



Year At A Glance

Second Grade

Essential Standards for Core Content Areas

“What do we want all students to know and be able to do?”

Revised August 2022

"In learning teams, teachers work collectively to develop a guaranteed and viable curriculum to ensure that students have access to the same essential knowledge and skills, regardless of the teacher to whom they are assigned." - Robert Marzano

Irvine Unified School District is committed to establishing a guaranteed and viable curriculum which ensures that all students have equitable access to and demonstrate proficiency in the same essential standards regardless of the teacher to whom they are assigned. We accomplish this through engaging in an evidence-based cycle of continuous improvement in Professional Learning Communities at every level of the organization.

A "guaranteed" curriculum is one in which all students have an equal opportunity (time and access) to learn rigorous content. This requires a districtwide agreement and common understanding of the essential content that *all* students need to know, understand, and be able to do. A guaranteed curriculum promotes equity, giving *all* children equal opportunity to learn essential content. For a curriculum to be "viable," we must ensure that there is adequate time for teachers to teach the most important content thoroughly, including time for reteaching and reassessing proficiency when needed.

When teaching the guaranteed and viable curriculum, ongoing assessment of the essential standards informs differentiated delivery of instruction to support proficiency for all students. Irvine Unified teachers have the flexibility to employ a variety of instructional strategies and teaching styles to meet identified student needs. At its essence, a guaranteed and viable curriculum allows for this instructional flexibility by establishing essential standards as the core non-negotiables of learning for all students while ensuring teachers have the ability to customize instruction for their unique student group each year.

Developed by Irvine Unified teacher committees, the Year at a Glance documents represent these core non-negotiables of learning for all students. All content standards have been examined and prioritized for instructional focus based on whether the standard shows evidence of endurance (the learning will be used for many years), leverage (the learning is applied across content areas) and readiness (the learning is a key foundational piece). Although all standards are taught in all content areas, the Year at a Glance identifies the standards which are the most important to focus instruction, reteaching efforts, extension, and reassessment opportunities. The essential (high priority) standards represent the focus of Professional Learning Communities' team work throughout the year. This ensures that PLC Teams are able to focus resources on what is most important.

- **Essential (High Priority) Standards for Instructional Focus** - *These are the essential standards that all students must know and be able to do in order to be successful moving forward. These standards are the focus of PLC work and should be the primary focus of instruction, reteaching, intervention, extension, and reassessment efforts so that ALL students demonstrate proficiency on these essential standards before leaving the grade level.*
- **Regular Priority Standards for Instructional Focus** - *These are supporting standards that are included in instruction and that most students should know and be able to do. Students may be revisiting these standards over multiple years and proficiency may come in subsequent grades as topics are retaught.*
- **Lower Priority Standards for Instructional Focus** - *These supporting standards represent introductory knowledge and/or skills that may be revisited in later grade levels or are not considered to be critical to be proficient in for success in subsequent grade levels.*

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Year At a Glance - Second Grade

In Second Grade, Students Will Learn...

English Language Arts: Students continue to build upon the skills in first grade to apply phonics and word analysis skills in decoding words. They read grade level texts with sufficient accuracy and fluency to support comprehension. Second graders ask and answer questions using who, what, where, when, why, and how to demonstrate understanding of key details. Students recount stories to determine central message, lessons, or moral of the text. In reading informational texts, students identify the main topic of the entire text and focus on specific paragraphs. They also determine or clarify the meaning of words utilizing context and word structures. Students identify the main purpose of a text as well as compare and contrast two texts on the same topic. Throughout second grade, students read and comprehend literature and informational texts using second grade sources.

Students will continue to expand on the three genres of writing. Students write opinion pieces stating an opinion, supplying reasons using linking words, and providing a conclusion. Students write informative and explanatory texts which include a topic, supporting facts, and a conclusion. Second graders will write narratives that recount a well elaborated sequenced event that includes details, thoughts, feelings, and a sense of closure. Students use glossaries and beginning dictionaries to determine the meaning of words as well as distinguish shades of meaning among closely related verbs and closely related adjectives.

In second grade, students build conversations with diverse partners by linking comments to the remarks of others and asking for clarification to further understanding. They will expand simple sentences in writing and spoken language throughout the year.

Mathematics: In Grade 2, instructional time focuses on five critical areas: (1) extending understanding of place value using base-ten notation; (2) building fluency with addition and subtraction within 20; (3) addition and subtraction within 1,000; (4) solving all addition and subtraction word problem types; and (5) money. Major clusters are all addressed towards the beginning of the year so that they can spiral and be touched upon throughout the year.

Problem solving using addition and subtraction is a critical area of instruction. Students solve one-and two-step word problems up to 20 initially and later on to 100. Problem types may include situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. Students represent problems and explain solutions including number bonds, ten frames, pictorial models, number lines, and base-ten blocks. Expected fluencies are to add and subtract within 20 using mental strategies, add within 100 using place value strategies, understand the relationship between addition and subtraction, and know from memory all sums of two one-digit numbers.

The next major cluster is place value, crucial in building a foundation for addition and subtraction of numbers to 1,000. Students understand 100 can be thought of as a bundle of 10 tens and also understand three-digit whole numbers in terms of hundreds, tens, and ones. In second grade, students identify dollar bills and different coin denominations and apply the concepts of addition and subtraction to solve money word problems. These concepts lead into adding and subtracting numbers to 1,000. Second grade students using concrete models, drawings, and strategies when adding/subtracting numbers to 1,000. Students should know how to apply addition and subtraction to solve a variety of one- and two-step word problems (within 100).

In grade two, students tell time to the nearest 5 minutes and understand calendar concepts of days, weeks and months. Students learn to measure lengths using standard units in second grade. During units of study of shapes, students identify, describe, and draw triangles, quadrilaterals, pentagons, hexagons, and cubes. Students partition circles and rectangles into two, three, or four equal shares to lay a foundation for fraction work in the subsequent grade. Students

continue to work with picture graphs and bar graphs (with single-unit scale) to represent a data set with up to four categories and solve simple problems using information presented in a bar graph.

Science: Students in grade two investigate **Landscape Shapes**. Students represent landscapes with 3-D physical models and 2-D maps. They recognize patterns in the shapes and locations of landforms and water bodies. They ask questions about how these features formed.

Students then explore **Landscape Materials**. Students learn to describe differences in material properties. They explain how material properties can change, especially focusing on changes caused by changing temperature. Some of these changes can be reversed while others cannot. Students relate the properties of materials to how they can be used.

Next, students analyze **Landscape Changes**. Some changes on Earth occur quickly while others occur slowly. Students investigate several processes that sculpt landforms and then create engineering solutions that slow down those changes.

Finally, students study **Biodiversity in Landscapes**. Different landscapes support different types and quantities of life. Students investigate the needs of plants and engineer models that mimic their pollination and seed dispersal structures. They then ask questions about how plant needs are met in the physical conditions of different habitats.

History Social Science: The study of People Who Make a Difference will require second graders to know who make a difference in their own lives and those who have made a difference in the past. Students will develop their own identity as they take their place in their community. Knowing about their own families and the people they know will provide them with the understanding that people can make a difference to improve their communities and schools. Geographic features in their neighborhood will be explored through maps with a letter-number grid system. Exploring government and practices in the United States and other countries will provide knowledge to second graders about government roles, rules and laws, and rights and responsibilities of citizens. Students will learn who supplies food and how there is a connection with consumers, producers, processors, and distributors of supplies. Learning about how ordinary and extraordinary people contribute to their lives and make a difference is a concept learned in second grade.



Second Grade - English Language Arts

bit.ly/Gr2ELASStandards

What Students Learn

Students continue to build upon the skills in first grade to apply phonics and word analysis skills in decoding words. They read grade level texts with sufficient accuracy and fluency to support comprehension. Second graders ask and answer questions using who, what, where, when, why, and how to demonstrate understanding of key details. Students recount stories to determine central message, lessons, or moral of the text. In reading informational texts, students identify the main topic of the entire text and focus on specific paragraphs. They also determine or clarify the meaning of words utilizing context and word structures. Students identify the main purpose of a text as well as compare and contrast two texts on the same topic. Throughout second grade, students read and comprehend literature and informational texts using second grade sources.

Students will continue to expand on the three genres of writing. Students write opinion pieces stating an opinion, supplying reasons using linking words, and providing a conclusion. Students write informative and explanatory texts which include a topic, supporting facts, and a conclusion. Second graders will write narratives that recount a well elaborated sequenced event that includes details, thoughts, feelings, and a sense of closure. Students use glossaries and beginning dictionaries to determine the meaning of words as well as distinguish shades of meaning among closely related verbs and closely related adjectives.

In second grade, students build conversations with diverse partners by linking comments to the remarks of others and asking for clarification to further understanding. They will expand simple sentences in writing and spoken language throughout the year.

All Second Grade Students Will Demonstrate Proficiency In These Essential Standards

Essential (High Priority) Standards:

- Ask and answer questions to demonstrate understanding of key details (use *who*, *what*, *where*, *when*, *why*, and *how*; recall information from experiences or gather information to answer questions; ask questions about what a speaker says to help clarify, to gather additional information, or deepen understanding) (RL 2.1, RI 2.1, W 2.8, SL 2.3)
- Recount stories and key details (to determine the central message, lessons, or moral in fables and folktales from diverse cultures; from a read aloud, oral presentation, or media) (RL 2.2, SL 2.2)
- Identify the main topic of multi-paragraph text and the focus of specific paragraphs within the text (RI 2.2)
- Determine or clarify the meaning of words utilizing context (RI 2.4)
- Apply phonics and word analysis skills in decoding words (decode regular two-syllable words with long vowels; distinguish between long and short vowels in regularly spelled one syllable words; diphthongs; recognize common letter combinations are pronounced differently in words (*team/head*); read grade appropriate irregularly spelled words) (RF 2.3)
- Read grade level text with sufficient accuracy and fluency to support comprehension (RF 2.4)
- Write an opinion piece stating an opinion, reasons using linking words, and a conclusion (W 2.1)
- Write informative/explanatory texts which includes a topic, supporting facts, and a conclusion (W 2.2)
- Write a narrative that recounts a well elaborated sequenced event (temporal words) that includes details, thoughts, and feelings and a sense of closure (W 2.3)
- Participate in collaborative conversations with diverse partners (follow agreed upon discussion rules; link comments to the remarks of others; ask for clarification to further understanding) (SL 2.1)
- When speaking, produce complete sentences in order to provide requested details or clarification (SL 2.6)

- Demonstrate command of conventions of grammar and usage when writing or speaking (print legible; adjectives and adverbs; produce, expand and rearrange simple sentences; irregular verbs) (L 2.1)
- Demonstrate command of conventions (capitalize holidays, product names, geographic names; generalized learned spelling patterns in written words, commas and apostrophes) (L 2.2)

Second Grade Students Will Work Toward Proficiency In These Supporting Standards

Regular Priority Standards:

- Describe the overall structure of a story including beginning and end (RL 2.5)
- Notice differences in character points of view and use different voices for characters when reading dialogue (RL 2.6)
- Compare and contrast two texts/versions on the same topic (RL 2.9, RI 2.9)
- Read and comprehend grade level text (RL 2.10, RI 2.10)
- Use various text features to locate key information in a text (RI 2.5)
- Identify the main purpose of a text, also including the author's purpose (RI 2.6)
- Write routinely over extended time frames for a range of tasks, purposes, and audiences (W 2.10)
- Determine or clarify the meaning of unknown and multiple-meaning words (use meaning of individual words to predict the meaning of compound words, use sentence context, use known root words to help with meaning of unknown word with the same root; known root word with known prefix, use glossaries and beginning dictionaries) (L 2.4)

Low Priority Standards:

- Describe how characters in a story respond to major events and describe connections between historical events, scientific ideas or concepts (RL 2.3, RI 2.3)
- Determine word meanings (through use of rhythm; identify real-life connections between words and their use; shades of meaning) (RL 2.4, L 2.5)
- Use illustrations and images to understand (story elements; how images contribute to clarify text) (RL 2.7, RI 2.7)
- Describe how reasons support specific points the author makes in a text (RI 2.8)
- With guidance and support from adults and peers, strengthen writing (produce pieces that are organized and purposeful to the task; focus on the topic; use variety of digital tools to publish and collaborate) (W 2.4, W 2.5, W 2.6)
- Participate in shared research and writing projects (W 2.7)
- Recount or describe key ideas (orally present an experience using relevant descriptive details with audible, coherent sentences, logical sequence with a conclusion) (SL 2.4)
- Create audio recordings of stories or poems; add drawings or visuals to stories or recount experiences when appropriate to clarify ideas, thoughts, and feelings (SL 2.5)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening by comparing formal and informal uses of English (L 2.3)
- Use words and phrases acquired (from conversations, reading, read alouds, when responding to text, using adjectives and adverbs to describe) (L 2.6)

Second Grade - Math

bit.ly/Gr2MathStandards

What Students Learn

In Grade 2, instructional time focuses on five critical areas: (1) extending understanding of place value using base-ten notation; (2) building fluency with addition and subtraction within 20; (3) addition and subtraction within 1,000; (4) solving all addition and subtraction word problem types; and (5) money. Major clusters are all addressed towards the beginning of the year so that they can spiral and be touched upon throughout the year.

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Topics and Pacing	All Second Grade Students Will Demonstrate Proficiency In These Essential Standards
0. Introduction (2 weeks)	<u>Essential (High Priority) Standards:</u> <ul style="list-style-type: none"> • Solve word problems involving addition & subtraction within 100 (OA1) • Fluently add and subtract within 20 using mental strategies (OA2) • Understand and use place value to 100 (NBT1) • Count, skip-count (by 2, 5, 10, 100), read & write numbers within 1,000 in numerals, number names, and expanded form (NBT2-3) • Compare 3-digit numbers (NBT4) • Fluently add/subtract within 100 using strategies (NBT5) • Add and subtract within 1,000 conceptually and explain strategies (NBT6-7, 9)
1. Place Value up to 1,000 (5 weeks)	
2. Fluency Strategies and Problem Solving up to 20 (12 weeks)	

3. Addition and Subtraction to 1,000 (12 weeks)	<ul style="list-style-type: none"> ● Mentally add 10 and 100 to a given number (NBT8) ● Solve word problems involving money (MD8)
4. Money (3 weeks)	Second Grade Students Will Work Toward Proficiency In These Supporting Standards
5. Tools to tell time - Clock and Calendar (3 weeks)	<p><u>Regular Priority Standards:</u></p> <ul style="list-style-type: none"> ● Determine if a group of objects has an even or odd number of members (OA3) ● Use arrays and repeated addition as a foundation for multiplication (OA4) ● Estimate and measure lengths using standard units (MD1-4) ● Solve + and – word problems within 100 involving lengths (MD5) ● Tell and write time (MD7) <p><u>Low Priority Standards:</u></p> <ul style="list-style-type: none"> ● Plot numbers on a number line (MD6) ● Generate data & create picture & bar graphs of results (MD9-10) ● Understand 2D shapes and attributes (G1) ● Partitioning circles and rectangles in equal shares as foundation for fractions (G2-3)
6. Linear Measurement with Standard Units (3 weeks)	
7. Shape 2D and 3D (2 weeks)	
8. Generate and Represent Graphs and Data (2 weeks)	

Second Grade - Science

bit.ly/Gr2ScienceStandards

What Students Learn

Students in grade two investigate **Landscape Shapes**. Students represent landscapes with 3-D physical models and 2-D maps. They recognize patterns in the shapes and locations of landforms and water bodies. They ask questions about how these features formed.

Students then explore **Landscape Materials**. Students learn to describe differences in material properties. They explain how material properties can change, especially focusing on changes caused by changing temperature. Some of these changes can be reversed while others cannot. Students relate the properties of materials to how they can be used.

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Finally, students study **Biodiversity in Landscapes**. Different landscapes support different types and quantities of life. Students investigate the needs of plants and engineer models that mimic their pollination and seed dispersal structures. They then ask questions about how plant needs are met in the physical conditions of different habitats.

Topics and Pacing	All Second Grade Students Will Demonstrate Proficiency In These Essential Standards
Landscape Shapes <i>(My Journey West)</i> (8 weeks)	<u>Essential (High Priority) Standards:</u> <ul style="list-style-type: none"> • Modeling the shapes and kinds of land and bodies of water in an area. (2-ESS2-2) <ul style="list-style-type: none"> ○ Students obtain information to identify where water is found on Earth and that it can be solid or liquid. (2-ESS2-3)
Landscape Materials <i>(Master of Materials)</i> (8 weeks)	<u>Essential (High Priority) Standards:</u> <ul style="list-style-type: none"> • Conducting investigations to describe and classify materials by their observable properties. (2-PS1-1) <ul style="list-style-type: none"> ○ Students analyze data to determine which materials are best suited for an intended purpose. (2-PS1-2) ○ Students make observations to show how an object made of a small set of pieces can be taken apart and made into a new object. (2-PS1-3) ○ Students construct arguments that some changes in matter can be reversed and some cannot. (2-PS1-4)
Landscape Changes <i>(Save the Island)</i> (8 weeks)	<u>Essential (High Priority) Standards:</u> <ul style="list-style-type: none"> • Comparing multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (2-ESS2-1) <ul style="list-style-type: none"> ○ Students use information from multiple sources to provide evidence that Earth events can occur quickly or slowly. (2-ESS1-1)
Biodiversity in Landscapes <i>(A Garden for Life)</i> (8 weeks)	<u>Essential (High Priority) Standards:</u> <ul style="list-style-type: none"> • Making observations to compare the diversity of life in different habitats. (2-LS4-1) <ul style="list-style-type: none"> ○ Students conduct investigations to determine if plants need sunlight and water to grow. (2-LS2-1) ○ Students develop a model that mimics the function of an animal dispersing seeds or pollinating plants. (2-LS2-2)

Guiding Crosscutting Concept: Natural forces *affect* California's unique and *changing* landscapes.

Key: Crosscutting Concept (CCC) **Disciplinary Core Idea (DCI)** Science & Engineering Practice (SEP)

Second Grade - History-Social Science

bit.ly/Gr2HSSStandards

What Students Learn

The study of People Who Make a Difference will require second graders to know who make a difference in their own lives and those who have made a difference in the past. Students will develop their own identity as they take their place in their community. Knowing about their own families and the people they know will provide them with the understanding that people can make a difference to improve their communities and schools. Geographic features in their neighborhood will be explored through maps with a letter-number grid system. Exploring government and practices in the United States and other countries will provide knowledge to second graders about government roles, rules and laws, and rights and responsibilities of citizens. Students will learn who supplies food and how there is a connection with consumers, producers, processors, and distributors of supplies. Learning about how ordinary and extraordinary people contribute to their lives and make a difference is a concept learned in second grade.

Second Grade High Priority Historical and Social Sciences Analysis Skills Progressions

The intellectual skills noted below were prioritized from the [full list of K-5 HSS Analysis Skills](#). They are to be learned through, and assessed only in conjunction with, the content standards for second grade. In addition to knowing the HSS Content standards, students demonstrate the intellectual reasoning, reflection, and research skills with special focus on those **high priority skills progressions** in boldface below:

- Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. [**CST.2.3: Students identify similarities and differences between the past and present and can recount changes in their own lives over time.**]
- Students differentiate between primary and secondary sources. [**REPV.2.1: Students use source material to describe the differences between then and now.**]
- Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. [**REPV.2.3: Students use facts to support their thinking about people and places of the past.**]
- Students conduct cost-benefit analyses of historical and current events. [**HI.2.4: Students recognize the difference between a cost and a benefit.**]

Topics and Pacing

All Second Grade Students Will Demonstrate Proficiency In These Essential Standards

2.1 Families Today and In the Past (6 Weeks)

Essential (High Priority) Standards:

- Trace the history of a family using primary and secondary sources. (2.1.1)
- Compare and contrast their daily lives with their parents, grandparents, and/or guardians. (2.1.2)
- Label from memory a simple map of the North American continent and identify the essential map elements. (2.2.2)
- Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish those who violate the laws. (2.3.1)
- Understand the role and relationship of buyers and sellers of goods and services. (2.4.2)

2.2 Geography and Mapping Skills: People, Places, and Environments (5 Weeks)

2.3 Government Institutions and Practices (7 Weeks)	<ul style="list-style-type: none"> • Understand the importance of individual action and character and explain how heroes from the past have made a difference in others' lives. (2.5)
2.4 Economics: People Who Supply Our Goods and Services (6 Weeks)	<p style="text-align: center;">Second Grade Students Will Work Toward Proficiency In These Supporting Standards</p>
2.5 Biographies: People Who Made a Difference (8 Weeks)	<p><u>Regular Priority Standards:</u></p> <ul style="list-style-type: none"> • Place important events in their lives in chronological order. (2.1.3) • Compare and contrast how land is used in urban, suburban, and rural areas in California. (2.2.4) • Describe how groups and nations work together to resolve problems. (2.3.2) • Describe how food is produced and consumed in the past and today. (2.4.1) • Understand how limits on resources affect production and consumption. (2.4.3) <p><u>Low Priority Standards:</u></p> <ul style="list-style-type: none"> • Locate on a letter-number grid the locations and geographic features in their community. (2.2.1) • Locate on a map the location of where their ancestors lived, the date of arrival, and the reasons for relocating there. (2.2.3)

Second Grade - Social Emotional Learning Essential Standards

bit.ly/IUSDSELstandards

What Students Learn

The major focus areas for second grade students are to develop their self-awareness and self-management skills to identify emotions in themselves and others, and apply strategies to manage their emotions. Building on these skills they learn how to develop a growth mindset and apply strategies to effectively plan and reach goals. Students will also develop social awareness and relationship skills by learning how to use empathy to show others kindness. Students will apply their emotion management, communication, and empathy skills to make responsible decisions as they solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict.

All Second Grade Students Will Develop Competencies In These Essential Standards

1.1 Self-Awareness & Self-Management:

- Identify & manage one's emotions and behaviors
 - Recognize and accurately label emotions and how they are linked to behavior
 - Identify and begin to use strategies to regulate emotions and manage behaviors

1.3 Self-Awareness & Self-Management:

- Demonstrate perseverance in order to achieve personal and academic goals
 - Identify goals for classroom behavior and academic success
 - Explain how practice improves performance of a skill and can help in overcoming a challenge or setback

2.1 Social Awareness & Relationship Skills:

- Recognize, identify and empathize with the feelings and perspectives of others
 - Recognize that others may experience situations differently from oneself
 - Use active listening skills to identify the feelings and perspectives of others

2.3 Social Awareness & Relationship Skills:

- Use communication and social skills to develop and maintain healthy relationships with others
 - Identify and engage in positive communication skills to work and play well with others
 - Identify and demonstrate appropriate social skills needed to work and play well with others

2.4 Social Awareness & Relationship Skills:

- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in restorative ways
 - Identify common conflicts and describe possible causes
 - Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems

3.2 Responsible Decision Making:

- Evaluate the impact and outcomes of various actions for personal, social, and collective well-being
 - Identify how certain actions can impact oneself and others

Second Grade - Physical Education

bit.ly/Gr2PEStandards

The IUSD physical education instructional program has been designed around the state of California's five overarching content standards for all students from kindergarten through eighth grade:

1. Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
3. Assess and maintain a level of physical fitness to improve health and performance.
4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

Second Grade Theme and Emphasis: My Partner and I – How We Move in Space

- ✓ At this stage, students explore movement patterns with a partner to define movement in relation to another person, shape, or group.

All Second Grade Students Will Demonstrate Proficiency In These Essential Standards

Essential (High Priority) Standards:

- Move to open spaces within boundaries while traveling at increasing rates of speed using a variety of locomotor skills. (Second Grade 1.1, 1.2, 1.3, 1.5, 1.16)
- Continue to refine basic locomotor skills (walking, running, hopping, jumping, sliding, galloping, leaping, and skipping), rhythmic skills, and manipulative skills (roll, bounce, catch, toss, throw, dribble, and kick a ball). (Second Grade 1.4, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 1.15, 1.17, 1.18, 1.19)
- Explain key elements of manipulative skills as they are applied to an activity (grip, hand position, contact point, release point, follow through, opposition, and leverage). (Second Grade 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14)
- Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate. (Second Grade 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)
- Describe the role of moderate to vigorous physical activity in achieving or maintaining good health. (Second Grade 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15)
- Demonstrate respect for self, others, and equipment during physical activities. (Second Grade 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7)

Second Grade - Visual and Performing Arts

<https://www.cde.ca.gov/ci/vp/cf/>

What Students Learn

IUSD primary visual and performing arts program (grades PreKindergarten through Third Grade) is designed around the state of California's four overarching artistic processes as a means to develop artistic literacy:

- **Creating:** Students conceive and develop new musical and visual arts ideas and work.
- **Performing (music) and Presenting (visual arts):** Students realize musical and visual arts ideas and work through interpretation and presentation.
- **Responding:** Students understand and evaluate how music and visual arts convey meaning to themselves as an artist and to the viewer or audience throughout time.
- **Connecting:** Students relate musical and visual arts ideas and work with personal meaning and external context.

All Second Grade Students Will Demonstrate Proficiency In These Essential Standards

Music Essential (High Priority) Standards:

- Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). (2.MU:Cr1b)
- Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. (2.MU:Cr2b)
- When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. (2.MU: Pr4.2b)
- Demonstrate performance decorum and audience etiquette appropriate for the purpose. (2.MU: Pr 6b)
- Demonstrate knowledge of expressive qualities and how they support creators and performers expressive intent. (2.MUS:Re8)
- Describe connections between music, society, and culture. (2.MU:Cn11)

Visual Art Essential (High Priority) Standards:

- Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2a)
- Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.2a)
- Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2a)
- Categorize artwork based on a theme or concept for an exhibit. (VA:Pr4.1.2a)
- Categorize images based on expressive properties. (VA:Re.7.2.2a)
- Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2a)
- Compare and contrast cultural uses of artwork from different times and places. (VA:Cn11.1.2a)