

Grade 2 – Integrated Curriculum
Language Arts, Math, Science, Social Studies, The Arts, and World Languages

Language Arts
OAC 210:15-3-13

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Phonological/Phonemic Awareness – The student will demonstrate the ability to hear, identify, and manipulate words, syllables, onsets, rimes, and individual sounds (phonemes) in spoken words.

1. Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words, rhyming words, and clearly pronouncing blends and vowel sounds.

a. Segment and blend the phonemes of one- and two-syllable words.

Example: salad = /s/ /a/ /l/ /a/ /d/, /s/ /a/ /l/ /a/ /d/ = salad

b. Substitute a phoneme change to a word.

Example: slap, change the /p/ to /m/ = slam

Standard 2: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.

1. Phonetic Analysis

a. Use consonant sounds in beginning, medial, and final positions.

b. Use short, long, and r-controlled vowel sounds.

Example: short – CVC pattern – rob

Example: long – VC final e – robe

Example: r-controlled – —er|| in her, —ir|| in bird, —ur|| in turn, —ar|| in car and —or|| in port

c. Use blends, digraphs, and diphthongs.

Example: blends – cr, sk, st, sw, squ, thr

Example: digraphs – ch, wh, sh, th, ph

Example: diphthongs – oi, oy, ou, ow

2. Structural Analysis

- a. Build and understand compound words, contractions, and base words using prefixes and suffixes.

Example: compound words – straw + berry = strawberry

Example: contractions – I am = I'm

Example: prefixes – un + happy = unhappy

Example: suffixes – care + ful = careful

Example: care is the base word of careful; happy is the baseword of unhappy

- b. Apply knowledge of basic syllabication rules to decode words in text.

Example: VC-CV – rab-bit = rabbit

Example: V-CV – pi-lot = pilot

Example: VC-V – cab-in = cabin

Standard 3: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context - Expand vocabulary in language and writing by reading and listening to a variety of text and literature.
2. Synonyms, Antonyms, and Homonyms/Homophones - Understand and explain common antonyms (words with opposite meanings), synonyms (words with the same meanings), and homonyms/homophones (words which sound the same but have different spellings and meanings, e.g., bear and bare).
3. Affixes - Know the meaning of simple prefixes and suffixes.

Example: In unhappy, the "un" means not. In played, the suffix "ed" changes play to past tense.

Standard 4: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.

1. Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader) effortlessly and with expression.
2. Read regularly in instructional-level text that is challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
3. Engage in repeated readings of same text to increase fluency.
4. Accurately and fluently read 200-300 high frequency and/or irregularly spelled words in meaningful text.
5. Use punctuation cues in text (i.e., commas, periods, question marks, and exclamation points) as a guide to understanding meaning.

Standard 5: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding
 - a. Read and comprehend both fiction and nonfiction that is appropriately designed for second grade.
 - b. Use prereading strategies to preview, activate prior knowledge, make predictions, use picture clues, and establish the purpose for reading (i.e., graphic organizers).
 - c. Ask and respond to questions to aid comprehension about important elements of fiction and nonfiction.
2. Inferences and Interpretation
 - a. Make inferences about events, characters, and ideas in fictional texts by connecting knowledge and experience to the story.
 - b. Support interpretations or conclusions with examples taken from the text.
3. Summary and Generalization
 - a. Retell or act out narrative text by identifying story elements and sequencing the events.

- b. Produce oral or written summaries of text selections by discussing who, what, when, where, why, and how to identify the main idea and significant supporting details of a text.

4. Analysis and Evaluation

- a. Identify cause and effect relationships in a text.
- b. Make comparisons and draw conclusions based on what is read.
- c. Describe character traits, changes, and relationships.

5. Monitoring and Correction Strategies - Integrate the use of semantics, syntax, and graphophonic cues to gain meaning from the text.

Example: semantic – Does it make sense?

Example: syntax – Does it sound right?

Example: graphophonic – Does it look right?

Standard 6: Literature: The student will read to construct meaning and respond to a wide variety of literary forms.

1. Literary Genres – Demonstrate knowledge of and appreciation for various forms (genres) of literature.

Example: Recognize defining characteristics of a variety of texts (e.g., poems, informational text, plays, folk tales, fables, predictable books, legends, and fairytales).

2. Literary Elements – Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

- a. Compare different endings to stories and identify the reasons and the impact of the different ending.

- b. Compare plots, settings, and characters presented in several texts by the same author (i.e., author studies).
 - c. Infer the lesson or moral in a variety of texts (e.g., multicultural tales, fables, legends, and myths).
3. Figurative Language and Sound Devices – The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds [e.g., "Silly Sally went to town."] in poetry).

Standard 7: Research and Information - The student will conduct research and organize information.

- 1. Accessing Information – Select the best source for a given purpose.
 - a. Identify the purposes of various reference materials such as a dictionary, a thesaurus, and an atlas.
 - b. Alphabetize to the second letter.
 - c. Use guide words to locate words in dictionaries and topics in encyclopedias.
 - d. Use title page, table of contents, glossary, and index to locate information.
 - e. Use and interpret charts, maps, graphs, schedules, and directions.
- 2. Interpreting Information – Analyze and evaluate information from a variety of sources.
Example: Use graphic organizers, such as webbing and mapping, to organize and summarize information.

Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process. The student will use the writing process to write coherently.

- 1. Introduce a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.

2. Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product.
3. Begin writing an independent first draft with a clear beginning, middle, and ending.
4. Use the revision process and continue to use the standard editing marks and proofreading skills introduced in the first grade.
5. Publish and present final writing products with various audiences such as peers or adults.

Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.

1. Develop modes and forms of language such as informing, persuading, and entertaining.
2. Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that:
 - a. Present a logical sequence of events.
 - b. Develop a main idea.
 - c. Use details to support the main idea.
3. Write "thank you" notes, friendly letters (identifying the five parts), and invitations.
4. Make journal entries.
5. Create different modes of simple rhymes and poems.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing.
 - a. Subject (naming part) and predicate (action part)
 - b. Singular and plural nouns

- c. Common and proper nouns
 - d. Singular, plural, and personal pronouns
 - e. Nominative and possessive pronouns
 - f. Present and past tense verbs
 - g. Helping verbs
 - h. Adjectives
 - i. Contractions (e.g., I'm, You're)
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
- a. Capitalize correctly the first word in a sentence and the pronoun "I."
 - b. Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).
 - c. Capitalize greetings (Dear Sir).
 - d. Capitalize the months and days of the week (January, Monday)
 - e. Capitalize titles (Dr., Mr., and Mrs.).
 - f. Capitalize initials of people (A.J. Smith).
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
- a. Correctly use terminal (end) punctuation.
 - b. Use commas correctly in dates.
 - c. Use apostrophes correctly in contractions.
 - d. Use quotation marks to show that someone is speaking.
 - e. Use period in common abbreviations.

4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing.
 - a. Write in complete sentences.
 - b. Write sentences using a noun, verb, and details.
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
 - a. Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns.
 - b. Spell frequently used words with irregular spelling patterns.
 - c. Spell prefixes and suffixes correctly.
 - d. Recognize the use of homophones/homonyms in spelling.
6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.
 - a. Print legibly and space letters, words and sentences appropriately.
 - b. Print using left to right progression moving from the top to the bottom of the page.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening – The student will listen for information and for pleasure.

1. Listen attentively and ask questions for clarification and understanding.
2. Give, restate, and follow simple two- and three-step directions.

Standard 2: Speaking – The student will express ideas and opinions in group or individual situations.

1. Speak articulately and audibly using appropriate language, correct usage, enunciation and volume.

2. Provide descriptions using correct sequence of events and details.
3. Use verbal and nonverbal communication in effective ways, such as making announcements, giving directions, or making instructions.

Standard 3: Group Interaction – The student will use effective communication strategies in pairs and small group context.

1. Show respect and consideration for others in verbal or physical communication.
2. Ask and answer questions related to the topic and make contributions in small or large group discussions.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning – The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.

1. Distinguish between telling and selling messages in such things as commercials, advertisements, and safety and drug public service announcements.
2. Identify the differences in facts and opinions in print and nonprint media.

Standard 2: Evaluate Media – The student will evaluate visual and electronic media, such as film, as compared with print media.

1. Make connections between illustrations and print.
2. Identify differences in the presentation or depiction of characters and plot that tells of characters in American and other cultures through listening, viewing, or reading (e.g., read *Cinderella* and watch film). Compare and contrast the two.

MATH
OAC 210:15-3-40.2

PROCESS STANDARDS Grades 1-5

The National Council of Teachers of Mathematics (NCTM) has identified five process standards:

Problem Solving, Communication, Reasoning and Proof, Connections, and Representation.

Using these processes students are actively involved in deepening mathematical understandings which lead to increasingly sophisticated abilities required to meet mathematical challenges.

Following is an outline of the five process standards and associated objectives.

NOTE: When examples are given there is a progression in levels of difficulty from basic to more complex skills.

Process Standard 1: Problem Solving

1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).

5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).

Process Standard 2: Communication

1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student’s explanation, analyze another student’s explanation).
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., “add more” becomes “plus”, “repeated addition” becomes “multiplication”, “fair share” becomes “divide”, “balance the equation” becomes “solve the equation”).

Process Standard 3: Reasoning

1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).

3. Make predictions and draw conclusions about mathematical ideas and concepts.

Predictions become conjectures and conclusions become more logical as students mature mathematically.

Process Standard 4: Connections

1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate $\frac{3}{4}$ with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as $\frac{1}{3}$).
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

Process Standard 5: Representation 1. Create and use a variety of representations

appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).

2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

Content Standards – Grade 2
OAC 210:15-3-42

The following concepts and skills should be mastered by all students upon completion of second grade. The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

MAJOR CONCEPTS

- **Develop an understanding of the base-ten system and place value within that system, up to the hundreds place.**
- **Develop quick recall of addition facts and related subtraction facts (fact families) as well as fluency with multi-digit addition and subtraction.**
- **Develop an understanding of linear measurement facility in measuring lengths.**

Second Grade Suggested Materials Kit: snap cubes, keys, fabric, macaroni, buttons, cans, objects from nature, pattern blocks, children’s books, links, rods, counters, beans, base-10 blocks, dominoes, calculators, geoboards, tangrams, attribute blocks, straws, containers, balance scales, rulers, tape measures, cups, spoons, coins, clocks, graph mats, painted beans or two-color counters.

Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.

1. Describe, extend, and create patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).
2. Formulate and record generalizations about number patterns in a variety of situations (e.g., addition and subtraction patterns, even and odd numbers, build a table showing the cost of one pencil at 10 cents, 2 pencils at 20 cents).

3. Find unknown values in open number sentences with a missing addend and use to solve everyday problems.
4. Recognize and apply the associative property of addition (e.g., $3 + (2 + 1) = (3 + 2) + 1$).

Standard 2: Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100.

1. Number Sense

- a. Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).
- b. Represent a number in a variety of ways (e.g., write 15 as $8 + 7$, write 25 as 2 tens + 5 ones or as 1 ten + 15 ones).
- c. Write a number sentence to compare numbers less than 1,000 (e.g., $425 > 276$, $73 < 107$, page 351 comes after 350, 753 is between 700 and 800).
- d. Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).

2. Number Operations

- a. Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 18 and the associated subtraction facts (e.g., $15 + 3 = 18$ and $18 - 3 = 15$).
- b. Use strategies to estimation and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)
- c. Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.
- d. Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.

Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.

1. Identify symmetric and congruent shapes and figures.
2. Investigate and predict the results of putting together and taking apart two-dimensional shapes.

Standard 4: Measurement - The student will use appropriate units of measure in a variety of situations.

1. Linear Measurement

- a. Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).
- b. Select and use appropriate units of measurement in problem solving and everyday situations.

2. Time

- a. Tell time on digital and analog clocks on the quarter-hour.
- b. Solve problems involving number of days in a week, month, or year and problems involving weeks in a month and year.

3. Money

- a. Identify and count money up to a twenty dollar bill.
- b. Recognize and write different amounts of money using dollar and cent notation.

Standard 5: Data Analysis - The student will demonstrate an understanding of data collection, display, and interpretation.

1. Data Analysis

- a. Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).
- b. Summarize and interpret data in charts, bar graphs, and tables.

SCIENCE
OAC 210:15-3-72

**Standards for Inquiry, Physical, Life, and
Earth/Space Science**

The *Priority Academic Student Skills (PASS)* should be taught by investigating broad concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

SCIENCE PROCESSES AND INQUIRY

Grade 2

Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

1. Observe and measure objects, organisms, and/ or events using developmentally appropriate standard units of measurement (e.g., inches, feet, yard, degrees Fahrenheit) and the International System of Units (SI) (i.e., meters, centimeters, grams, and degrees Celsius).
2. Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms and/or observable events.

Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

1. Classify a set of simple objects, familiar organisms, and/or observable events by observable properties (e.g., graphic organizers, t-charts, tables, and Venn diagrams).
2. Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, tallest to shortest).

Process Standard 3: Experiment and Inquiry - Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.

- *1. Ask a question about objects, organisms, or events in the environment. 📖
- *2. Plan and conduct a simple investigation.
- *3. Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data.
- 4. Recognize potential hazards and practice safety procedures in all science activities.

Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.

- 1. Interpret pictures, simple bar graphs, and/or tables. 📖
- 2. Recognize and describe patterns, then make predictions based on patterns. 📖
- *3. Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language. 📖

PHYSICAL SCIENCE

Grade 2

Standard 1: Properties and Interactions of Objects and Materials - Characteristics of objects can be described using physical properties such as size, shape, color, texture, or magnetism. Interactions change the position and motion of objects. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- 1. Objects can be described in terms of the materials of which they are made. Physical properties of materials can be changed by tearing, sifting, sanding, or pounding.
- 2. Motion and interaction of objects can be observed in toys and playground activities.
- 3. Magnets attract and repel each other and certain other materials. Magnetic force passes through materials such as paper, glass, and water.

LIFE SCIENCE

Grade 2

Standard 2: Life Cycles and Organisms - Life cycles represent the stages an organism passes through from its own birth to the birth of the next generation. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Plants and animals have life cycles that include developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms.
2. Plants and Animals often have characteristics similar to their parents.

EARTH/SPACE SCIENCE

Grade 2

Standard 3: Properties and Changes of Earth and Sky - Earth materials consist of rocks, soils, water, and air. The sun appears to move across sky in the same way every day. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Earth materials have different properties and serve as natural resources that sustain plant and animal life.
2. The size and shape of shadows change at different times of the day.

NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

PHYSICAL SCIENCE

Standard 1: Properties and Interactions of Objects and Materials - Characteristics of objects can be described using physical properties such as size, shape, color, texture, or magnetism. Interactions change the position and motion of objects. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Objects can be described in terms of the materials of which they are made. Physical properties of materials can be changed by tearing, sifting, sanding, or pounding.
2. Motion and interaction of objects can be observed in toys and playground activities.
3. Magnets attract and repel each other and certain other materials. Magnetic force passes through materials such as paper, glass, and water.

LIFE SCIENCE

Standard 2: Life Cycles and Organisms - Life cycles represent the stages an organism passes through from its own birth to the birth of the next generation. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Plants and animals have life cycles that include developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms.
2. Generally, offspring resemble their parents.

EARTH/SPACE SCIENCE

Standard 3: Properties and Changes of Earth and Sky - Earth materials consist of rocks, soils, water, and air. The sun appears to move across sky in the same way every day.

The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Earth materials can be used as resources (e.g., building materials and for growing plants).
2. The size and shape of shadows change at different times of the day.

* Revised science standards approved by the Oklahoma State Board of Education on Thursday, March 24, 2011; Final approval pending by Oklahoma Governor and Legislature.

SOCIAL STUDIES

OAC 210:15-3-92

The primary focus for second grade is community. Second graders study the features of neighborhoods and the community in more detail, and are introduced to Oklahoma and the United States with references to the rest of the world. They continue to develop map skills, explore history through familiar events, and examine the basic ways goods and services are exchanged.

Standard 1: The student will develop and practice the process skills of social studies.

1. Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.
2. Use children's literature to compare and contrast one's own community to others.
3. Identify the order of events on a simple timeline (e.g., holidays, school events, and the student's life).

Standard 2: The student will examine communities from a spatial perspective.

1. Name major landmarks in the community; construct simple maps showing some of these landmarks, the roads connecting them, and directional indicators (north, south, east, and west), and give titles to the maps (e.g., the name of the town).
2. Describe the landmark and cultural features of the community (e.g., historic homes, schools, churches, bridges, parks, and neighborhoods) and compare these with similar features in other parts of the United States.
3. Identify locations on a basic map, write directions for going from one location to another, and use directional indicators to describe locations on the map using both cardinal and intermediate directions.
4. Identify basic landforms and bodies of water (e.g., plains, mountains, rivers, and gulfs), the four oceans, the seven continents, human-made features (e.g., roads and towns).

5. Locate and identify the following on a map of the United States: Oklahoma, the six surrounding states, the Mississippi River, the Great Lakes region, the Rocky Mountains, the Appalachian Mountains, the Great Plains, and the Atlantic and Pacific Oceans.

Standard 3: The student will analyze the human characteristics of communities.

1. Identify examples of rules in the classroom and community, and relate the purposes of those rules (e.g., to help people live and work together safely and peacefully) and the consequences of breaking them.
2. Provide examples of honesty, courage, patriotism, and other admirable character traits seen in United States history.
3. Explain and demonstrate good citizenship (e.g., obeying classroom rules, taking turns, and showing respect for others and their belongings).
4. Study how history involves events and people of other times and places through legends, folktales, and historical accounts (e.g., Paul Revere's ride, Johnny Appleseed, Betsy Ross, John Henry, and Paul Bunyan) in children's literature.
5. Identify examples of interesting Americans through exposure to biographies of important people of the past (e.g., George Washington, Sacajawea, and Harriet Tubman).

Standard 4: The student will examine the interaction of the environment and the people of a community.

1. Describe how location and weather affect the way people live.
2. Identify the choices people make about food, clothing, shelter, occupation, transportation, and recreation.

Standard 5: The student will understand basic economic elements found in communities.

1. Distinguish between basic needs (food, clothing, and shelter) and wants (luxuries), and explain how needs and wants can be met (e.g., earning money, saving, and gifts).

2. Describe the occupations and roles of people in the neighborhood and community who provide goods and services.
3. Describe ways people are paid (e.g., by check, in cash, and with goods), the places to keep their money safe (e.g., the bank), and ways they pay for goods and services (e.g., check, cash, credit card, and barter [trading goods and services]).

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THE ARTS
OAC 210:15-3-116

VISUAL ART

Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., collage, design, original, portrait, paint, subject).

1. Use appropriate art vocabulary.
2. Name and describe elements of art; line, color, form, shape, texture, value and space.
3. Name and describe the principles of design; rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
4. Use the elements of art and principals of design to communicate ideas.

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.

1. Understand art reflects the culture of its origin. (📖)
2. Identify connections between characteristics of visual art and other art disciplines.
3. Identify specific works of art produced by artists in different cultures, times and places. (📖)

Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.

1. Experiment in color mixing with various media.
2. Use a variety of subjects, basic media and techniques in making original art including drawing, painting, weaving, sculpture, and ceramics.
3. Demonstrate beginning skills of composition using the elements of art and principles of design.
4. Use art media and tools in a safe and responsible manner.

Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.

2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.

NOTE: Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

GENERAL MUSIC

Standard 1: Language of Music - The student will read, notate and interpret music.

1. Identify the elements of music:
 - a. Melody (steps, leaps, and repeated tones, melody patterns, high and low, upward and downward, motives, repeated phrases).
 - b. Rhythm (strong and weak beats, meter in 2/4 and 3/4, long and short sounds, rhythm patterns in songs and ostinatos).
 - c. Harmony (sing accompanied, sing unaccompanied, perform ostinato patterns as accompaniment, sing to chordal accompaniment).
 - d. Form (introduction, coda, repetition/contrast, solo/chorus, AB).
 - e. Tone Color (classroom percussion instruments, identify trumpet, clarinet, violin, tympani, different tone quality of an individual or group).
 - f. Pitch (higher and lower).
 - g. Tempo (fast and slow, gradually faster and slower, suddenly faster and slower).
 - h. Dynamics (loud and soft, gradually louder and softer, suddenly louder and softer).
2. Use a system of syllables, numbers or letters to demonstrate basic notation:
 - a Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest).
 - b Melodic (sol, mi, la, do or 5, 3, 6, 1).
3. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft, gradual change of louder and softer.
 - b. Tempo - fast and slow, gradual change of faster and slower.
 - c. Form - same and different.

Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.

1. Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.
2. Recognize music from our country, work songs, holiday songs and music from different countries. (📖)
3. Identify music and instruments from different cultures. (i.e., koto, maracas, Native American flute, African talking drum). (📖)

Standard 3: Music Expression - The student will perform, imitate, compose a variety of music within specific guidelines.

1. Participate in music through singing (echo singing) and/or playing instruments (body percussion and melodic ostinatos).
2. Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
3. Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, sliding, playing classroom instruments, or chanting.
4. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
5. Play simple melodies by rote on instruments, such as bells or xylophones.
6. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
7. Respond to unfinished short melodic patterns using voice or classroom instruments.
8. Perform solos and in groups.

NOTE: Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Standard 4: Music Appreciation - The student will learn to appreciate music and expand listening beyond music currently familiar to the student.

1. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
2. Demonstrate respect for music performed by the student and by other students and professional performers.
3. Discuss likes and dislikes of music of different styles.

WORLD LANGUAGES

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Languages Awareness (Grades K - 3) is a required program in Oklahoma schools through which children gain the insight that other languages and cultures exist besides their own.

In the Awareness Phase, students will be exposed to a variety of cultures and languages. Most school districts in Oklahoma have opted to begin language study with the awareness phase; however, districts may choose to start a sequential language program beginning in kindergarten that will lead to greater language skill at the end of the program. In this case, only one language will be the focus of the program.

As stated in the profession's national goals, *communication* is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other (National Standards in Foreign Language Education Project, 2006, p.

31). Please note that *Priority Academic Student Skills (PASS)* are organized around these five goals: **communication, culture, connections, comparisons, and communities.**

LANGUAGE(S) AWARENESS

Grades K-3

Goal 1: Communication

Communicate in Languages Other Than English

Standard 1: Students will communicate in languages other than English.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Understand limited one- and two-word phrases, cognates, and social greetings.
2. Speak with one- or two-word phrases such as reciting numbers, colors, classroom objects.
3. Develop careful listening skills.
4. Read isolated words when strongly supported by visuals.
5. Copy familiar words for labeling, identifying, and organizing purposes.

Goal 2: Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2: Students will gain knowledge and understanding of other cultures.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Develop an awareness of other cultures. 
2. Be able to identify areas of the world where the languages studied are spoken.
3. Participate in developmentally appropriate cultural activities such as games and songs.
4. Identify and reproduce distinctive cultural products of the culture of the languages studied.

5. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave takings and daily classroom interactions.

Goal 3: Connections

Connect with Other Disciplines and Acquire Information

Standard 3: Students will connect with other disciplines and acquire information.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Use isolated words from other content areas (math, science, geography) in foreign language class activities.
2. View and listen to developmentally appropriate programs in the target language on topics from other content areas (math, science, geography).

Goal 4: Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4: Students will develop insight into the nature of language and culture.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Be aware of the differences among cultures and respect those differences. 
2. Develop awareness that the world has many languages. 
3. Compare holidays and celebrations. 
4. Compare daily practices of people in the target cultures with their own. 

Goal 5: Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5: Students will use the language both within and beyond the school setting.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Develop an interest in future language(s) study
2. Explore the value of communicating in another language.
3. Identify the target language in school and community environments.

Participate in activities related to special events celebrated in the target culture(s).