



## **NORTHERN VALLEY SCHOOLS CONSORTIUM**

Closter, Demarest, Harrington Park,  
Haworth, Northvale, Norwood,  
Old Tappan, and the  
Northern Valley Regional High School District

### **CURRICULUM OBJECTIVES: GRADE TWO**

**COMPREHENSIVE HEALTH**

**LANGUAGE ARTS**

**MATHEMATICS**

**MUSIC**

**PHYSICAL EDUCATION**

**SCIENCE**

**SOCIAL STUDIES**

**TECHNOLOGY**

**VISUAL ARTS**

**WORLD LANGUAGES**

2014 – 2015



**NORTHERN VALLEY SCHOOLS CONSORTIUM  
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## TABLE OF CONTENTS

Comprehensive Health.....	1-2
Language Arts.....	2-5
Mathematics.....	5-7
Music.....	7-8
Physical Education.....	8-10
Science.....	10
Social Studies.....	11
Technology.....	12
Visual Arts.....	13
World Languages.....	14

# COMPREHENSIVE HEALTH



## WELLNESS

### **I. Personal Health**

1. Recall the importance of personal hygiene

### **II. Growth and Development**

1. Name and locate internal body parts and organs.

### **III. Nutrition**

1. Classify foods according to food groups and good sources.
2. Explain what food information can be found on food and product labels.

### **IV. Diseases and Health Conditions**

1. Explain why diseases and health conditions need to be detected and treated early.
2. Explain the difference between communicable and non-communicable diseases (i.e.: allergies vs. colds).
3. Discuss common symptoms of diseases and health conditions.
4. Point out ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cup, hats or combs.

### **V. Safety**

1. Identify ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus and traffic safety procedures.
2. Identify simple first aid procedures, including getting help and calling 911, contacting poison control, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.
3. Compare and contrast good/safe touch, bad/unsafe touch and confusing touch and explain what to do if touching causes uncomfortable feelings.
4. Recommend safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.
5. Identify warning labels found on medicines and household products.

### **VI. Social and Emotional Health**

1. Determine that all human beings have basic needs including food, water, sleep, shelter, clothing and love.
2. Compare various emotions and demonstrate sympathy and empathy.
3. Explain appropriate ways to express wants, needs, and emotions.
4. Illustrate the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.
5. Describe how children are alike and how they are different in their likes, dislikes, and opinions.

## INTEGRATED SKILLS

### **I. Communication**

1. Identify sources of health information.
2. Express ideas and opinions about wellness issues.

## **II. Decision Making**

1. Explain the steps to making an effective health decision
2. Discuss how parents, peers, and the media influence health decisions.

## **III & IV. Planning and Goal Setting and Character Development**

1. Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.

## **V. Leadership, Advocacy, and Service**

1. Identify factors that lead to group success and help solve group problems.
2. Demonstrate respect for varying ideas and opinions.

## **DRUGS AND MEDICINE**

### **I. Alcohol, Tobacco and Other Drugs**

1. Define drug and give examples of harmful and/or illegal drugs
2. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes.

### **II. Dependency/Addiction and Treatment**

1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

## **HUMAN RELATIONSHIPS AND SEXUALITY**

### **I. Relationships**

1. Distinguish different kinds of families and explain that families may differ for many reasons.
2. Identify that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.
3. Identify that families experiencing a change or crisis can get help if they need it.
4. Differentiate types of friendship and identify that friends are important throughout life.
5. Determine appropriate ways for children to show affection and caring.

### **II. Sexuality/Pregnancy and Parenting**

1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed and nurtured.



## **LANGUAGE ARTS**

### **Literature**

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

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.



## **Reading, Foundational Skills**

### **Print Concepts**

1. Demonstrate understanding of the organization and basic features of print.
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes) as taught in grades K-1.

### **Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable and multi-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled multi-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.
  - g. Develop a vocabulary of 500-800 regular and irregular sight words (see Dolch list of sight words in Appendix)
  - h. Apply learned skills to determine if text makes sense without prompting

### **Fluency**

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

## **Reading and Informational Text**

### **Key Ideas and Details**

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2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Writing**

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## **Speaking and Listening**

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

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

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

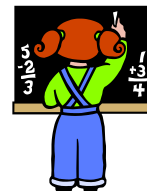
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



## MATHEMATICS



### Operations and Algebraic Thinking

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

1. Use addition and subtraction within 100 to solve one- and two-step word problems. This includes: adding to, taking from, putting together, taking apart, and comparing, with unknowns in all position, e.g.,  $70 + \underline{\quad} = 80$ ;  $\underline{\quad} + 10 = 80$

#### Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

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

3. Explain and determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. ( $2+2=4$ ;  $5+5=10$ )
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.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:



- a) 100 can be thought of as a bundle of ten tens — called a “hundred.”
  - b) 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. Count within 1000; skip-count by 5s, 10s, and 100s.
  3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
  4. Compare numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols (up to 2-three digit numbers).

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

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations. This will include with and without regrouping and in vertical and horizontal formats.
7. Add and subtract within 1000
  - Using concrete models or drawings and strategies based on place value
  - Properties of operations (commutative, associative, and identity) and/or the relationship between addition and subtraction
  - Relate the strategy to a written method
  - Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; aligning in order of place holding and sometimes it is necessary to compose or decompose (regrouping) tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

**Measurement and Data:**

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

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes
2. Measure the length of an object twice using different units of length. Describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another.

**Relate addition and subtraction to length.**

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

**Work with time and money.**

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

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

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

### **Geometry:**

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

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
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.



## **MUSIC**

### **Singing**

- A. Sing a song by imitation.
- B. Participate in singing games and dramatizations.
- C. Indicate direction and movement of melody.
- D. Sing with good posture, breath control, and articulation.
- E. Sing from memory a basic repertoire of folk and composed songs representing various genres, styles, and cultures.



### **Playing Instruments**

- A. Play simple rhythms on classroom instruments accurately and independently.
- B. Play independent instrumental parts (simple, rhythmic, or melodic).
- C. Echo short rhythmic, and melodic patterns and phrases.
- D. Demonstrate when playing in groups skill in matching tone quality, and listening to others.
- E. Play a varied repertoire of music representing diverse genres and styles.
- F. Play rhythmic accompaniments to songs from various musical cultures.

### **Improvising and Composing**

- A. Improvise “answers” to given rhythmic and melodic phrases in appropriate matching style and form.
- B. Utilize music to dramatize songs and stories.

### **Reading and Notation**

- A. Identify musical elements in response to diverse aural prompts such as rhythm, timbre, dynamics, form, and melody.
- B. Read a system of notation that represents a complex symbolic language that indicates pitch, rhythm, dynamics, and tempo,

### **Listening and Responding**

- A. Listen to a variety of music.
- B. Demonstrate musical perception by describing or answering questions about music heard.
- C. Respond through movement.
- D. Practice employing audience behavior.
- E. Discriminate mood.
- F. Echo – clap simple 2, 3, or 4 beat patterns.
- G. Respond to rhythms by walking, running, marching and skipping.
- H. Identify and describe uses of the elements of music in various genres and styles.
- I. Identify and describe simple musical forms.
- J. Use correct terminology in describing or explaining music, musical notation, musical instruments, vocal ranges, and musical performance.
- K. Create patterns of movement to express thoughts or feelings to the musical works.
- L. Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

### **Critiquing**

- A. Compare two performances using personal criteria or criteria developed by the class.
- B. Explain why specific compositions may be effective or appropriate in certain settings and not in others.
- C. Apply the principles of positive critique in giving and receiving responses to performances.

### **Recognizing relationships**

- A. Acknowledge the relationships between music and the other arts.
- B. Participate in folk dances and singing games.
- C. Explain how music reflects historical and social events and movements.
- D. Use the expressive and rhythmic elements of music making in interpretive readings.

### **Understanding western music**

- A. Describe and compare characteristics of various genres of Western art and music.
- B. Identify specific occasions that can be enriched by music and describe the characteristics of suitable music.

### **Understanding world music**

- A. Recognize music from various world cultures.



## **PHYSICAL EDUCATION**

### **I. Basic Movement Skills & Concepts**

- A. Demonstrate locomotor skills using appropriate form.
- B. Demonstrate non-manipulative skills.
- C. Participate in manipulative skills.

- D. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- E. Respond in movement to changes in tempo, beat, rhythm, or musical style.
- F. Correct movement errors in response to feedback. Use visual and verbal cues to improve performance and self-assess skills.

## **II. Team Sports**

- A. Explain what it means to demonstrate good sportsmanship.
- B. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- C. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- D. Explain the difference between offense and defense.
- E. Determine how attitude impacts physical performance.
- F. Demonstrate strategies that enable team members to achieve goals.

## **III. Individual Sports/Recreational Games/Lifetime Activities**

- A. Explain what it means to demonstrate good sportsmanship
- B. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- C. Explain the difference between offense and defense
- D. Determine how attitude impacts physical performance



## **IV. Fitness and Physical Activity**

- A. Employ health related fitness.
- B. Demonstrate skill related fitness:
- C. Recognize body responses:
- D. Explain the role of regular physical activity in relation to personal health.
- E. Explain what it means to be physically fit.
- F. Develop a fitness goal and monitor progress toward achievement
- G. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- H. Determine how attitude impacts physical performance

## **V. Project Adventure (Optional Enrichment)**

- A. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities
- B. Explain what it means to demonstrate good sportsmanship
- C. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

## **VI. Guided Discovery (Optional Enrichment)**

- A. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

## **ATTITUDES AND VALUES**

- A. Demonstrate positive feelings toward safety in physical education.
- B. Demonstrate good sportsmanship.
- C. Demonstrate positive attitude and behaviors toward self and others in physical education
- D. Appreciate physical activities for creating an avenue of self-expression.
- E. Demonstrate a knowledge of rules which enhances the success of the activity.
- F. Understand the importance of maintaining physical fitness.

C. Appreciate physical activity for promoting mental and physical well-being.

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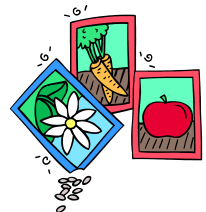
## SCIENCE

### **A. PLANT AND ANIMAL HABITATS**

1. Describe the basic needs of living things (i.e. humans, plants, and animals).
2. Examine how humans use their environment to meet their needs.
3. Compare and contrast the basic needs of mammals, birds, fish, reptiles, and amphibians.
4. Comprehend that different types of plants and animals live in different parts of the world.
5. Explain, in writing, how an animal's survival depends upon its adaptation to its environment.
6. Research an endangered animal and formulate ideas to ensure its existence.
7. Identify how seeds travel.
8. Demonstrate that variations in light, soil, water, and temperature cause changes in plants.
9. Use instruments such as thermometers and rulers to measure plant growth under various conditions.

### **B. EARTH'S MATERIALS**

1. Sort and categorize rocks according to size, texture, color, hardness, weight, and luster.
2. Collect and observe differences and similarities among various soil and rock samples using magnifiers.
3. Sequence the events that lead to the formation of igneous, sedimentary, and metamorphic rocks.
4. Recognize that some kinds of plants and animals that once lived on earth have completely disappeared (become extinct).
5. Create models of fossils and describe in writing how fossils can form.
6. Describe types of fossils that can be found.
7. Generate lists for uses of water.
8. Identify fresh and salt water sources.



### **C. ASTRONOMY AND SPACE SCIENCE**

1. Recognize that the sun supplies light and heat to the Earth.
2. Observe the patterns of day and night and the movements of the shadows of an object on the Earth during the course of a day.
3. Explain when the sun and the moon can be seen.
4. Recognize the sun as a star and understand that stars are many, scattered, and different in brightness.
5. Comprehend that the position of stars in constellations is unchanging.
6. Make a plan to demonstrate how the earth's movement causes shadows to change position throughout the day.
7. Use instruments such as clocks and rulers to record how shadows change over time.
8. Describe how individuals such as Neil Armstrong, Mae Jemison, and Sally Ride have made contributions to science and technology.
9. Create and label a diagram to explain how the tilt of the Earth results in the different seasons.
10. Understand that there are phases of the moon.

## SOCIAL STUDIES

**Current Events: Students will become familiar with local, state, national, and international news as determined by the teacher to be relevant and appropriate.**

### **Civics, Government, Human Rights**

1. Explain the need for laws and government on the community and state level.
2. Describe the importance of citizens participating in a community election.
3. Compare and contrast different responses to authority that may arise from unjust laws.
4. Describe how the actions of a civil rights leader can help promote social change and inspire social activism.
5. Identify elements shared by cultures such as food, clothing, housing, government, and beliefs.
6. Explore how world leaders and organizations help individuals and nations in need.
7. Contact local officials and community members to discuss local issues.



### **Geography, People, And The Environment**

1. Identify and locate the seven continents and four oceans.
2. Compare and contrast information that can be found on different types of maps, and determine when the information is useful.
3. Use physical and political maps to identify locations and spatial relationships of places in local and nearby communities.
4. Identify and use the elements of a map including map key, compass rose, and symbols.
5. Plan a project to inform others about environmental issues.

### **Economics, Innovation, and Technology**

1. Compare and contrast the wants and needs of communities.
2. Explain how scarcity and choice influence decisions made by individuals and communities.
3. Understand that consumers are buyers, and producers are workers and sellers.
4. Explain how incentives motivate producers and consumers.
5. Explain how producers and consumers can exchange goods and services.
6. Distinguish between goods and services.
7. Identify the basic goods and services a family needs for everyday life.
8. Identify uses of natural resources.
9. Examine how access to natural resources affects the daily life of people.
10. Explain what it means to “earn” and “save” money.
11. Compare and contrast transportation in the past and present.
12. Identify the modes of communication used to transmit ideas.



## TECHNOLOGY



## K - 4 Objectives

### **I. Technology Operations and Concepts**

1. Identify and use the basic features of a computer and its operating system
2. Identify basic hardware problems and solve simple problems (i.e. freezing, refresh/stop, force quit, restart, minimizing/closing windows, empty trash, quitting applications, login/log out).
3. Use technology terms in daily practice.
4. Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages both at home and at school.
5. Demonstrates appropriate keyboarding/mouse skills and correct posture.
6. Create a document with text using a word processing program.
7. Create a visual composition using basic tools (brush, bucket, spray can, color palette, eraser, shape, line and text tools).
8. Demonstrate the ability to navigate in developmentally appropriate virtual environments (websites).
9. Use a digital camera to take a picture.
10. Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
11. Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

### **II. Digital Citizenship**

1. Model legal and ethical behaviors when using both print and non-print information by citing resources.
2. Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
3. Analyze the need for and use of copyrights.
4. Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

### **III. Research and Information Literacy**

1. Use the Internet to explore and investigate information with a teacher's support.
2. Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
3. Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
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### **IV. Critical Thinking, Problem Solving, and Decision-Making**

1. Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
2. Use mapping tools to plan and choose alternate routes to and from various locations.
3. Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.



# VISUAL ARTS



## Objectives for Kindergarten Grades 1, 2

### **The Creative Process:**

1. Identify the basic elements of art and principles of design in diverse types of artwork.
2. Identify elements of art and principles of design in specific works of art and explain how they are used.

### **History of Arts and Culture:**

1. Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
2. Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

### **Performing:**

1. Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
2. Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation
3. Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories
4. Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
5. Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

### **Aesthetic Responses**

1. Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
2. Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
3. Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
4. Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

### **Critique Methodologies**

1. Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
2. Apply the principles of positive critique in giving and receiving responses to performances.
3. Recognize the subject or theme in works of dance, music, theatre, and visual art.





## WORLD LANGUAGE

### **Unit: Numbers and Letters**

1. Count and manipulate numbers 0 – 100.
2. Recite alphabet and spell simple names and vocabulary words.
3. Identify consonants and vowels.



### **People, Animals and Activities on a Farm**

1. Identify and describe yourself.
2. Identify and describe farm animals and friends.
3. Use verbs “to be” and “to have” in 1<sup>st</sup> and 3<sup>rd</sup> persons for descriptions.
4. Recognize differences in animals in the target language.

### **Commands and the Body**

1. Review basic parts of the body.
2. Discuss physical health and illness using body parts.
3. Practice Total Physical Response (TPR) with commands including whole body movement and identifying body parts.

