

GRADE TWO
Grade Level Expectations
Updated for 2009-10 school year

These are the core grade level expectations that should be taught and learned during grade two based on the McRel standards and benchmarks. They are written from the student point of view. Local sites may add additional grade level expectations to correspond with their curriculum. These grade level expectations are aligned with McRel standards and the standards-based progress report. The number listed is in reference to McRel 3rd edition; the number listed for Religion standard is in reference to *By Their Fruits You Shall Know Them*, Lorraine Ozar. Because of students' developmental levels, not all standards are addressed at every grade level. If a standard is not appropriate at a given grade level, it is omitted or it is marked with an NA (not appropriate). **The Iowa Core Curriculum essential concepts have been embedded at appropriate places, bolded, and identified with (ICC). Not all ICC may be appropriate at a given grade level, but by the time a student reaches second grade, all the primary ICC core concepts will have been taught.**

RELIGION

1. Reads, interprets, and applies Scripture to life.
 - Recalls Bible stories
 - Knows the Bible is made up of two parts: The Old Testament and The New Testament
 - Participates in discussion*
 - Understands that Jesus uses parables to tell about God and how to live
2. Presents a reasoned rationale, based on faith and knowledge, for being a Catholic. (NA)
3. Illustrates basic understanding of Catholic dogma and doctrine in light of the "Catechism for the Catholic Church."
 - Further develops the realization that God's creation is full of signs of God's goodness and loving care
 - Understands Mary's role in God's plan of salvation
 - Knows that the Church is the people of God and body of Christ
 - Knows that the Son of God became human so that everyone could know God's love.
4. Demonstrates the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics.
 - Forms one's conscience according to God's laws of love and the teaching of the Church
 - Knows and recites the Ten Commandments
 - Experiences God's forgiveness of sins as the source of peace and joy
 - Recognizes that Jesus is present in the Eucharist and demonstrates reverence in receiving the Eucharist
 - Understands the communion fast
 - Recognizes and appreciates the gift of human life and the life of grace received in Baptism
 - Knows that Jesus lived and died for the sins of everyone
 - Understands that sin is a word, thought or deed that harms or weakens one's relationship with God and others
5. Makes moral decisions consistent with Church teachings.
 - Realizes that God's plan is that people be good in order to live with God forever in heaven
 - Recognizes that God gives us rules for living a life of love
6. Illustrates a basic understanding of the history of the Church. (NA)
7. Acknowledges and affirms the diverse cultural expressions of Catholicism.
 - Recognizes the many gifts, talents and abilities that God has provided each of us and uses them to serve God and others
8. Applies Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)
 - Practices Christian action toward others - is considerate of others*
 - Is willing to help*
9. Demonstrates an appreciation for faith community as the way we come to know God (NA)
10. Uses effective community building skills in relating with others.
 - Applies skills to concrete life situations - is considerate of others and their feelings*
 - Understands that family relationships and friendships need to include listening, sharing, forgiveness, and trust
11. Critiques societal structures in light of Catholic social justice principles and apply to social and personal situations.
 - Practices Christian action toward others - is considerate of others*
12. Engages in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.
 - Practices Christian action toward others - is considerate of others*
 - Participates in parish and community service projects
 - Is made aware of various roles and ministries in the Church

13. Exercises responsible stewardship for the gift of creation.
 - Practices Christian action toward others - is considerate of others*
 - Responds joyfully to God's call to give of one's self in love to God and others (stewardship)
 - Understands that following good health and safety rules helps provide for wellness of body and Spirit
14. Examines the variety of Christian life styles as ways to respond to the baptismal call to a life of service.
15. Demonstrates the relationship between faith and culture through arts, social sciences, sciences, technology. (NA)
16. Uses appropriate resources to plan and participate in liturgy and other prayer experiences.
 - Takes part in planning liturgies and para-liturgies
 - Knows that the two main parts of the mass are the Liturgy of the Word and the Liturgy of the Eucharist
17. Uses a variety of prayer forms (e.g., traditional, spontaneous, devotional, multicultural) to enrich and express personal and communal spirituality.
 - Experiences prayer forms and other types of devotions
 - Can recite and use the designated prayers for this grade level on the Prayer/Basic Beliefs and Practices listing. Other prayers of cultural/liturgical significance may be designated by the local site.*
18. Celebrates the presence of the Sacred in experiences of sacramentals, symbols, and rituals. (NA)
19. Demonstrates an understanding of liturgical seasons and feasts.
 - Increases knowledge of Church's liturgical seasons of Advent, Christmas, Lent and Easter
 - Knows that the Church celebrates the life, death, and resurrection of Jesus throughout the Church year and at every Mass
 - Knows that the Church honors Mary and the saints throughout the church year

LANGUAGE ARTS

Writing

1. Uses general skills and strategies in the writing process
 - **Uses an effective writing process (ICC)**
 - Writes a complete sentence using capitalization and ending punctuation*
 - Applies letter sounds*
 - Writes for a variety of purposes
 - **Uses knowledge of purpose, audience, format, and medium in developing written communication (ICC)**
 - Revises story after discussion*
 - **Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences (ICC)**
 - **Is able to write on demand (ICC)**
 - **Incorporates technology as a tool to enhance writing (ICC)**
 - Handwriting
 - Forms letters correctly when printing and when using cursive*
 - Uses proper spacing*
 - Completes work neatly*
2. Uses stylistic and rhetorical techniques in written composition
 - Dictates or writes stories with a sequence of events that make sense
 - Writes a story with a beginning, middle and end*
 - Writes composition to convey basic ideas
 - Spells and writes high frequency words correctly*
3. Uses grammatical and mechanical conventions in written composition
 - **Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax and style (ICC)**
 - Writes four or more related sentences using correct punctuation
 - Demonstrates proper use of nouns, verbs and adjectives
 - Alphabetizes by second letter
 - Applies spelling words in written work*
4. Gathers and uses information for research purposes
 - **Uses writing as a tool for learning (ICC)**
 - **Engages in the information literacy process: accesses, evaluates, and communicates information and ideas (ICC)**
 - Formulates questions about family or background that would require consulting family artifacts, or occupation, or other research project of a similar nature

Reading

5. Uses general skills and strategies of the reading process*
- **Demonstrates an understanding of written language and the relationship of letters and words to the sounds of speech (ICC)**
 - Sequences events and identifies main idea of story
 - Distinguishes reality and fantasy
 - Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words.*
 - Recognizes short and long vowels*
 - Knows consonants*
 - **Uses multiple decoding strategies to accurately read words in text (ICC)**
 - Applies phonetic skills when decoding words*
 - Demonstrates more than one strategy when approaching unknown words*
 - Knows endings, possessives, compounds, contractions*
 - **Uses a variety of strategies to develop and expand reading vocabulary (ICC)**
 - Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions; high frequency words such as said, was, and where)*
 - Can identify sight words*
 - Understands and uses new vocabulary correctly*
 - Identifies cause and effect (problem and solution)
 - Demonstrates the ability to follow oral directions involving two or three steps
 - Reads simple stories independently and reads on a daily basis
 - Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone intonation)*
 - **Reads with fluency silently and aloud to support comprehension (ICC)**
 - Uses library/media center on regular basis
 - **Independently reads a significant number of books and text each year. This reading should include both fiction and nonfiction in a variety of genres (ICC)**
 - **Reads for a variety of purposes and across content areas (ICC)**
6. Uses reading skills and strategies to understand and interpret a variety of literary works*
- **Uses a variety of strategies and skills to comprehend and interpret fiction (ICC)**
 - Reads simple stories independently and comprehends main idea
 - Comprehends what is read either through retelling, predicting, or drawing conclusions
 - Identifies the plot, author's message or lesson to be learned, problem and solution, cause and effect, characters, inferences, and setting of stories read
7. Uses reading skills and strategies to understand and interpret a variety of informational texts*
- **Uses a variety of skills and strategies to comprehend non fiction and informational text (ICC) i.e., written directions, signs, captions, warning labels, informational books**
 - Understands the main idea and supporting details of simple expository information
 - Summarizes information found in texts
 - Relates new information to prior knowledge and experience

Listening and Speaking

8. Uses listening and speaking strategies for different purposes; listens actively*
- **Produces a coherent message (ICC)**
 - **Participates in a variety of communication situations (ICC)**
 - Shares ideas and personal experiences orally
 - Listens, speaks, reads, and writes in all content areas
 - Speaks audibly and clearly to listeners
 - Retells a story*
 - **Considers audience and variables in the speaking situation (ICC)**
 - **Uses appropriate content and conventions for purpose, audience, occasion, and context (ICC)**
 - **Demonstrates use of presentation skills to communicate (ICC)**
 - **Participates appropriately in one-on-one situations and groups settings (ICC)**
 - **Recognizes the role of evaluation in oral communication (ICC)**
 - **Recognizes the role of response in oral communication (ICC)**

- **Listens for information and understanding (ICC)**
- **Listens for interpretation, analysis, and evaluation (ICC)**
- **Listens to establish, maintain and enhance relationships (ICC)**

Viewing

9. Uses viewing skills and strategies to understand and interpret visual media
- **Uses a range of strategies to interpret visual media (ICC)**
 - Understands the main idea or message in visual media, e.g., pictures, cartoons, weather reports, etc.
 - Knows different elements from films, videos, television, and other visual media that appeal to him or her, e.g., scary parts, action segments, particular characters, color, sound effects, etc.
 - Understands similarities and differences between real life and life depicted in visual media
 - **Applies a variety of criteria to evaluate informational media (ICC)**
 - **Understands how literary forms can be represented in visual narratives (ICC)**

Media

10. Understands the characteristics and components of the media
- Knows the various types of media
 - Understands that there are common conventions used in the media
 - Understands that media messages and products are created by people and represent real and imaginary experiences
 - **Demonstrates an awareness of the effects of visual media on society and culture (ICC)**

MATH

1. Problem solving - Uses a variety of strategies in the problem-solving process
- Creates and solves a number sentence to represent a story problem*
 - Identifies key vocabulary for problem-solving
 - Draws a picture to represent a problem*
 - Verbalizes process used to solve a problem*
2. Concept of Numbers - Understands and applies basic and advanced properties of the concept of numbers
- **Counts, represents, reads, compares, orders, and conserves whole numbers (ICC)**
 - Reads, writes and orders numbers through 100*
 - Writes and counts by 2's, 5's, 10's to 100*
 - Counts backwards from 20*
 - Knows addition and subtraction facts through 20*
 - **Develops an understanding of whole number relationships, including grouping in tens and ones and apply place-value concepts (ICC)**
 - Identifies place value of 100's
 - Adds and subtracts two-digit numbers with and without regrouping*
 - Writes, illustrates and solves addition and subtraction story problems*
 - Identifies equal parts as fractions: 1/2, 1/3, 1/4, 1/5, 1/6
 - Understand and uses < > and = to compare numbers through 99
 - Communicates mathematical concepts through writing and speaking*
 - Writes a number sentence to represent a problem*
 - Uses estimation strategies*
3. Computation - Uses basic and advanced procedures while performing the process of computation
- **Estimates the answer to an addition or subtraction problem before computing, and determine whether the computed answer makes sense (ICC)**
 - **Understands fractional parts are equal shares or equal portions of a whole unit (A unit can be an object or a collection of things) (ICC)**
 - **Develops understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts (ICC)**
 - **Develops fluency and quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (ICC)**
 - Identifies pennies, nickels, dimes, quarters, and half dollars*
 - Can count and write the value of a collection of coins*
 - Adds and subtracts money amounts

- Gives the value of a group of coins: pennies, nickels, dimes, and quarters to \$1.99*
4. Measurement - Understands and applies basic and advanced properties of the concept of measurement
- **Identifies attributes that are measurable, such as length, weight, time and capacity, and uses these attributes to order objects and make direct comparisons (ICC)**
 - Writes and tells time to minute, quarter hour, half hour on a clock*
 - **Estimates, measures, and computes measurable attributes while solving problems (ICC)**
 - Measures objects to the nearest inch and centimeter
 - **Estimates and measures length using standard (customary and metric) and nonstandard units with comprehension (ICC)**
 - Reads a Fahrenheit thermometer
5. Geometry - Understands and applies basic and advanced properties of the concepts of geometry
- **Recognizes and describe shapes and structures in the physical environment (ICC)**
 - Identifies geometric solids: sphere, cube, cylinder, and rectangular prism
 - Understands the meaning of perimeter
 - **Composes and decomposes geometric shapes, including plane and solid figures to develop a foundation for understanding area, volume fractions, and proportions (ICC)**
 - **Identifies, names, sorts, and describes two- and three- dimensional geometric figures regardless of size or orientation (ICC)**
 - Identifies the number of sides and corners of plane shapes: rectangle, triangle and square
 - **Describes and specifies space and location with simple relationships and with coordinate systems (ICC)**
 - Recognizes congruent shapes
 - **Experiences and recognize slides, flips, turns and symmetry to analyze mathematical situations (ICC)**
 - Determines line of symmetry by folding plane shapes
 - **Uses attributes of geometric figures to solve spatial problems (ICC)**
6. Data analysis - Understands and applies basic and advanced concepts of statistics and data analysis
- Reads, collects and interprets data from a graph
 - **Collects, sorts, organizes, and represents data to ask and answer questions relevant to the K-2 environment (ICC)**
 - **Compares different representations of the same data using these types of graphs: bar graphs, frequency tables, line plots, and picture graphs (ICC)**
 - **Uses information displayed on graphs to answer questions and make predictions, inferences and generalizations such as likely or unlikely events (ICC)**
7. Probability - Understands and applies basic concepts of probability
- Predicts outcome of events
8. Functions and Algebra - Understands and applies basic concepts of functions and algebra
- Recognizes and extends basics number patterns
 - **Recognizes, describes, creates and extends repeating and growing patterns such as physical, geometric and numeric patterns and translate from one representation to another (ICC)**
 - **Demonstrates the use of the commutative and associative properties and mathematical reasoning to solve for the unknown quantity in addition and subtraction problems; justify the solution (ICC)**
 - **Understands equality as meaning “the same as” and use the = symbol appropriately (ICC)**
9. Nature of Mathematics - Understands the general nature and uses of mathematics
- **Expresses numbers as equivalent representations to fluently compose and decompose numbers (putting together and taking apart) (ICC)**

SCIENCE/HEALTH

Earth and Space - Students can understand concepts and relationships in Earth/space sciences.

1. Understands atmospheric processes and water cycle
- **Applies and understands observable information about daily and seasonal weather conditions (ICC)**
 - **Applies and understands events around us that have repeating patterns including the seasons of the year, day and night (ICC)**
 - Knows short term weather conditions can change daily, and weather patterns change over the seasons
 - Identifies and explains the water cycle
 - Knows that water can be a liquid or a solid and can be made to change from one form to the other, but the amount of water stays the same
2. Understands Earth’s composition and structure
- Knows that the Earth materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere

- **Applies and understands properties of earth materials (ICC)**
- Knows observable properties of liquids, solids and gasses
- Identifies liquids according to various properties: transparent, translucent, bubbly, foamy, and viscous

3. Understands the composition and structure of the universe and the Earth's place in it

- Identifies Earth, Moon, Sun, and planets
- Names the planets in correct order from the sun
- Describes the rotation of the Earth to make night and day
- Explains effects of pollution on our environment and ways to keep it healthy

Life Science - Students can understand concepts and relationships in life science.

4. Understands the principles of heredity and related concepts

- Knows that differences exist among individuals of the same kind of plant or animal
- **Applies and understands life cycles of plants and animals (ICC)**

5. Understands the structure and function of cells and organisms

- Knows that plants and animals have features that help them live in different environments
- Explains why bones and muscles are necessary
- Knows there are different body systems
- **Applies and understands the characteristics of living things and how living things are both similar to and different from each other and from nonliving things (ICC)**
- Identifies and classifies animals and characteristics of each group and their habitats (e.g., mammals, birds, fish, reptiles and insects)
- **Applies and understands fundamental human body parts and their functions (ICC)**
- **Applies and understands good health habits (ICC)**

6. Understands relationships among organisms and their physical environment

- Explains and compares the needs of living and nonliving things
- Knows that animals require air, water, and food; plants require air, water, and light
- **Applies and understands ways to help to care for the environment (ICC)**
- **Applies and understands the basic needs of plants and animals and how they interact with each other and their physical environment (ICC)**

7. Understands biological evolution and diversity of life

- Knows that some things that live today resemble once-living things that have completely disappeared

Physical Sciences - Students can understand concepts and relationships in physical science.

8. Understands the structure and properties of matter

- Understands ways energy and matter interact, e.g., sunlight to grow plants, heat to boil water
- Knows that different objects are made up of many different types of materials (e.g., cloth, paper, wood, metal) and have many different observable properties (e.g., color, size, shape, weight)
- **Understands and applies observable and measurable properties of objects (ICC)**
- **Understands and applies characteristics of liquids and solids (ICC)**

9. Understands the sources and properties of energy

- Knows that electricity in circuits can produce light, heat, sound, and magnetic effects
- Identifies and applies basic concepts of sound, light, and magnets

10. Understands forces and motion

- **Understands and applies the positions and motions of objects (ICC)**
- Makes sensible predictions
- Knows that things near the Earth fall to the ground unless something holds them up
- Knows that the position of an object can be described by locating it relative to another object or the background

Nature of Science - Students can understand and apply skills used in scientific inquiry.

11. Understands the nature of scientific knowledge

- Knows that scientific investigations generally work the same way in different places and normally produce results that can be duplicated

12. Understands the nature of scientific inquiry

- Knows that learning can come from careful observations and simple experiments
- Examines objects with a hands-on approach; uses senses to gather information

- Understands nature of scientific inquiry and uses teamwork to gather data*
- Collects, organizes, and reports data; reports findings in a variety of ways
- Explores simple reference materials (books, CD roms, etc.)
- Uses tools for investigation (e.g., hand lens)*
- Uses pictographs to show and discuss observations
- **Asks questions about objects, organisms, and events in the environment (ICC)**
- **Plans and conducts simple investigations (ICC)**
- **Uses tools to gather data and extend the senses (ICC)**
- **Uses mathematics in scientific inquiry (ICC)**
- **Uses data to construct reasonable explanations (ICC)**
- **Communicates investigations and explanations orally, in writing or through drawings (ICC)**
- **Follows appropriate safety procedures when conducting investigations (ICC)**

13. Understands the scientific enterprise

- Knows that in science, it is helpful to work with a team and share findings with others

HEALTH

1. Knows the availability and effective use of health services, products, and information
 - Knows community resources
2. Knows environmental and external factors that affect individual and community health
 - Knows the sources and causes of pollution
3. Understands the relationship of family health to individual health
 - Knows the roles of parents and extended family in supporting a strong family and providing for the health of children
4. Knows how to maintain mental and emotional health
 - Identifies and shares feelings in appropriate ways
5. Knows essential concepts and practices concerning injury prevention and safety
 - Knows and understands simple safety rules regarding fire, traffic, water, and recreation safety practices
 - Knows how to recognize and respond to emergencies
 - Knows ways to seek assistance if worried, abused, or threatened (e.g., physically, emotionally, sexually)
6. Understands essential concepts about nutrition and diet
 - Identifies practices that promote good health
 - Identifies food groups/pyramid and a balanced meal
7. Knows how to maintain and promote personal health
 - Knows basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails)
 - Uses health care practices that promote good health
8. Knows essential concepts about the prevention and control of disease
 - Knows signs and symptoms of common illnesses
9. Understands aspects of substance use and abuse
 - Knows how to distinguish between helpful and harmful substances
10. Understands the fundamental concepts of growth and development
 - Understands individual differences in terms of appearance, behavior, etc.
 - Knows the cycle of growth and development in humans from infancy to old age.

Progress report descriptors deal with relevant concepts studied, sharing ideas, handling materials, asking questions and demonstrating curiosity, using science skills for investigation, and using information to draw conclusions.*

SOCIAL STUDIES - listed by strands (ICC)

1. Political Science/Civic Literacy

- **Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens. (ICC)**
- **Understand how government affects citizens and how citizens affect government. (ICC)**
- **Understand the United States has a role in current world affairs. (ICC)**
- Recognizes the need for rules and laws at school, home, community and nation
- Identifies and describes differences and similarities of people of different cultures
- Recognizes and respects accomplishments of various people to our American culture
- Knows that people in positions of authority can have limits

- Knows that justice and fairness are similar concepts
- Knows concept of privacy; consequences can be both beneficial and costly
- Knows examples of responsibility and the sources of responsibility
- Knows the characteristics of a good leader

2. Economics

- **Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives. (ICC)**
- **Understand that the basic nature of economics is an exchange of resources. (ICC)**
- **Understand how governments throughout the world influence economic behavior. (ICC)**
- **Understand people in all parts of the world trade with one another. (ICC)**
- **Understand that changes in technology impact individuals and society. (ICC)**
- **Understand the universal economic concept of needs and wants. (ICC)**

3. Geography

- **Understand the use of geographic tools to locate and analyze information about people, places, and environments. (ICC)**
- **Understand how geographic and human characteristics create culture and define regions. (ICC)**
- **Understand how human factors and the distribution of resources affect the development of communities and the movement of populations. (ICC)**
- **Understand how geographic processes and human actions modify the environment and how the environment affects humans. (ICC)**
- Identifies and knows the seven continents and four oceans
- Demonstrates knowledge of directions

4. Historical Understanding

- **Understand how and why people create and participate in governance. (ICC)**
- **Understand individuals and groups within a society may promote change or the status quo. (ICC) Understand people construct knowledge of the past from multiple and various types of sources. (ICC)**
- **Understand culture and cultural diffusion affects the development and maintenance of societies. (ICC)**
- **Understand economic needs and wants affect individual and group decisions. (ICC)**
- **Understand relationships between geography and historical events. (ICC)**
- **Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (ICC)**
- Understands the importance of customs and traditions in families
- Recognizes important landmarks of our country's history

5. Behavioral Sciences

- **Understand the changing nature of society. (ICC)**
- **Understand all people have individual traits. (ICC)**
- **Understand interactions between self and the peer group. (ICC)**
- **Understand the relationship of the individual to the components of society and culture. (ICC)**

Progress report descriptors deal with relevant concepts studied, sharing ideas, demonstrating knowledge through activities, and making connections between social studies and the world around them.*

MUSIC

1. Sings alone and with others, a varied repertoire of music*

- Demonstrates ability to echo rhythmic patterns
- Participates in group singing
- Performs simple songs and ostinatos with appropriate tone, pitch, dynamics, rhythm with or without accompaniment
- Sings partner songs and rounds in small groups
- Matches pitch do-re-mi
- Can sing and identify do-re-mi-fa-so-la
- Participates and contributes in class activities
- Listens and follows directions*

2. Performs on instruments alone, with others, a varied repertoire of music

- Performs on classroom percussion instruments
- Finds and performs steady beat through singing, speaking, clapping or patting*
- Distinguishes between beat and rhythm*
- Uses rhythm instruments appropriately*

- Demonstrates ability to echo rhythmic patterns.
 - Improvises melodies, variations, and accompaniments
 - Finds and performs a steady beat
 - Demonstrates melody visually, orally and through movement (upward, downward etc.)
3. Improvises melodies, variations, and accompaniments
 - Finds and performs a steady beat orally
 4. Composes music within specified guidelines
 - Improvises melody given a simple rhythm and pentatonic melodic instrument (xylophone, met allophone, glockenspiel)
 5. Reads and notates music
 - Identifies standard musical symbols*
 6. Knows and applies criteria to music and musical performances, i.e., swinging and swaying
 - Demonstrates how to respond to characteristic of music (fast/slow and loud/soft) through appropriate movement
 - Understands the role of musicians (i.e., song leader, conductor, composer, and performer) in various musical settings and culture
 7. Understands relationships between music and history and culture
 - Knows appropriate audience behavior

ART

1. Understands and applies media techniques and processes related to visual arts
 - Demonstrates craftsmanship by coloring neatly, drawing carefully, and cutting paper neatly
 - Uses art materials appropriately*
 - Enjoys using different art media
 - Identifies the primary colors
 - Names primary, secondary, warm and cool colors
 - Mixes primary colors to create secondary colors using a variety of media
2. Knows how to use structures and functions of art
 - Follows simple instructions, but maintains an imagination while creating art
 - Learns to apply the elements and principles of design
 - Recognizes positive and negative space
 - Uses texture in a work of art
 - Expresses creativity through art projects*
 - Creates art based on imagination, personal interpretation and familiar people and places
 - Maintains an imaginative approach while following simple instructions
3. Knows range of subject matter.
 - Uses art symbols to communicate and convey ideas
 - Uses shapes and lines in drawings and paintings
 - Is aware of artists and their work*
4. Understands the visual arts in relation to history and cultures - NA
5. Understands the characteristics and merits of one's own artwork and the artwork of others
 - Draws a self portrait of head and shoulders

PHYSICAL EDUCATION

1. Uses variety of basic and advanced movement and forms (i.e., walking, running, skipping, hopping, bending, twisting, and stretching)
 - Demonstrates contrast between slow and fast movement while traveling
2. Uses movement concepts and principles in development of motor skills
 - Maintains balance while bearing weight on a variety of body parts
 - Demonstrates changing direction and force using locomotion patterns
 - Understands a variety of relationships with objects (over/under, behind, through, etc.)
3. Understands benefits and costs associated with participation in physical activity
 - Is aware of basic body function changes during physical activity
4. Understands how to monitor and maintain a healthy enhanced level of physical fitness
 - Participates in vigorous physical activity
 - Accepts own abilities*
 - Develops kinesthetic awareness (balance, base of support, personal space)

- Develops an understanding of and utilizes body awareness, body parts, shapes, symmetry etc.
 - Identifies the health benefits of participation in physical activity
5. Understands the social and personal responsibility associated with participation in physical activity
- Demonstrates the rules of games and activities*
 - Responds appropriately to a variety of teacher signals for attention
 - Follows directions the first time given*
 - Demonstrates the willingness to join in an activity*
 - Demonstrates good sportsmanship*
 - Plays and cooperates with others regardless of personal differences

TECHNOLOGY

All students should have opportunities to demonstrate the following performances. (Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked).

Technology Foundation Standards for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- apply existing knowledge to generate new ideas, products, or processes.
- create original works as a means of personal or group expression.
- use models and simulations to explore complex systems and issues.
- identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.
- contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- plan strategies to guide inquiry.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making

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

- identify and define authentic problems and significant questions for investigation.
- plan and manage activities to develop a solution or complete a project.
- collect and analyze data to identify solutions and/or make informed decisions.
- use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

Prior to completion of Grade 2, students will:

- a. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1,2)
- b. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1,3,4)
- c. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2,6)
- d. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1,2,6)
- e. Find and evaluate information related to a current or historical person or event using digital resources. (3)
- f. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1,3,4)
- g. Demonstrate safe and cooperative use of technology. (5)
- h. Independently apply digital tools and resources to address a variety of tasks and problems. (4,6)
- i. Communicate about technology using developmentally appropriate and accurate terminology. (6)
- j. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

GUIDANCE/HUMAN GROWTH AND DEVELOPMENT - listed by strands

Working with Others

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills
- Demonstrates leadership skills

Self-Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Maintains a healthy self-concept
- Restrains impulsivity

Human Growth and Development - derived in part from *Growing in Love*, Harcourt Religion Publishers

- Understands that God created all people with likeness and differences
- Recognizes that God loves and respects all people
- Understands tenets of a safe environment

SOCIAL/EMOTIONAL GROWTH*

(All items are referenced on the progress report.)

- Follows directions
- Listens well to others
- Raises hand to speak
- Shares ideas freely
- Accepts responsibility for actions
- Works and plays well with others
- Acts appropriately in group activities
- Works well independently
- Follows school rules and procedures

FINE MOTOR SKILLS*

(All items are referenced on the progress report.)

- Completes work neatly
- Uses scissors with ease
- Uses glue correctly
- Holds pencil correctly
- Draws basic shapes

Iowa Core Curriculum - 21st Century Concepts and Skills

As each Iowa student is provided access to essential concepts and meaningful learning experiences in the core academic content areas, it is imperative that we also look to 21st century skills to build capacity in students so they are prepared to lead productive, satisfying lives. According to Ken Kay, president of the Partnership for 21st Century Skills, the 21st century skills set "is the ticket to economic upward mobility in the new economy" (Gewertz, 2007). Business and industry is providing a very clear message that students need the skills to "work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. And they need to be punctual, dependable, and industrious." (Gewertz, 2007).

The Framework for 21st Century Learning stated, "We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects" (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application.

"The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of the school."

-Ray McNulty, ICLE
Iowa High School Summit, December 10, 2007

Descriptions of the new global reality are plentiful, and the need for new, 21st century skills in an increasingly complex environment is well documented. In one form or another, authors cite (1) the globalization of economics; (2) the explosion of scientific and technological knowledge; (3) the increasingly international dimensions of the issues we face, i.e. global warming and pandemic diseases; and (4) changing demographic as the major trends that have resulted in a future world much different from the one that many of us faced when we graduated from high school (Friedman, 2005 and Stewart, 2007). The trends are very clear that each Iowa students will need essential 21st century skills to lead satisfying lives in this current reality.

Descriptions of what constitute essential 21st century skills are plentiful as well. In the 2007 session, the Iowa Legislature established the Iowa 21st century framework as:

- * civic literacy
- * employability skills
- * financial literacy
- * health literacy
- * technology literacy

Within this 21st century skill framework are the common strands of learning and innovation; communication, information, and technology; and, life and career skills. The development of the Iowa 21st century essential concepts and skills was a collaborative process engaging the expertise of p — 16 educators, business, and industry representatives. Sources used for this work included the 1991 SCANS report, What Work Requires of Schools, and Framework for 21st Century Learning, from the Partnership for 21st Century Skills. The committee surveyed the literature and endeavored to bring together the common elements of these frameworks. The members have outlined the concepts, dispositions and habits of mind believed essential for success in the 21st century.

The reality of building capacity for the 21st century is that we do not know what the work of the future will be like (Darling-Hammond, 2007) or how technology will influence health and financial issues. The challenge is to prepare students to think critically, to engage in mental activity, or habits of mind, that "use facts to plan, order, and work toward an end; seek meaning or explanations; are self-reflective; and use reason to question claims and make judgments" (Noddings, 2008). It may be that our task is not only to prepare students to "fit into the future" but to shape it. "If the complex questions of the future are to be determined by human beings making one choice rather than another, we should educate youths - all of them - to join in the conversation about those choices and to influence that future" (Meier, 2008)

Civic Literacy

NOTE: The Essential Concepts and Skills listed in 21st Century - Civic Literacy are the same as the Essential Concepts and Skills listed in Social Studies - Political Science/Civic Literacy

Employability Skills

Essential Concepts and/or Skills

Employability Skills

- **Communicate and work appropriately with others to complete tasks.**
- **Recognizes different roles and responsibilities and is open to change.**
- **Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.**
- **Develop initiative and demonstrate self-direction in activities.**
- **Work productively and are accountable for their actions.**

Financial Literacy

- **Demonstrate the ability to set goals based on wants and needs.**
- **Identify monetary resources and distribution options for those resources.**
- **Demonstrate an understanding of the concept of credit.**
- **Develop awareness that each person has an identity.**
- **Recognize various ways to save and the reasons individuals decide to save.**
- **Distinguish between appropriate spending choices.**

Health Literacy

- **Understand and use basic health concepts to enhance personal, family, and community health.**
- **Understand and use interactive literacy and social skills to enhance personal, family, and community health.**
- **Recognize critical literacy/thinking skills related to personal, family and community wellness.**
- **Identify influences that affect personal health and the health of others.**
- **Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.**

Technology Literacy

- **Use technology to create projects, identify patterns, and make predictions.**
- **Use a variety of technology tools and media-rich resources to work collaboratively with others.**
- **Utilize predetermined digital resources and tools to answer questions or solve problems.**
- **Use technological resources to investigate given questions or problems.**
- **Understand and practice appropriate and safe uses of technology.**
- **Understand basic technology hardware and software and their application.**