

Outcome: **SS.2.1** Students will explain the basic principles of U.S. citizenship, describe their role as a participant, and identify significant historical figures, holidays and symbols.

Components: **SS.2.1.1** – List rules and responsibilities they have as a citizen and give examples of behavior that shows good citizenship.

**SS.2.1.2** – Explain why in a democracy people vote on important issues and for leaders.

**SS.2.1.3** – Differentiate between mayor, governor, and president, and name the current president.

**SS.2.1.4** – Identify the three branches of government and list the main responsibility of each.

**SS.2.1.5** – Describe some similarities and differences among the fifty states.

**SS.2.1.6** – Compare life as an early inhabitant of North America to life today.

**SS.2.1.7** – Interpret a timeline.

**SS.2.1.8** – Explain that National holidays represent U.S. political ideas, events, and traditions. (M.L. King, Presidents' Day, Arbor Day, Memorial Day, 4th of July, Labor Day, Constitution Day, Columbus Day, Thanksgiving)

**SS.2.1.9** – Identify symbols that represent the United States (flag, eagle, Statue of Liberty, Liberty Bell, Presidential Seal, Washington D.C.'s Monuments and memorials).

Outcome: **SS.2.2** Students will categorize providers of goods and services and recognize that resources impact consumer choices.

Components: **SS.2.2.1** – Match workers in the community to the goods and services they provide.

**SS.2.2.2** – Define producer and consumer.

**SS.2.2.3** – Define resource and conservation.

**SS.2.2.4** – Classify a list of resources as renewable and non-renewable.

**SS.2.2.5** – Define income.

Outcome: **SS.2.3** Students will apply their knowledge of map skills to locate and describe oceans, continents, countries, states, and cities.

Components: **SS.2.3.1** – Define major elements of a map and explain their use (title, compass rose, map key).

**SS.2.3.2** – Locate the poles, equator, N/S hemispheres, continents and oceans on a map/globe.

**SS.2.3.3** – Locate the community, Illinois and other selected states, the United States, and select countries when given the continent they are located on.

Outcome: **SS.2.4** Students will compare and contrast the cultures of citizens in a global society as reflected in language, traditions, and institutions and give examples of how cultures have influenced the society in which they live.

Components: **SS.2.4.1** – Recognize that countries have their own political systems, languages, symbols, and customs.

**SS.2.4.2** – Identify similarities in cultures that unite us as citizens of the world.

**SS.2.4.3** – Recognize that many Americans and/or their ancestors came from other countries and correlate how this contributes to a diverse America.

**SS.2.4.4** – Name an example of their own family's traditions/customs and hypothesize as to their origin.

Focus: *Life Science*

Outcome: **S.2.1** Students will investigate and compare the characteristics of habitats within the rainforest and polar/tundra biomes.

Component: **S.2.1.1** – Identify characteristics of fish, amphibians, reptiles, birds, mammals, and invertebrates. (**observation, classification**)

12.A.1a, 12.A.1b

**S.2.1.2** – Compare and contrast the life cycles of oviparous animals. Examine one animal with a focus on embryology (chicks) and its life cycle. (**using tools, gathering data, classification**) 12.A.1a

**S.2.1.3** – Identify the characteristics of the rainforest and the polar/tundra biomes as a collection of interdependent habitats for plants and animals. (**classification, diagramming**) 12.B.1a, 12.B.1b

**S.2.1.4** – Identify the characteristics of the plants and animals that live within each of these biomes. (**observation, classification, research**)

12.A.1a, 12.A.1b

**S.2.1.5** – Describe the relationship among living things in these environments and how they depend upon one another for survival (predator: prey and food chains). (**concluding, make a model**)

12.B.1a, 12.B.1b

Focus: *Physical Science*

Outcome: **S.2.2** Students will analyze matter and energy to determine their properties and forms.

Component: **S.2.2.1** – Define and describe the phases of matter (solid, liquid, gas). (**observation, classification**) 12.C.1b

**S.2.2.2** – Define the properties of matter (mass, volume, temperature, texture, and buoyancy). (**using tools – pan balance, thermometer, graduated volume container, classification**) 12.C.1b

**S.2.2.3** – Define and describe the different forms of energy (light, heat, sound).  
**(observation)** 12.C.1a

**S.2.2.4** – Identify how types of energy travel (waves, refraction or “bending”, reflection). **(using tools)** 12.C.1a

**S.2.2.5** – Identify the sources of energy (fossil fuels, solar power, wind, hydroelectricity, etc.) and differentiate between renewable and nonrenewable sources of energy. **(classification)** 12.C.1a

Focus: ***Earth Science***

Outcome: **S.2.3** Students will analyze earth’s place in space in respect to the solar system and its major components.

Component: **S.2.3.1** – Illustrate how the rotation of Earth causes day/night. 12.E.1b

**S.2.3.2** – Identify how the Earth’s tilt causes the seasons. 12.F.1b

**S.2.3.3** – Identify how the Earth’s orbit is equivalent to one calendar year.

12.F.1b

**S.2.3.4** – Explain the phases of the moon.

**S.2.3.5** – Identify, characterize, and order the planets in our solar system in relation to the sun. **(classification, research)** 12.F.1a, 12.F.2a

**S.2.3.6** – Describe how technology has shaped our understanding of astronomy.

**S.2.3.7** – Model the solar system and its components. **(make a model)**

Outcome: **S.2.4** Students will identify characteristics of prehistoric earth to exemplify its changes over time.

Component: **S.2.4.1** – Describe how living things have changed over time (adaptations, endangered species, and extinction). **(classification)** 12.B.1a, 12.B.1b

**S.2.4.2** – Identify the characteristics of prehistoric animals according to the fossil record. **(classification, research)**

**S.2.4.3** – Describe how earth’s changes through time have supplied mankind with nonrenewable resources (fossil fuels: oil, gas, coal).

**S.2.4.4** – Describe how technology has shaped our understanding of paleontology.

Focus: Second grade students will apply strategies to solve one and two digit addition and subtraction problems, determine the value of currency, and tell time.

Goal: ***Operation and Computation***

Outcome: **M.2.1** Students will solve addition and subtraction problems with whole numbers and money values.

Component: **M.2.1.1** – Compute the value of coins and bills (\$1 & \$5) up to \$10.00.

7.A.1c

**M.2.1.2** – Determine amount of change from a given set of coins up to \$1.00.

7.A.1c, 7.A.2b

**M.2.1.3** – Solve 2 digit number story problems.

8.C.1, 6.C.1a

**M.2.1.4** – Choose correct symbols for comparing whole numbers up to 1,000 (<, >, =).

6.A.1

**M.2.1.5** – Demonstrate fluency for basic addition and subtraction math facts 0-12.

6.B.1, 8.D.1

**M.2.1.6** – Demonstrate fluency with fact family operations from 0-20.

6.B.1, 8.A.1b

**M.2.1.7** – Solve 2 digit addition and subtraction problems using whole numbers and money with and without regrouping.

6.B.1

**M.2.1.8** – Compute addition using 3 single digit numbers.

6.B.1

Goal: ***Measurement and Reference***

Outcome: **M.2.2** Students will demonstrate and record measurements involving standard units and apply these skills to real life situations.

Component: **M.2.2.1** – Identify the value of coins and bills in combination.

7.A.1

**M.2.2.2** – List the sequence of the months of the year.

7.A.1b

**M.2.2.3** – Tell time to the nearest 5 minutes and the quarter hour on a clock.

7.A.1b

**M.2.2.4** – Read and show temperatures for both °C and °F to the nearest degree.

7.A.1d

**M.2.2.5** – Measure objects to the nearest unit (inch, foot, yard, centimeter, meter) using customary and metric units of measurement beginning at the zero mark.

7.B.1a, 7.A.1a

**M.2.2.6** – Identify appropriate measuring tool to use in various situations.

7.B.1b

**M.2.2.7** – Find the area and perimeter of a shape using a grid or manipulatives.

7.C.1

Goal: ***Numeration***

Outcome: **M.2.3** Students will demonstrate the ability to use numbers and their representations in a broad range of settings.

Component: **M.2.3.1** – Estimate sums and differences using rounding 2 digit numbers.

6.C.1

**M.2.3.2** – Demonstrate multiple ways to represent a number. (For example tally marks, money, words, addition problems, etc.)

6.A.1a

**M.2.3.3** – Demonstrate fluency of skip counting by 2s, 5s, and 10s starting at a given number with visual aides to 110.

6.A.1

**M.2.3.4** – Identify place value of whole numbers to thousands place.

6.A.1

**M.2.3.5** – Identify and describe parts of a set using  $\frac{1}{2}$ ,  $\frac{1}{3}$  and  $\frac{1}{4}$ .

6.A.1b

**M.2.3.6** – Construct and interpret bar graphs in simple increments.

10.B.1b, 10.A.1a, 10.A.1b

**M.2.3.7** – Construct and interpret tally charts.

10.A.1a, 10.B.1

Goal: **Geometry**

Outcome: **M.2.4** Students will compare, contrast, classify and construct two- and three- dimensional shapes.

Component: **M.2.4.1** – Identify, describe and create shapes that have lines of symmetry.

9.B.1c

**M.2.4.2** – Identify more complex three-dimensional shapes. (For example: rectangular prisms, pyramids, etc.)

9.A.1a, 9.B.1a

**M.2.4.3** – Identify attributes of two and three-dimensional objects using appropriate vocabulary.

9.A.1a

**M.2.4.4** – Discriminate between left and right.

9.A.1a

**M.2.4.5** – Identify characteristics of and draw polygons up to 4 sides.

9.A.1b

Goal: ***Patterns, Functions and Algebra***

Outcome: **M.2.5** Students will identify, extend and use number patterns to solve problems in a variety of ways.

Component: **M.2.5.1** – Use number grid to explore patterns and solve addition and subtraction problems.

8.A.1a

**M.2.5.2** – Investigate and apply rules for solving addition and subtraction problems.

8.D.1

**M.2.5.3** – Read and construct addition and subtraction number sentences using story problems, money and measurement.

8.A.1b

**M.2.5.4** – Compare to determine if number models are  $<$ ,  $>$  or  $=$ .

8.A.1b

**Purpose:** Students will utilize their knowledge and understanding of word study, word solving strategies, comprehension strategies and basic genres to make meaning of text.

**Focus:** **Vocabulary**

**Outcome:** **LA.2.1** Students will demonstrate the meaning of words.

**Components:** **LA.2.1.1** – Give examples of antonyms and synonyms. 1.A.1a

**LA.2.1.2** – Classify and use compound words. 1.A.1b

**LA.2.1.3** – Use dictionaries, glossaries, and technology resources to determine the meaning of unfamiliar words. 1.A.1b

**LA.2.1.4** – Give examples and explain the meaning of homographs and homophones. 1.A.1b

**Focus:** **Word Analysis**

**Outcome:** **LA.2.2** Students will apply word study skills and strategies to make meaning of text.

**Components:** **LA.2.2.1** – Identify and explain abbreviations in text.

**LA.2.2.2** – Identify the base word in words with affixes. (walk/walked)

**LA.2.2.3** – Determine the meaning of familiar words using the knowledge of common prefixes and suffixes. (see appendix F)

**LA.2.2.4** – Give examples of blends and diagraphs in words.

**LA.2.2.5** – Recognize and construct contractions as they appear in written text. (see appendix E)

**LA.2.2.6** – Identify words that contain double consonants before adding a suffix.

**LA.2.2.7** – Identify words that require dropping the –e before adding a suffix.

**LA.2.2.8** – Demonstrate the sounds for irregular consonant combinations. (kn-, ph-, gh-)

**LA.2.2.9** – Identify and use regular and irregular plural words.

**LA.2.2.10** – Recognize and construct vowel patterns. 1.A.1a

**LA.2.2.11** – Locate singular and plural possessives.

**LA.2.2.12** – Isolate syllables in multi-syllabic words.

**LA.2.2.13** – Apply decoding strategies when reading appropriate text. 1.A.1a

**LA.2.2.14** – Identify 204/255 (80%) high frequency sight words in reading. (see appendix C)

**Focus:**           **Comprehension Skills and Strategies**

**Outcome:**       **LA.2.3** Students will apply reading readiness skills to establish a foundation for comprehension of fiction text.

**Components:** **LA.2.3.1** – Identify cause and effect.

**LA.2.3.2** – Identify problem and solution.

**LA.2.3.3** – Identify sequential structure of a given passage. 1.C.1d

**LA.2.3.4** – Differentiate fact and opinion.

**LA.2.3.5** – Identify main idea and supporting details.

**LA.2.3.6** – Establish a purpose for reading by activating prior knowledge. 1.B.1a, 2.B.1a

**LA.2.3.7** – Use picture clues to infer meaning from text. 1.B.1c

**LA.2.3.8** – Choose appropriate material to read aloud with fluency and accuracy. 1.B.1d

**LA.2.3.9** – Demonstrate the ability to retell and summarize a passage. 1.B.1c

**LA.2.3.10** – Recognize miscues that interfere with meaning and use rereading, reading ahead (skip and return), picture clues, and context clues to infer meaning from text. 1.B.1c

**Outcome:**       **LA.2.4** Students will apply reading readiness skills to establish a foundation for comprehension of nonfiction text.

**Components:** **LA.2.4.1** – Identify cause and effect.

**LA.2.4.2** – Identify sequential structure of a given text. 1.C.1d

**LA.2.4.3** – Differentiate between fact and opinion.

**LA.2.4.4** – Identify and use features of nonfiction text. 1.C.1f

**Outcome:**       **LA.2.5** Students will apply reading strategies to improve comprehension.

**Components:** **LA.2.5.1** – Identify and explain connections using schema to gain meaning from a text. 1.B.1a

**LA.2.5.2** – Identify important ideas with text. 1.B.1c

**LA.2.5.3** – Draw inferences about the text and support them with textual evidence and prior knowledge.

**LA.2.5.4** – Make predictions about the text before, during, and after reading.  
1.C.1a

**LA.2.5.5** – Formulate questions about the text.

**LA.2.5.6** – Create sensory images to develop an understanding of text.

**LA.2.5.7** – Make comparisons across reading selections. 1.C.1c

**LA.2.5.8** – Apply self-monitoring strategies to clarify understanding during reading (rereading, ask questions, skip and go on, context clues, picture clues).  
1.B.1c

**Focus: Literary Elements**

**Outcome:** **LA.2.6** Students will demonstrate how literary elements enhance meaning in a variety of text.

**Components:** **LA.2.6.1** – Recognize the style of various authors and illustrators. 1.C.1e

**LA.2.6.2** – Identify author’s purpose. 1.C.1e

**LA.2.6.3** – Identify the theme of the text. 2.B.1b, 2.A.1a, 1.C.1b

**LA.2.6.4** – Identify main and supporting characters. 2.A.1a

**LA.2.6.5** – Explain how a character changes over time. 2.A.1a

**LA.2.6.6** – Identify literary elements of plot (setting, character, problem, solution, events). 2.A.1a

**LA.2.6.7** – Identify a variety of genres. (see appendix G)

**LA.2.6.8** – Evaluate the accuracy of a summary of a given passage. 1.C.3d

**LA.2.6.9** – Relate character, setting and plot to real life situations. 2.B.1c

Focus:           **Conventions**

Outcome:       **LAW.2.1** Students will use grade appropriate grammar and spelling in writing.

Components: **LAW.2.1.1** – Use a range of complete sentences (statements /telling sentences, questions and exclamations). 3.A.1

**LAW.2.1.2** – Give examples of nouns and verbs. 3.A.1

**LAW.2.1.3** – Write regular and some irregular plural nouns. 3.A.1

**LAW.2.1.4** – Use pronouns correctly (she/ Mary). 3.A.1

**LAW.2.1.5** – Use adjectives and adverbs correctly in a sentence. 3.A.1

**LAW.2.1.6** – Write in past, present and future tense. 3.A.1

**LAW.2.1.7** – Recognize abbreviations for months, days and titles. 3.A.1

**LAW.2.1.8** – Spell simple homophones correctly. (two, to; where, wear) 3.A.1

**LAW.2.1.9** – Spell high frequency and regular letter-sound relationship words correctly. 3.A.1

Outcome:       **LAW.2.2** Students will use grade appropriate capitalization and punctuation.

Components: **LAW.2.2.1** – Use a capital letter at the beginning of a sentence, for important words in a title and proper nouns. 3.A.1

**LAW.2.2.2** – Use periods, question marks and exclamation points. 3.A.1

**LAW.2.2.3** – Use commas in a series. 3.A.1

**LAW.2.2.4** – Apply quotation marks to a speaker’s words. 3.A.1

**LAW.2.2.5** – Use apostrophes in contractions. 3.A.1

Outcome:       **LAW.2.3** Students will use grade appropriate text layout.

Components: **LAW.2.3.1** – Identify titles and headings. 3.A.1

**LAW.2.3.2** – Write a paragraph in proper form including indentation. 3.A.1

Focus: **Composition**

Outcome: **LAW.2.4** Students will compose pieces using the steps of the writing process.

Components: **LAW.2.4.1** – Use appropriate prewriting strategies to formulate ideas (e.g., brainstorming, graphics organizers). 3.B.1a, 3.B.1b

**LAW.2.4.2** – Write a rough draft with focused ideas. 3.A.1a, 3.B.1b

**LAW.2.4.3** – Revise draft to clarify meaning. 3.A.1a, 3.B.1b

**LAW.2.4.4** – Edit draft for conventions. 3.A.1a, 3.B.1b

**LAW.2.4.5** – Create a final product for publication. 3.A.1a, 3.B.1b

Outcome: **LAW.2.5** Students will compose an organized and coherent piece of writing.

Components: **LAW.2.5.1** – Organize writing structure for appropriate audience and context. 3.B.1a, 3.B.1b

**LAW.2.5.2** – Write a focused topic sentence with an effective lead/grabber. 3.B.1a, 3.B.1b

**LAW.2.5.3** – Generate a paragraph with supporting details. 3.B.1a, 3.B.1b

**LAW.2.5.4** – Write a conclusion to complete your ideas. 3.B.1a

**LAW.2.5.5** – Use basic transition words to connect ideas. 3.B.1b

**LAW.2.5.6** – Write using a variety of sentence structures. 3.B.1b

**LAW.2.5.7** – Use word choice to create detailed description. 3.B.1a

**LAW.2.5.8** – Use voice in a way that one would speak about an experience. 3.B.1b

Focus: **Writing for a Purpose**

Outcome: **LAW.2.6** Students will write for a variety of audiences and purposes.

Components: **LAW.2.6.1** – Write an expository composition. 3.C.1a

**LAW.2.6.2** – Write a narrative composition (e.g., personal, descriptive, creative). 3.C.1a

**LAW.2.6.3** – Construct a letter. 3.C.1a

**LAW.2.6.4** – Write an opinion with justification (persuasive) I think because... 3.C.1a

**LAW.2.6.5** – Demonstrate knowledge of a topic through multi-media. 3.C.1b

**LAW.2.6.6** – Write poetry using a variety of formats. 3.C.1a

**LAW.2.6.7** – Compose written responses. 3.C.1a

**LAW.2.6.8** – Generate ideas in writing (e.g., journal writing, lists). 3.C.1a

Focus: **Information**

Outcome: **LAW.2.7** Students will locate, organize and use information from a variety of sources to answer questions, solve problems and communicate ideas.

Components: **LAW.2.7.1** – Understand that information is available through an organizational system (e.g., library, reference materials, internet, and classroom resources). 5.A.1b

**LAW.2.7.2** – Identify the focus of the research. 5.B.1a

**LAW.2.7.3** – Formulate questions of interest using graphic organizers. 5.A.1a, 4.A.1d

**LAW.2.7.4** – Use information from a book including text features. 5.C.1b

**LAW.2.7.5** – Utilize organizational aids using graphic organizers to locate and present information. 5.B.1a

**LAW.2.7.6** – Distinguish between relevant and irrelevant information. 5.B.1a

**LAW.2.7.7** – Identify facts and details when communicating. 5.C.1a

**LAW.2.7.8** – Cite sources used. 5.B.2b

Focus: **Speaking**

Outcome: **LAW.2.8** Students will speak effectively using language appropriate to the situation and audience.

Components: **LAW.2.8.1** – Utilize effective speaking skills (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors). 4.B.1b

**LAW.2.8.2** – Use enhanced level of vocabulary and language. 4.B.1b

**LAW.2.8.3** – Demonstrate awareness of situation and setting. 4.B.1b

**LAW.2.8.4** – Utilize effective communication strategies (e.g., being courteous, turn taking, using descriptive words, reasons, being respectful and communicating relevant and appropriate information). 4.B.1a

**LAW.2.8.5** – Present information orally on a single topic, in a logical order. 4.B.1a

**LAW.2.8.6** – Contribute relevant, appropriate information to discussions in small and large groups. 4.B.1b

**LAW.2.8.7** – Formulate questions and statements at appropriate times. 4.B.1b

Focus: **Listening**

Outcome: **LAW.2.9** Students will listen effectively in formal and informal situations.

Components: **LAW.2.9.1** – Attend to the speaker and focus attention on what is being said.  
4.A.1b

**LAW.2.9.2** – Utilize appropriate active listening skills (e.g., gestures, movements, retelling, eye contact, paraphrasing what is said and provide new information). 4.A.1b

**LAW.2.9.3** – Complete a two or three step task based on oral instructions. 4.A.1c

**LAW.2.9.4** – Identify qualities of sound (e.g., tone, loud vs. soft, pleasant vs. unpleasant). 4.A.1a

**LAW.2.9.5** – Differentiate between events that are “real” and “make believe.”  
4.A.1c

**LAW.2.9.6** – Demonstrate the ability to listen for a variety of purposes (e.g., entertainment, information, social interaction and oral directions). 4.A.1b

**LAW.2.9.7** – Tell the difference between main ideas and details that are heard.  
4.A.1c

**LAW.2.9.8** – Use question-building words appropriately (e.g., what, why, how, could, should, did). 4.A.1b

Focus: Use of networked PC for creating and publishing written products.

Purpose: Students will demonstrate use of editing tools and enhancement tools such as graphics software/clip-art/card shop to create and publish written products and implement ISAFE Curriculum.

Outcome: **T.2.1** Students will demonstrate beginning keyboarding skills and knowledge of common commands.

Components: **T.2.1.1** – Demonstrate how to log on and off the computer with a password. 60.A.1a, 62.A.1

**T.2.1.2** – Apply basic commands to open and close documents or programs. 60.B.1, 60.C.1

**T.2.1.3** – Use correct key entry posture, hand position, and finger placement on home row. 60.A.1d

**T.2.1.4** – Demonstrate left mouse click and double click. 60.A.1a, 60.B.1

**T.2.1.5** – Demonstrate how to change fonts. 60.A.1d, 62.A.1

**T.2.1.6** – Create a document with clip art. 62.A.1

**T.2.1.7** – Save and print a created document. 60.A.1a, 62.A.1

Outcome: **T.2.2** Students will demonstrate use of productivity software and knowledge of attributes of common productivity tasks.

Components: **T.2.2.1** – Identify the hardware, software and peripherals (CPU, Monitor, keyboard, mouse, disk, printer, CD-ROM, DVD, etc.) 60.A.1a, 60.A.1b, 60.C.1

**T.2.2.2** – Describe proper care of hardware, software, and peripherals. 60.A.1e

**T.2.2.3** – Locate a saved document. 62.B.1

**T.2.2.4** – Explore use of menus and tool bars. 63.B.1

**T.2.2.5** – Explore use of the spell check feature. 63.B.1

**T.2.2.6** – Explore use of format options (bold, underline, color of type). 63.B.1

Outcome: **T.2.3** Students will use technology responsibly to find and retrieve information.

Components: **T.2.3.1** – Collect and create pictures or images. 62.B.1

**T.2.3.2** – Use, with teacher guidance, a variety of media to communicate ideas.  
63.B.1, 65.A.1

**T.2.3.3** – Understand computer navigating vocabulary. (arrows, back, escape,  
URL, home) 64.A.1

**T.2.3.4** – Explore the use of the Internet with teacher guidance. 65.B.1, 65.A.1,  
64.B.1

**T.2.3.5** – Review information retrieved with assistance. 65.A.1

Outcome: **T.2.4** Students will examine personal safety and cyber security issues while using the internet.

Components: **T.2.4.1** – Recall the importance of rules and laws in keeping people safe, on-line.

**T.2.4.2** – Summarize how to use netiquette (computer etiquette) when  
communicating on-line.

**T.2.4.3** – Explore the concepts of cyber security and share what they have learned.

Outcome 1: Students will make informed choices in using art elements to create original works of art.

Components: **A.1.1** – Identify primary, secondary, neutral, warm/cool and complementary colors and proper alignment of a color wheel.

**25.A.1d**

**A.1.2** – Recognize expressive characteristics and movement of line.

**25.A.1d**

**A.1.3** – Identify geometric and organic shapes.

**25.A.1d**

**A.1.4** – Recognize and apply pattern to a variety of art materials.

**25.A.1d**

**A.1.5** – Demonstrate the ability to draw properly proportioned human faces and figures. **25.A.1d**

**A.1.6** – Create original works of art incorporating color, line, shape and pattern.  
**26.B.2d**

Outcome 2: Students will apply proper use of art materials and compare and contrast visual art information.

Components: **A.2.1** – Demonstrate proper use and care of art tools and materials.

**26.A.1e, 26.A.2f**

- Brushes and paints
- Markers
- Colored and regular pencils
- Clay and clay tools
- Scissors
- Chalk or oil pastels
- Fiber/yarn

**A.2.2** – Demonstrate proper use of art terms to describe, analyze and interpret visual qualities in works of art. **25.B.2**

- Describe sensory and design qualities in artwork.
- Analyze themes in artwork.
- Analyze technical qualities in artwork.
- Offer reasons for judgments of artwork by comparing and contrasting two pieces of art.

Outcome 3: Students will identify works of art from major historical periods and various cultures and describe how they reflect upon societies past and present.

Components: **A.3.1** – Demonstrate an understanding of architecture, craft and related art forms in everyday life through creating original works of art.

***27.A.1a***

**A.3.2** – Describe and create works of art reflecting a variety of different cultures and historical artistic movements. ***27.A.1b***

- Native American art
- Ancient Egyptian life
- Impressionism
- Latin American art
- African American art

Purpose: Students will use song, speech, movement and instruments to explore and demonstrate half-notes, whole notes, syncopation, half-rests and whole-rests.

Students will use song, speech, movement and instruments to explore and demonstrate do, re, low so, low la.

Focus: Half notes, whole notes, syncopation and half rests, whole rests, ties.

Adding pitches do and re (also low la, so)

Outcome: **M.2.1** Students will create a rhythm piece in **abab** form by constructing two 8 beat patterns, using half-notes, whole-notes, syncopation, half-rests, and whole rests and other previously learned rhythms.

Components: **M.2.1.1** – Demonstrate the way your feet would move if you were ice-skating (half-notes).

25.A.1c, 26.A.1d, 27.B.1

**M.2.1.2** – Demonstrate the way your feet would move if you were walking in very, very deep snow (whole notes).

25.A.1c, 26.A.1d, 27.B.1

**M.2.1.3** – Demonstrate the syncopated pattern, ♪ ♪ ♪, (syn-CO-pa) by clapping.

25.A.1c, 26.A.1d

**M.2.1.4** – Create 4 beat patterns using rhythmic notation.

25.A.1c, 26.A.1d

**M.2.1.5** – Perform 4 beat patterns using body percussion.

25.A.1c, 26.A.1d, 26.B.1c

**M.2.1.6** – Work with a partner to create a piece that is in **abab** form.

25.A.1c, 26.A.1d, 26.B.1c

**M.2.1.7** – Perform the rhythm piece in **abab** form.

25.A.1c, 26.A.1d, 26.B.1c

Outcome: **M.2.2** Students will improvise 4 beat patterns using do, mi, so, and la.

Using traditional, ethnic, or folk songs:

Components: **M.2.2.1** – Identify the pitches of do, mi, so, la using hand signs and body pitches.  
25.A.1c, 26.A.1d, 27.B.1

**M.2.2.2** – Locate do, mi, so, and la on staff.

25.A.1c, 26.A.1d

**M.2.2.3** – Create, using icons/notes on staff, 4 beat patterns using do, mi, so, and la.

25.A.1c, 26.A.1d

**M.2.2.4** – Demonstrate the 4 beat patterns using hand signs/body pitches.

25.A.1c, 26.A.1d, 26.B.1c

**M.2.2.5** – Perform favorite pattern using singing voice.

25.A.1c, 26.A.1d, 26.B.1c

**M.2.2.6** – Improvise a new 4 beat pattern using the pitches do, mi, so, and la.

25.A.1c, 26.A.1d, 26.B.1c

**M.2.2.7** – Show new pattern by placing icons/notes on the staff.

25.A.1c, 26.A.1d, 26.B.1c

**M.2.2.8** – Create a B section for our familiar song by combining 4 beat pattern with a partner's 4 beat pattern. (use **abab** phrase form)

25.A.1c, 26.A.1d, 26.B.1c, 27.B.1

Outcome: **M.2.3** Students will analyze a musical performance according to the following criteria:

Components: **M.2.3.1** – Identify rhythm as quarter notes or eighth notes.

25.A.1c, 26.A.1d

**M.2.3.2** – Identify meter as duple or triple.

25.A.1c, 26.A.1d

**M.2.3.3** – Identify form as 'exactly the same', 'almost the same', or 'totally different' (i.e. AA, AA', AB).

25.A.1c, 25.B.1, 26.A.1d

**M.2.3.4** – Identify dynamics as pp, p, f, ff.

25.A.1c, 25.B.1, 26.A.1d

**M.2.3.5** – Identify tempo as largo or presto.

25.A.1c, 25.B.1, 26.A.1d

**M.2.3.6** – Using traditional, ethnic, or folk songs, conduct 2/4 meter with appropriate hand gestures.

25.A.1c, 25.B.1, 26.A.1c, 27.A.1a, 27.A.1b, 27.B.1

**Focus: Healthy Habits for lifelong care of the body.**

**Purpose:** Knowledge of disease and injury prevention practices and differentiate between healthy and unhealthy choices. Students will also identify the functions of the human body.

**Outcome:** Students will apply knowledge of injury and disease prevention practices.

**Components:** **H.2.1.1** – Demonstrate practices for cleanliness (bathing, hand washing, tooth brushing, flossing, covering a sneeze, etc.). 22.A.1b

**H.2.1.2** – Identify healthy food choices (food pyramid). 22.A.1b

**H.2.1.3** – Identify signs and symptoms of illness. 22A1a

**H.2.1.4** – Identify health choices made each day (dressing, sleep, playground safety). 23.C, 24.B.1

**Outcome:** Students will differentiate between healthy and unhealthy communications; comprehension of environmental health risks.

**Components:** **H.2.2.1** – Demonstrate appropriate refusal skills (say no, peer pressure, strangers, role playing). 24.C.1 SES3A1b

**H.2.2.2** – Use effective verbal and nonverbal communication skills. 24.A.1b  
SES 2C1a

**H.2.2.3** – Differentiate between positive and negative behaviors (honesty vs. dishonesty, waiting your turn vs. pushing in line). 24.A.1 SES 2C1b

**Outcome:** Students will identify the functions of the human body systems.

**Components:** **H.2.3.1** – Explain the parts (skull, backbone, leg and arm bones, fingers and toes) and functions of the skeletal system. 23.A.1

**H.2.3.2** – Explain the parts (biceps, quadriceps, abdominals) and functions of the muscular system. 23.A.1

**H.2.3.3** – Identify the parts of the basic circulatory/respiratory system (heart, lungs, blood vessels). 23.A.1

**H.2.3.4** – Explain the parts (mouth, teeth, throat, stomach, intestines) and functions of the digestive system. 23.A.1

**H.2.3.5** – Identify the major organs (heart, lungs, brain, stomach, intestines) of the body and where they are located. 23.A.1

**H.2.3.6** – Identify the five senses and their functions. 23.A.1

**H.2.3.6** – Identify basic body parts and their purpose and location (wrists, hips, ankles, elbow, knee, chest, etc.).

**H.2.3.6** – Demonstrate the basic structure and functions of the skeletal system and large muscle groups.

**Purpose:** Students will demonstrate an understanding of the principals of movement skills through age appropriate games and fitness activities. Students will apply rules and safety practices during physical activity. They will demonstrate responsibility and cooperation.

**Outcome:** Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities. 19.A.2, 19.B.2, 19.C.2a, 19.C.2b

**Components:** **1.1** – Demonstrate the ability to perform a range of sports skills at their individual ability level. 19.A.2, 19.B.2

- Demonstrate movement skills with many variations. (ie. Explore variations of throwing a ball, overhand, underhand, sidearm, one hand, two hands).

**1.2** – Demonstrate the ability to apply the learned sports skills to lead-up games and activities. 19.C.2a, 19.C.2b

- Combine different movement skills to form more complex skills. (ie. Dribble a soccer ball while running at different speeds and using the inside/outside of the feet).

**1.3** – Demonstrate the ability to apply knowledge learned from lead-up games to modified team games. 19.C.2a, 19.C.2b

- Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills. (ie. Perform basic hitting, catching, and throwing mechanics).

**Outcome:** Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness. 20.B.1

**Components:** **2.1** – Demonstrate the ability to describe the affects of exercise and lack of exercise on the human body as well as distinguishing between good and bad eating habits. 20.B.1, 20.A.2b, 20.A.2a

- Describe what can happen to the bodies of people who do not exercise and who overeat /diet poorly (ie. Explain why some people have more body fat than others).

**2.2** – Demonstrate the ability to recognize the importance of a healthy lifestyle creating a habit of lifelong physical activity.

20.B.1, 20.A.2b, 20.A.2a

- Participate in moderate to vigorous physical activity during and after school (ie. Participate in kickball both in school PE and outside of school)

**2.3** – Demonstrate the ability to recognize the negative affects on fitness of drugs, tobacco, and alcohol. 22.A2c

- Brainstorm the affects of various drugs, tobaccos, and alcohols (drug awareness posters, tobacco and alcohol visual aids).

**Outcome:** Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities.

21.A.1a, 21.B.1, 21.A.2a, 21.B.2

**Components:** **3.1** – Demonstrate a willingness to work with other students toward a common goal. 21.A.1a, 21.B.1, 21.A.2a, 21.B.2

- Participate with a partner or team in a game situation requiring problem solving skills. (ie. Participate in the “Uno relay” where students work toward a common goal of finding the same color cards).
- Engage easily in low organization games requiring cooperative play (fewer rules and lower level such as line games).

**3.2** – Accept responsibility for own class participation.

21.A.1a, 21.B.1, 21.A.2a, 21.B.2

- Assist teacher in setting up and taking down gym equipment.
- Students come prepared for class (ie. Wear appropriate shoes and ready to participate).
- Active listening to teacher and peers
- Participate in game activities and show positive sportsmanship by shaking hands with classmates.

**3.3** – Demonstrate an understanding of rules, regulations, and safety practices.

21.A.2b