CV5.5.1 Students explain the need for rules within organizational systems.
- CV5.5.2 Students examine family, community, monetary, and school systems.
- CV5.5.3 Students understand and apply the responsibilities of digital citizenship.
- CV5.5.4 Students understand and appropriately use available technology systems.

## Health (2012)

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**These standards are created in grade bands. These are the K-2 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.**

### Health Information, Products, and Resources

**Students will access, analyze, and evaluate health information, products, and resources.**

- HE2.1.1 Identify people who can help students *enhance* their health (e.g. trusted adult, family member, school nurse, doctor etc.). FAM, IP/S, PCD
- HE2.1.2 Identify people who can help students *reduce* their risks (e.g. trusted adult, family member, school nurse, doctor etc.). IP/S, FAM, VP/B
- HE2.1.3 Demonstrate the ability to locate help at school to reduce or avoid health risks (e.g., knowing where to find custodian, principal, school nurse). PCD, PH, IP/S
- HE2.1.4 Identify ways to contact or find help for health and safety emergencies (e.g., call 911, find playground monitor). VP/B, IP/S, FA

### Problem Solving and Decision Making

**Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and reduce or avoid health risks.**

- HE2.2.1 Identify situations where a health related decision is needed. IP/S, PH, FAM
- HE2.2.2 Recognize when assistance is needed for making a decision. IP/S, VP/B, ATOD
- HE2.2.3 Describe how health related decisions can affect self or others (e.g., decision to sneeze into sleeve prevents spreading germs to others). IP/S, PCD

HE2.2.4 Describe how family can influence decisions students make about health practices and risk behaviors (e.g., washing hands, not wearing seatbelts). FAM, PH, PCD

HE2.2.5 Recognize health-related problems that exist at home and school (e.g., soap dispenser is empty, students not washing hands after going to bathroom, ice on the playground). PH, IP/S, VP/B

## Effective Communication

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.**

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

HE2.3.2 Identify characteristics of effective communication for the purpose of expressing health needs, wants, and feelings (e.g., eye contact, clear purpose, etc.). PH, ME, FAM

HE2.3.3 Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations. IP/S, PH, VP/B

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA

## Personal and Social Responsibility

**Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.**

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.2 Identify behaviors that help avoid or reduce health risks. IP/S, VP/B, ATOD

HE2.4.3 Identify behaviors that prevent the spread of disease. CEH, PH, PCD

HE2.4.4 Recognize and accurately label emotions and how they are linked to behavior (anger, sadness, joy, etc.). ME, VP/B

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.6 Describe why health goals are important. PH

HE2.4.7 Identify goals for enhancing health. PA, PH, NUT

HE2.4.8 Describe the ways people are similar and different. FAM, VP/B

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## Physical Education (2014)

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**These standards are created in grade bands. These are the K-2 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.**

### Movement

**The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.**

PE2.1.1 Students demonstrate fundamental locomotor skills.

PE2.1.2 Students demonstrate fundamental body control skills.

- PE2.1.3 Students demonstrate developing control of fundamental manipulative skills.
- PE2.1.4 Students demonstrate fundamental movement concepts related to space, effort, and relationships.
- PE2.1.5 Students identify critical elements of fundamental locomotor skills.
- PE2.1.6 Students identify critical elements of fundamental body control skills.
- PE2.1.7 Students identify critical elements of fundamental manipulative skills.
- PE2.1.8 Students identify critical elements of fundamental movement concepts related to space, effort, and relationships.

## Fitness

**The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

- PE2.2.1 Students identify current levels of personal health-related fitness.
- PE2.2.2 Students identify the health benefits of physical activity.
- PE2.2.3 Students identify the principles, components, and practices of health-related fitness.
- PE2.2.4 Students engage in a variety of physical activities that will enhance health-related fitness.

## Personal and Social Behavior

**The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.**

- PE2.3.1 Students know and follow procedures and safe practices.
- PE2.3.2 Students demonstrate socially responsible behavior in physical activity settings.
- PE2.3.3 Students exhibit persistence when participating in a variety of physical activities.
- PE2.3.4 Students discover that physical activities promote self-expression and positive social interaction

## Foreign/ World Language (2013)

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**These standards were created across the K-12 grade band. The committee recognized students approach these standards at different levels, not based on their grade, but based on their level of expertise or exposure to the language(s). Not shown here, the committee created 6 levels of performance level descriptors ranging from Novice-Mid to Advanced-Low.**

### Interpretive

**All students will be able to use a foreign language other than English to understand and interpret spoken and written language, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

FL1.IL.1 Students will perform at Intermediate Low Level while listening to a culturally authentic audio source.

FL1.IL.2 Students will perform at Intermediate Low level while viewing a culturally authentic audio-visual source.

FL1.IL.3 Students will perform at Intermediate Low level while reading culturally authentic printed material.

## Interpersonal

All students will be able to use a foreign language other than English to negotiate meaning through the spoken or written exchange of information, concepts, and ideas, while gaining an understanding of the relationships among the products, practices, and perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

FL2.IL.1 Students will perform at Intermediate Low level in **spoken** communication (2 way).

FL2.IL.2 Students will perform at Intermediate Low level in **written** communication (2 way).

## Presentational

All students will be able to use a foreign language other than English to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

FL3.IL.1 Students will present at the Intermediate Low level in a **spoken** presentation.

FL3.IL.2 Students will present at the Intermediate Low level in a **written** presentation.

## Computer Science (2019)

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These standards are created in grade bands. These are the K-2 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

### Computer Science (CS) Practices

1. Fostering an Inclusive Computing Culture
2. Collaborating Around Computing
3. Recognizing and Defining Computational Problems
4. Developing and Using Abstractions
5. Creating Computational Artifacts
6. Testing and Refining Computational Artifacts
7. Communicating About Computing

### Computing Systems

#### Devices (D), Hardware & Software (HS), and Troubleshooting (T)



**2.CS.D.01** Independently select and use a computing device to perform a variety of tasks for an intended outcome (e.g., create an artifact). [Practice 1.1 Fostering an Inclusive Computing Culture]

**2.CS.HS.01** Demonstrate and describe the function of common components of computing systems (hardware and software) (e.g., use a browser, search engine). [Practice 7.2 Communicating About Computing]



**2.CS.T.01** Recognize computing systems might not work as expected and identify and effectively communicate simple hardware or software problems and implement solutions (e.g., app or program is not working as expected, no sound is coming from the device, caps lock turned on) and discuss problems with peers and adults. [Practice 6.2 Testing and Refining Computational Artifacts; Practice 7.2 Communicating About Culture]

## Network and the Internet

### Network, Communication, & Organization (NCO) and Cybersecurity (C)

- 2.NI.NCO.01** Identify and describe that computing devices can be connected in a variety of ways (e.g., Bluetooth, Wi-Fi, home and school networks, the internet). [Practice 6.2 Testing and Refining Computational Artifacts]
- 2.NI.C.01** Explain what authentication factors (e.g., login) are, why we use them, and apply authentication to protect devices and information (personal and private) from unauthorized access. [Practice 7.3 Communicating About Computing]

## Data Analysis

### Storage (S), Collection, Visualization, & Transformation (CVT), and Inference & Models (IM)



- 2.DA.S.01** With guidance, develop and modify an organizational structure by creating, copying, moving, and deleting files and folders. [Practice 4.2 Developing and Using Abstractions]
- 2.DA.CVT.01** With guidance, collect data and independently present the same data in various visual formats. [Practice 4.4 Developing and Using Abstractions; Practice 7.1 Communicating About Computing]
- 2.DA.IM.01** With guidance, interpret data and present it in a chart or graph (visualization) in order to make a prediction, with or without a computing device. [Practice 4.1 Developing and Using Abstractions]

## Algorithms and Programming

### Algorithms (A), Variables (V), Control (C), Modularity (M), and Program Development (PD)



- 2.APA.01** With guidance, identify and model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks (e.g., verbally, kinesthetically, with robot devices, or a programming language). [Practice 4.4 Developing and Using Abstractions]
- 2.APV.01** Model the way programs store and manipulate data by using numbers or other symbols to represent information (e.g., thumbs up/down as representations of yes/no, arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words). [Practice 4.1 Developing and Using Abstractions]
- 2.APC.01** With guidance, independently and collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing, conditionals, and repetition. [Practice 5.2 Creating Computational Artifacts]
- 2.APM.01** Using grade appropriate content and complexity, decompose (breakdown) the steps needed to solve a problem into a precise sequence of instructions (e.g., develop a set of instructions on how to play your favorite game). [Practice 3.2 Recognizing and Defining Computational Problems]
- 2.APPD.01** Develop plans that describe a program's sequence of events, goals, and expected outcomes. [Practice 5.1 Creating Computational Artifacts; Practice 7.2 Communicating About Culture]
- 2.APPD.02** Give credit to ideas, creations, and solutions of others while writing and developing programs. [Practice 7.3 Communicating About Computing]
- 2.APPD.03** Independently and collaboratively debug (identify and fix errors) programs using a programming language. [Practice 6.2 Testing and Refining Computational Artifacts]
- 2.APPD.04** Use correct terminology (debug, program input/output, code) to explain the development of a program or an algorithm (e.g., in an unplugged activity, hands on manipulatives, or a programming language). [Practice 7.2 Communicating About Computing]



## Impacts of Computing

### Culture (C) and Social Interactions (SI)

2.IC.C.01 Describe how people use different types of technologies in their daily work and personal lives. [Practice 3.1 Recognizing and Defining Computational Problems]



2.IC.SI.01 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. [Practice 2.1 Collaborating Around Computing]

## Fine and Performing Arts (FPA) (2013)

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**These standards are created in grade bands. These are the K-4 standards under each of the 4 disciplines: Visual Arts, Dance, Music, and Theatre. Please note: school districts make local decisions on how to break up/repeat these standards across the 5-year span.**

### Visual Arts

#### Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA4.1.A.1 Students create and revise original art to express ideas, experiences, and stories.

FPA4.1.A.2 Students investigate and apply a variety of materials, resources, technologies, and processes to communicate experiences and ideas through art.

FPA4.1.A.3 Students apply the elements and principles of design to their artwork.

FPA4.1.A.4 Students collaborate with others in creative artistic processes.

FPA4.1.A.5 Students use art materials and tools in a safe and responsible manner.

FPA4.1.A.6 Students complete and exhibit their artwork.

#### Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA4.2.A.1 Students observe and describe in detail the physical properties of works of art.

FPA4.2.A.2 Students respond to art, using vocabulary that describes subjects, themes, and symbols.

FPA4.2.A.3 Students describe works of art using the language of artistic elements and principles.

FPA4.2.A.4 Students explain their preference for specific works.

#### Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA4.3.A.1 Students know that the visual arts have both a history and specific relationships to various cultures.

FPA4.3.A.2 Students identify specific works of art as belonging to particular cultures, times, and environments.

FPA4.3.A.3 Students understand that history, environment, culture, and the visual arts can influence each other.

## **Artistic Connections**

**Students relate the arts to other disciplines, careers, and everyday life.**

**FPA4.4.A.1** Students identify connections between the visual arts and other disciplines in the curriculum.

**FPA4.4.A.2** Students identify careers and recreational opportunities in the visual arts.

**FPA4.4.A.3** Students recognize visual artists in their family and community and explore how these artists create their work.

**FPA4.4.A.4** Students demonstrate appropriate behavior in a variety of art settings.

## **Dance**

### **Creative Expression Through Production**

**Students create, perform, exhibit, or participate in the arts.**

**FPA4.1.D.1** Students explore isolated and coordinated dance movement with body awareness.

**FPA4.1.D.2** Students practice and demonstrate balance, coordination, strength and range of motion in basic locomotor and nonlocomotor/axial movements, moving in a variety of directions.

**FPA4.1.D.3** Students demonstrate the elements of dance, including shape, level, pathway, spatial awareness, and energy/movement quality.

**FPA4.1.D.4** Students demonstrate the ability to dance to a musical phrase, responding to dynamic changes.

**FPA4.1.D.5** Students demonstrate a sequence of movements, remember them in a short phrase and identify the beginning, middle and end.

**FPA4.1.D.6** Experience the use of technology with dance.

**FPA4.1.D.7** Students independently create and perform movements to express images, ideas, intent, situations and feelings.

### **Aesthetic Perception**

**Students respond to, analyze, and make informed judgments about the arts.**

**FPA4.2.D.1** Students observe and discuss how dance is similar to and different from other forms of human movement.

**FPA4.2.D.2** Students observe or perform dance and discuss observations in relation to personal context.

**FPA4.2.D.3** Students observe and use dance terminology to describe how elements of dance contribute to a performance.

**FPA4.2.D.4** Students observe and describe how production elements contribute to a performance.

### **Historical and Cultural Context**

**Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.**

**FPA4.3.D.1** Students observe, practice, perform and respond to dances from their community and different cultures.

**FPA4.3.D.2** Students observe or perform historical movements or dances.

**FPA4.3.D.3** Students recognize that people create and perform dance differently. Observe or perform and compare multiple dance genres.

**FPA4.3.D.4** Students recognize dancers in their family and community and explore how these artists create their work.

## **Artistic Connections**

**Students relate the arts to other disciplines, careers, and everyday life.**

**FPA4.4.D.1** Students explore a concept or idea from another discipline through movement.

- FPA4.4.D.2 Students identify careers and recreational opportunities in dance.
- FPA4.4.D.3 Students explain how healthy practices enhance their ability to dance.
- FPA4.4.D.4 Students are attentive and respond appropriately to vocal, musical, social or observed cues.
- FPA4.4.D.5 Students recognize how dance opportunities are supported in the community.

## Music

### **Creative Expression Through Production**

**Students create, perform, exhibit, or participate in the arts.**

- FPA4.1.M.1 Students develop basic musicianship through practice, rehearsal, and revision.
- FPA4.1.M.2 Students perform independently and with others a varied repertoire of music, developing pitch accuracy, rhythm, posture, dynamics, and steady beat.
- FPA4.1.M.3 Students improvise simple rhythms, melodies and accompaniments using a variety of traditional and non-traditional sounds.
- FPA4.1.M.4 Students create music using a variety of traditional and non-traditional sound sources.
- FPA4.1.M.5 Students read and notate simple rhythm, dynamics, and pitch notation.

### **Aesthetic Perception**

**Students respond to, analyze, and make informed judgments about the arts.**

- FPA4.2.M.1 Students use appropriate terminology to identify simple forms and the timbres of a variety of instruments and voices.
- FPA4.2.M.2 Students respond to aural examples by moving to and describing music of various styles.
- FPA4.2.M.3 Students explore criteria and discuss the quality of their own and others' performances and improvisations.
- FPA4.2.M.4 Students explain their preferences for specific musical works and genres.

### **Historical and Cultural Context**

**Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.**

- FPA4.3.M.1 Students identify by genre or style examples of music from various historical periods and cultures.
- FPA4.3.M.2 Students listen to a varied repertoire of music and explore the historical and cultural significance.
- FPA4.3.M.3 Students identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures.

### **Artistic Connections**

**Students relate the arts to other disciplines, careers, and everyday life.**

- FPA4.4.M.1 Students demonstrate safe, responsible, and appropriate behavior in a variety of musical settings.
- FPA4.4.M.2 Students identify similarities and differences between other disciplines and music.
- FPA4.4.M.3 Students explore careers and cultural and recreational opportunities in music.
- FPA4.4.M.4 Students recognize how musical opportunities are supported in the community.

## Theatre

### **Creative Expression Through Production**

**Students create, perform, exhibit, or participate in the arts.**

**FPA4.1.T.1** Students create and perform to express ideas through the use of movement, sound, and language.

**FPA4.1.T.2** Students explore the expression of an idea through the creative use of available materials and resources.

**FPA4.1.T.3** Students develop self-discipline through practice and memorization.

**FPA4.1.T.4** Students develop collaborative skills through the creative dramatic process.

**FPA4.1.T.5** Students imagine and describe characters, plots, and settings.

### **Aesthetic Perception**

**Students respond to, analyze, and make informed judgments about the arts.**

**FPA4.2.T.1** Students view and discuss a live performance.

**FPA4.2.T.2** Students observe and describe how theatrical elements contribute to a live performance.

**FPA4.2.T.3** Students describe subjects, themes, and symbols of a dramatic work using basic theatrical terminology.

**FPA4.2.T.4** Students explain their personal preference for dramatic works.

**FPA4.2.T.5** Students read and understand a simple script.

### **Historical and Cultural Context**

**Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.**

**FPA4.3.T.1** Students explore dramatic works belonging to various cultures, times, and places.

### **Artistic Connections**

**Students relate the arts to other disciplines, careers, and everyday life.**

**FPA4.4.T.1** Students demonstrate appropriate etiquette in a variety of theatrical settings.

**FPA4.4.T.2** Students develop and practice safe and responsible behavior in theatrical spaces.

**FPA4.4.T.3** Students identify connections between theatre and other disciplines.

**FPA4.4.T.4** Students identify careers and recreational opportunities in theatre.

**FPA4.4.T.5** Students recognize theatre artists in their family and community and explore how these artists