



# Grade Two Expectations

## *ALIGNMENT OF CURRICULUM, INSTRUCTION, & ASSESSMENT*

### YEAR THREE OF STUDY & IMPLEMENTATION

2015-2016

Teacher: O'Connor

#### **Mission**

*The mission of Dubuque Lutheran School is to enrich the whole child--soul, mind and body--in a Christ-centered learning environment.*

This document demonstrates the alignment of curriculum, instruction, and assessment for Grade Two students. This document tells us what is taught, when, and with what as well as how it is taught and how it is assessed.

**All aspects of our education program will be in accordance with God's Word and the Lutheran Confessions.**

### **CURRICULUM VISION**

Vision 1: Each and every Dubuque Lutheran School (DLS) student will learn the Essential K- 5 Concepts and Skill Sets identified in the National Standards for Reading & Math as well as the Iowa Core Curriculum for life in the 21<sup>st</sup> century.

Vision 2: Each K-5 educator will embed the Essential Concepts and Skill Sets in rigorous and relevant instruction informed by ongoing formative assessment.

Vision 3: The Dubuque Lutheran School Association Board (DLSA) and the DLS Principal will support and ensure an aligned system of content, instruction, and assessment, focused on the National Standards for Reading & Math as well as the Iowa Core Curriculum Essential Concepts and Skill Sets.

Vision 4: The DLSA will establish and sustain structures as needed for the Essential Concepts and Skill Sets, instruction, and assessment as designed by the Iowa Department of Education, Area Education Agencies (AEAs), Local Education Agencies (LEAs), and their collaborative partners.

### **CURRICULUM PLAN OUTCOMES**

Outcome 1: The DLSA and principal build and sustain system capacity to implement the Iowa Core Curriculum. (LEADERSHIP)

Outcome 2: Congregation members, pastors, and the DLSA work together to support the implementation of the Iowa Core Curriculum. (COMMUNITY)

Outcome 3: A continuous improvement process to improve teaching and learning is used at the school level in collaboration with IDE. (SCHOOLS)

Outcome 4: The principal and teachers monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 5: The principal and teachers engage in professional development focused on implementing Characteristics of Effective Instruction and Demonstrate understanding of Essential Concepts and Skill Sets. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 6: The teachers implement effective instructional practices to ensure high levels of learning for each and every student. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 7: Students will leave with a better understanding of Christ as a result of their education. Our goal is for all students to leave DLS believing in Jesus as their Savior. All aspects of our education program will be in accordance with God's Word and the Lutheran Confessions.

#### **Dubuque Lutheran School**

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## FINE ARTS – MUSIC

2FAM 01.	<b>Sings</b> (sings a variety of songs) and <b>plays</b> music (tone chimes, recorder, and/or other instruments to accompany singing). (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can sing songs and play music.  Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade 2 page 6-7	I can sing songs and play music.  School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade 2 page 38-39	I can sing songs and play music.  School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade 2 page 64-65
<b>INSTRUCTION</b>	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion
<b>ASSESSMENT</b>	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer

2FAM 02.	<b>Recognizes</b> the value of the world's musical heritage. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can understand the importance of different music. Weekly viewing of different types of music, Performing different songs throughout the year "World of Music Grade 2 page 15	I can understand the importance of different music. Weekly viewing of different types of music, Performing different songs throughout the year "World of Music Grade 2 page 42-43	I can understand the importance of different music. Weekly viewing of different types of music, Performing different songs throughout the year "World of Music Grade 2 page 67
<b>INSTRUCTION</b>	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion
<b>ASSESSMENT</b>	Observation, Presentation	Observation, Presentation	Observation, Presentation

2FAM 03.	<b>Demonstrates</b> skills, knowledge, and attitudes about music. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can show what I learn in music.  Singing and playing instruments in church services	I can show what I learn in music.  School musical, Singing and playing instruments in church services	I can show what I learn in music.  School musical, Singing and playing instruments in church services
<b>INSTRUCTION</b>	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion
<b>ASSESSMENT</b>	Presentation	Presentation	Presentation

## HEALTH & SAFETY – HEALTH LITERACY

2HSL 01.	<b>Understands and uses</b> interactive literacy and social skills to enhance personal, family, and community health. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can positively impact my community's health.  <b>Source:</b> Two by Two Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2HSL 02.	<b>Recognizes</b> critical literacy/thinking skills related to personal, family, and community wellness. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can read and think about my community's health.  <b>Source:</b> Two by Two Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2HSL 03.	<b>Identifies</b> influences that affect personal health and the health of others. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell what affects my health and those around me.  <b>Source:</b> Two by Two Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2HSL 04.	<b>Demonstrates</b> behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can choose healthy choices.  <b>Source:</b> Science: teacher created unit: diet and nutrition: nutritionist guest speaker		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2HSL 05.	<b>Understands</b> and <b>uses</b> environmental health concepts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how the environment affects health. <b>Source:</b> Two by Two Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

## HEALTH & SAFETY – HUMAN GROWTH & DEVELOPMENT

1HSH 01.	<b>Demonstrates</b> interpersonal skills. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can have good relationships.  <b>Source:</b> Recess		
<b>INSTRUCTION</b>	Direct, Indirect, Independent, Experimental, Group Discussions		
<b>ASSESSMENT</b>	Observation		

## HEALTH & SAFETY – TRAFFIC SAFETY

2HST 01.	<b>Understands</b> the basic concepts of auto passenger safety. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can be safe in a vehicle. <b>Source:</b> ABeka, <i>Health, Safety and Manners</i> , page 57		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short answer	

2HST 02.	<b>Understands</b> the basic concepts of bus passenger safety. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can be safe in a bus. <b>Source:</b> ABeka, <i>Health, Safety and Manners</i> , page 58		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short answer	

2HST 03.	<b>Understands</b> the basic concepts of seat belt use. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can be safe in a vehicle. <b>Source:</b> ABeka, <i>Health, Safety and Manners</i> , page 57		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short answer	

## LITERACY – LITERATURE (Chapter 12 IAC)

### Key Ideas & Details

2LT 01.	<b>Asks</b> and <b>answers</b> such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can ask and answer questions about what I am reading to show my understanding of the text. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. read with others comprehension checks		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Short Answer and Observation		

2LT 02.	<b>Recounts</b> stories, including fables and folktales from diverse cultures, and <b>determines</b> their central message, lesson, or moral. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can retell the story, identify its main message, and explain how the author revealed this. <b>Source:</b> Cinderella Unit, Keystone Small Media KM 11010; Venn diagram		
<b>INSTRUCTION</b>	Direct; Group Discussions		
<b>ASSESSMENT</b>	Short Answer		

2LT 03.	<b>Describes</b> how characters in a story respond to major events and challenges. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can describe characters in the story and explain how their actions affected the story. <b>Source:</b> Read and Reflect, TPT character reflection worksheet		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2LT IA 01.	<b>Employs</b> the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use a variety of comprehension strategies including making connections, questioning, visualizing, making inferences, summarizing and deciding what's most important. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. read with others comprehension checks		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation, Rubric, and Short Answer		

## Craft & Structure

2LT 04.	<b>Describes</b> how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can determine the meaning of words and phrases used in the text and classify them as literal and nonliteral. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. pouch cards		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation, Rubric, and Short Answer		

2LT 05.	<b>Describes</b> the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can refer to a part of a story, drama, or poem as a chapter, scene, or stanza and describe how the parts build. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. read with others comprehension checks		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation, Rubric, and Short Answer		

2LT 06.	<b>Acknowledges</b> differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can distinguish my own point of view that is different than the narrator or other character. <b>Source:</b> Science unit "History of the Earth"/dinosaurs: Creation vs. Evolution		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

### Integration of Knowledge & Ideas

2LT 07.	<b>Uses</b> information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can explain how the illustrations help me understand the story. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Accuracy lessons: cross-checking		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation, Rubric, and Short Answer		



2LT 08.	(Not applicable to literature) (ICC/MCC)
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2LT 09.	<b>Compares</b> and <b>contrasts</b> two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can connect two stories by the same author by talking about how themes, settings, and plots are similar and different. <b>Source:</b> Steven Kellogg author unit; Venn diagram		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

### Range of Reading & Level of Text Complexity

2LT 10.	By the end of the year, <b>reads</b> and <b>comprehends</b> literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can read and understand different kinds of literature at my grade level or higher. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer—Reading Inventory Assessment

## LITERACY – INFORMATIONAL TEXT

### Key Ideas & Details

2IT 01.	<b>Asks</b> and <b>answers</b> such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can ask and answer questions to show my understanding of the text. <b>Source:</b> Science Biome unit; TPT lap book reading worksheets		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2IT 02.	<b>Identifies</b> the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can determine the main idea of the text and explain key details that support it. <b>Source:</b> Read and Reflect, summary worksheet		
<b>INSTRUCTION</b>	Group Discussions		
<b>ASSESSMENT</b>	Short Answer		

2IT 03.	<b>Describes</b> the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can describe a series of events using time, sequence, cause, and effect. <b>Source:</b> Spread of Yellow Fever in 1700's Philadelphia TPT lap book writing assignments		
<b>INSTRUCTION</b>		Direct and Group Discussions	
<b>ASSESSMENT</b>		Short Answer	

2IT IA 01.	<b>Employs</b> the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use a variety of comprehension strategies including making connections, questioning, visualizing, making inferences, summarizing and deciding what's most important. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. read with others comprehension checks		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation, Rubric, and Short Answer		

## Craft & Structure

2IT 04.	<b>Determines</b> the meaning of words and phrases in a text relevant to a <i>Grade 2 topic or subject area</i> . (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can determine the unknown meaning of a word in the text  <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Expanded Vocabulary		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2IT 05.	<b>Knows</b> and <b>uses</b> various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use different resources to locate information on a given topic efficiently.  <b>Source:</b> Loras Production SeeSaw Unit		
<b>INSTRUCTION</b>	Direct and Presentation		
<b>ASSESSMENT</b>	Rubric		

2IT 06.	<b>Identifies</b> the main purpose of a text, including what the author wants to answer, explain, or describe. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can share my own point of view that is different than the author's.  <b>Source:</b> Science unit "History of the Earth"/dinosaurs: Creation vs. Evolution		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

## Integration of Knowledge & Ideas

2IT 07.	<b>Explains</b> how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use many resources to demonstrate understanding of the text.  <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Accuracy: Cross-Checking		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2IT 08.	<b>Describes</b> how reasons support specific points the author makes in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can describe the connection between a set of sentences or paragraphs in a text. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Read and Reflect: Beginning, Middle, End		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2IT 09.	<b>Compares</b> and <b>contrasts</b> the most important points presented by two texts on the same topic. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can compare and contrast the most important ideas and details in two pieces of information about the same topic. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Read and Reflect: Compare and Contrast		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

### Range of Reading & Level of Text Complexity

2IT 10.	By the end of year, <b>reads</b> and <b>comprehends</b> informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can read and understand 3rd grade informational texts by myself. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Comprehension		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

## LITERACY – FOUNDATIONAL SKILLS

### Print Concepts

2FS 01.	(Not applicable in Grade Two)
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### Phonological Awareness

2FS 02.	(Not applicable in Grade Two)
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### Phonics & Word Recognition

2FS 03. a.	<p><b>Knows and applies</b> grade-level phonics and word analysis skills in decoding words by: <b>distinguishing</b> long and short vowels when reading regularly spelled one-syllable words.</p> <p>(ICC/MCC)</p>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell the difference between long and short vowels when reading one-syllable words. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Expanded Vocabulary		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2FS 03. b.	<p><b>Knows and applies</b> grade-level phonics and word analysis skills in decoding words by: <b>knowing</b> spelling-sound correspondences for additional common vowel teams. (ICC/MCC)</p>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I know how vowel teams sound. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Expanded Vocabulary		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2FS 03. c.	<p><b>Knows and applies</b> grade-level phonics and word analysis skills in decoding words by: <b>decoding</b> regularly spelled two-syllable words with long vowels. (ICC/MCC)</p>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can decode two-spelled words with long-vowels. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Accuracy		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2FS 03. d.	<b>Knows and applies</b> grade-level phonics and word analysis skills in decoding words by: <b>decoding</b> words with common prefixes and suffixes. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can decode words with common prefixes and suffixes. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Accuracy		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2FS 03. e.	<b>Knows and applies</b> grade-level phonics and word analysis skills in decoding words by: <b>identifying</b> words with inconsistent but common spelling-sound correspondences. (ICC/MCC)
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2FS 03. f.	<b>Knows and applies</b> grade-level phonics and word analysis skills in decoding words by: <b>recognizing</b> and <b>reading</b> grade-appropriate irregularly spelled words. (ICC/MCC)
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### Fluency

2FS 04. a.	<b>Reads</b> with sufficient accuracy and fluency to support comprehension by: <b>reading</b> on-level text with purpose and understanding. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can read with purpose and understanding. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Fluency		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation, Rubric, and Short Answer		

2FS 04. b.	<b>Reads</b> with sufficient accuracy and fluency to support comprehension by: <b>reading</b> on-level text orally with accuracy, appropriate rate, and expression on successive readings. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can read with accuracy and fluency. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Fluency		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation, Rubric, and Short Answer		

2FS 04. c.	<b>Reads</b> with sufficient accuracy and fluency to support comprehension by: <b>using</b> context to confirm or self-correct word recognition and understanding, rereading as necessary. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use context to check for understanding.  <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Fluency, Cross-Checking		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation, Rubric, and Short Answer		

## LITERACY – WRITING (Chapter 12 IAC)

### Text Types & Purposes

2LW 01.	<b>Writes</b> opinion pieces in which he/she introduces the topic or book he/she is writing about, states an opinion, supplies reasons that support the opinion, uses linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provides a concluding statement or section. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can write about my opinion.  <b>Source:</b> Writing a Persuasive Essay Unit, BJU English: chapter 6, page 100		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

2LW 02.	<b>Writes</b> informative/explanatory texts in which he/she introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can explain what I learned about a topic.  <b>Source:</b> Writing a Persuasive Essay Unit, BJU English: chapter 6, page 100		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

2LW 03.	<b>Writes</b> narratives in which he/she recounts a well elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell a story in the order it happened.  <b>Source:</b> Writing a Story Unit, BJU English: chapter 8, page 141-142		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer and Essay		



## Production & Distribution of Writing

2LW 04.	<b>Begins in Grade Three</b> (ICC/MCC)
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2LW 05.	With guidance and support from adults and peers, <b>focuses</b> on a topic and <b>strengthens</b> writing as needed by revising and editing. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can make my writing better by making corrections and rewriting. <b>Source:</b> Writing a Story Unit, BJU English: chapter 8, page 143-144		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer and Essay		

2LW 06.	With guidance and support from adults, <b>uses</b> a variety of digital tools to produce and publish writing, including in collaboration with peers. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can share my writing. <b>Source:</b> Loras Production SeeSaw Unit		
<b>INSTRUCTION</b>	Direct and Presentation		
<b>ASSESSMENT</b>	Rubric		

## Research to Build & Present Knowledge

2LW 07.	<b>Participates</b> in shared research and writing projects (e.g., reads a number of books on a single topic to produce a report; record science observations). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can write about a topic. <b>Source:</b> Writing a Research Report Unit, BJU English: chapter 14, page 250-254		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer

2LW 08.	<b>Recalls</b> information from experiences or <b>gathers</b> information from provided sources to answer a question. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use my sources to get information. <b>Source:</b> Writing a Research Report Unit, BJU English: chapter 14, page 250-254		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer

2LW 09.	<b>Begins in Grade Four</b> (ICC/MCC)
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**Range of Writing**

2LW 10.	<b>Begins in Grade Three</b> (ICC/MCC)
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## LITERACY – SPEAKING AND LISTENING (Chapter 12 IAC)

2SL 01. a.	<b>Participates</b> in collaborative conversations with diverse partners about <i>Grade Two topics and texts</i> with peers and adults in small and larger groups by: <b>following</b> agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can work and share my ideas in groups. <b>Source:</b> Two by Two Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2SL 01. b.	<b>Participates</b> in collaborative conversations with diverse partners about <i>Grade Two topics and texts</i> with peers and adults in small and larger groups by: <b>building</b> on other's talk in conversations by linking his/her comments to the remarks of others. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can add my ideas when sharing in a group. <b>Source:</b> Two by Two Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2SL 01. c.	<b>Participates</b> in collaborative conversations with diverse partners about <i>Grade One topics and texts</i> with peers and adults in small and larger groups by: <b>asking</b> for clarification and further explanation as needed about the topics and texts under discussion. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can ask questions to understand. <b>Source:</b> Two by Two Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2SL 02.	<b>Recounts</b> or <b>describes</b> key ideas or details from a text read aloud or information presented orally or through other media. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can determine the meaning of words and phrases used in the text and classify them as literal and nonliteral. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Comprehension Checks of read alouds		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation, Rubric, and Short Answer		

2SL 03.	<b>Asks and answers</b> questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can ask questions to better understand the topic. <b>Source:</b> Two by Two Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

### Presentation of Knowledge & Ideas

2SL 04.	<b>Tells a story or recounts</b> an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell a story that makes sense. <b>Source:</b> Two by Two Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2SL 05.	<b>Creates</b> audio recordings of stories or poems; adding drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can create a project that uses my voice and pictures to share my idea. <b>Source:</b> Loras Production SeeSaw Unit		
<b>INSTRUCTION</b>	Direct and Presentation		
<b>ASSESSMENT</b>	Rubric		

2SL 06.	<b>Produces</b> complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can explain my ideas in detail. <b>Source:</b> Loras Production SeeSaw Unit		
<b>INSTRUCTION</b>	Direct and Presentation		
<b>ASSESSMENT</b>	Rubric		

2SL IA 03.	<b>Recites</b> familiar stories, poems, nursery rhymes, and lines of a play. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell stories I know. <b>Source:</b> Loras Production SeeSaw Unit		
<b>INSTRUCTION</b>	Direct and Presentation		
<b>ASSESSMENT</b>	Rubric		

## LITERACY – LANGUAGE SKILLS (Chapter 12 IAC)

### Conventions of Standard English

2LA 01. a.	<b>Demonstrates</b> command of the conventions of standard English grammar and usage when writing or speaking by: <b>using</b> collective nouns (e.g., <i>group</i> ). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use nouns about more than one. <b>Source:</b> BJU English: chapter 3: nouns, chapter 5: action verbs, chapter 9: pronouns, chapter 11: more verbs, chapter 13: adjectives and adverbs		
<b>INSTRUCTION</b>	Direct	Direct	Direct
<b>ASSESSMENT</b>	Short Answer	Short Answer	Short Answer

2LA 01. b.	<b>Demonstrates</b> command of the conventions of standard English grammar and usage when writing or speaking by: <b>forming</b> and <b>using</b> frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use plurals that don't follow the rules. <b>Source:</b> Nouns Unit, BJU English: chapter 3, page 54		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2LA 01. c.	<b>Demonstrates</b> command of the conventions of standard English grammar and usage when writing or speaking by: <b>using</b> reflexive pronouns (e.g., <i>myself, ourselves</i> ). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use words that mean nouns. <b>Source:</b> Nouns Unit, BJU English: chapter 3, page 52		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2LA 01. d.	<b>Demonstrates</b> command of the conventions of standard English grammar and usage when writing or speaking by: <b>forming</b> and <b>using</b> the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use verbs about the past. <b>Source:</b> Verbs Unit, BJU English: chapter 5, pages 96-109		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2LA 01. e.	<b>Demonstrates</b> command of the conventions of standard English grammar and usage when writing or speaking by: <b>using</b> adjectives and adverbs, and <b>choosing</b> between them depending on what is to be modified. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use adjectives and adverbs. <b>Source:</b> Verbs Unit, BJU English: chapter 5, pages 100-103		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2LA 01. f.	<b>Demonstrates</b> command of the conventions of standard English grammar and usage when writing or speaking by: <b>producing</b> and <b>expanding</b> complete sentences in shared language activities. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can write complete sentences. <b>Source:</b> Sentences Unit, BJU English: chapter 1, pages 4-5, 16-17		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2LA 02. a.	<b>Demonstrates</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing by: <b>capitalizing</b> holidays, product names, and geographic names. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can capitalize holidays and names. <b>Source:</b> Nouns Unit, BJU English: chapter 3, pages 37, 38, 43-46		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2LA 02. b.	<b>Demonstrates</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing by: <b>using</b> commas in greetings and closings of letters. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use commas in the greetings and closings of letters. <b>Source:</b> Writing A Friendly Letter Unit, BJU English: chapter 4, page 71		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2LA 02. c.	<b>Demonstrates</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing by: <b>using</b> an apostrophe to form contractions and frequently occurring possessives. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use an apostrophe to make contractions and show possession. <b>Source:</b> Writing A Story Unit, BJU English: chapter 8, pages 135-136.		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2LA 02. d.	<b>Demonstrates</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing by: <b>generalizing</b> learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use spelling patterns when spelling words. <b>Source:</b> Phonics charts/word families charts class review		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer and Observation		

2LA 02. e.	<b>Demonstrates</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing by: <b>consulting</b> reference materials, including beginning dictionaries, as needed to check and correct spellings. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use dictionaries to check my spelling. <b>Source:</b> Verbs Unit, BJU English: chapter 11, pages 201-202		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

#### Knowledge of Language

2LA 03.	<b>Uses</b> knowledge of language and its conventions when writing, speaking, reading, or listening by <b>comparing</b> formal and informal uses of English. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use informal and formal English. <b>Source:</b> Daily 5: group lessons and individual/small group conferences, ex. Work on Writing		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Short Answer and Observation		



2LA 04. a.	<b>Determines or clarifies</b> the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Two reading and content</i> , choosing flexibly from an array of strategies by: <b>using</b> sentence-level context as a clue to the meaning of a word or phrase. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can understand the meaning of work from the context. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Comprehension: Use context passage.		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Short Answer and Observation		

2LA 04. b.	<b>Determines or clarifies</b> the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Two reading and content</i> , choosing flexibly from an array of strategies by: <b>determining</b> the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can understand the meaning of the word by using the prefix and suffix. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Expanded Vocabulary: Use prefixes and suffixes		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Short Answer and Observation		

2LA 04. c.	<b>Determines or clarifies</b> the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Two reading and content</i> , choosing flexibly from an array of strategies by: <b>using</b> a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can understand the meaning of the word by using the root word. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Expanded Vocabulary: Use root words		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Short Answer and Observation		

2LA 04. d.	<b>Determines or clarifies</b> the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Two reading and content</i> , choosing flexibly from an array of strategies by: <b>using</b> knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can understand the meaning of the word by using the words inside the words. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Expanded Vocabulary: Use parts of words		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Short Answer and Observation		

2LA 04. e.	<b>Determines or clarifies</b> the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Two reading and content</i> , choosing flexibly from an array of strategies by: <b>using</b> glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can understand the meaning of the word by using glossaries and dictionaries. <b>Source:</b> Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Expanded Vocabulary: Use dictionaries and tools		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Short Answer and Observation		

# MATHEMATICS - OPERATIONS & ALGEBRAIC THINKING

## Represents & Solves Problems Involving Addition & Subtraction

2MOA 01.	<b>Uses</b> addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use strategies to solve addition word problems (within 100). <b>Source:</b> Saxon Lesson 8		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

### Adds & Subtracts Within 20

2MOA 02.	Fluently <b>adds</b> and <b>subtracts</b> within 20 using mental strategies. By end of Grade 2, <b>knows</b> from memory all sums of two one-digit numbers. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use strategies to solve subtraction word problems (within 100). I know my addition and subtraction facts. <b>Source:</b> Saxon Lesson 5		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

### Works With Equal Groups of Objects to Gain Foundations for Multiplication

2MOA 03.	<b>Determines</b> 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; <b>writes</b> an equation to express an even number as a sum of two equal addends. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can group objects to tell if a number is odd or even. <b>Source:</b> Saxon Lesson 13		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MOA 04.	<b>Uses</b> addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; <b>writes</b> an equation to express the total as a sum of equal addends. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use addition to help me figure out how many objects are in an array. <b>Source:</b> Saxon Lesson 92		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer

## MATHEMATICS - NUMBERS & OPERATIONS IN BASE TEN

### Understands Place Value

2MNBT	<p><b>Understands</b> 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. <b>Understands</b> the following as special cases:</p> <p>01.</p> <ul style="list-style-type: none"> <li>a. 100 can be thought of as a bundle of ten tens — called a "hundred."</li> <li>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). (ICC/MCC)</li> </ul>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can understand and use hundreds, tens and ones. <b>Source:</b> Saxon Lesson 74		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

2MNBT	<p>02. <b>Counts</b> within 1000; skip-count by 5s, 10s, and 100s. (ICC/MCC)</p>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can count to 1,000 by 1s, 5s, 10s and 100s. <b>Source:</b> Saxon Lesson 2		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MNBT	<p>03. <b>Reads and writes</b> numbers to 1000 using base-ten numerals, number names, and expanded form. (ICC/MCC)</p>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can read and write numbers to 1,000 in different ways. <b>Source:</b> Saxon Lesson 1		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MNBT	<p>04. <b>Compares</b> two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons. (ICC/MCC)</p>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can compare three-digit numbers using because I understand hundreds, tens and ones. <b>Source:</b> Saxon Lesson 8		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

**Uses Place Value Understanding & Properties of Operations to Add & Subtract**

2MNBT 05.	Fluently <b>adds</b> and <b>subtracts</b> within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can add and subtract two-digit numbers. <b>Source:</b> Saxon Lesson 29		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MNBT 06.	<b>Adds</b> up to four two-digit numbers using strategies based on place value and properties of operations. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can add up to four 2-digit numbers. <b>Source:</b> Saxon Lesson 36		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MNBT 07.	<b>Adds</b> and <b>subtracts</b> within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; <b>relates</b> the strategy to a written method. <b>Understands</b> that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use strategies to add and subtract numbers within 1000 and know when to regroup and borrow. <b>Source:</b> Saxon Lesson 22		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MNBT 08.	Mentally <b>adds</b> 10 or 100 to a given number 100–900, and mentally <b>subtracts</b> 10 or 100 from a given number 100–900. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can add and subtract 10 or 100 to any number from 100 to 900 in my head. <b>Source:</b> Saxon Lesson 36		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MNBT 09.	<b>Explains</b> why addition and subtraction strategies work, using place value and the properties of operations. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can explain why adding and subtracting strategies work using what I know about place value. <b>Source:</b> Saxon Lesson 22		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

## MATHEMATICS - MEASUREMENT & DATA (Chapter 12 IAC)

### Measures & Estimates Lengths in Standard Units.

2MMD 01.	<b>Measures</b> the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use different tools to measure objects.  <b>Source:</b> Saxon Lesson 43		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

2MMD 02.	<b>Measures</b> the length of an object twice, using length units of different lengths for the two measurements; <b>describes</b> how the two measurements relate to the size of the unit chosen. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use two different units to measure the same object and tell how the measurements compare.  <b>Source:</b> Saxon Lesson 102		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer

2MMD 03.	<b>Estimates</b> lengths using units of inches, feet, centimeters, and meters. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can estimate the lengths of objects using inches, feet, centimeters and meters.  <b>Source:</b> Saxon Lesson 104		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer

2MMD 04.	<b>Measures</b> to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell the difference in the lengths of two different objects.  <b>Source:</b> Saxon Lesson 99		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer

**Relates Addition & Subtraction to Length**

2MMD 05.	<b>Uses</b> 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use addition and subtraction to solve measurement problems.  <b>Source:</b> Saxon Lesson 104		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer

2MMD 06.	<b>Represents</b> whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can make and use a number line.  <b>Source:</b> Saxon Lesson 56		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

**Works with Time & Money**

2MMD 07.	<b>Tells and writes</b> time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell time to five minutes and use a.m. and p.m. in the right ways.  <b>Source:</b> Saxon Lesson 78		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

2MMD IA 01.	<b>Describes</b> the relationship among standard units of time: minutes, hours, days, weeks, months and years. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can compare minutes, hours, days, weeks, months and years.  <b>Source:</b> Saxon Lesson 18		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		



2MMD 08.	<b>Solves</b> word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can count money to help me solve word problems. <b>Source:</b> Saxon Lesson 87		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer

#### Represents & Interprets Data

2MMD 09.	<b>Generates</b> measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. <b>Shows</b> the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can make a table to organize information about measurement. I can show measurements with a line plot. <b>Source:</b> Saxon Lesson 43		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

2MMD IA 02.	<b>Uses</b> interviews, surveys, and observations to collect data that answer questions about students' interests and/or their environment. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use interviews, surveys, and observations to answer questions about students. <b>Source:</b> Saxon Lesson 43		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short Answer	

2MMD 10.	<b>Draws</b> a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. <b>Solves</b> simple put-together, take-apart, and compare problems <sup>3</sup> using information presented in a bar graph. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can draw and solve problems using a picture or bar graph to share number information. <b>Source:</b> Saxon Lesson 2		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

## MATHEMATICS – GEOMETRY (Chapter 12 IAC)

### Reasons with Shapes & Their Attributes

2MG 01.	<b>Recognizes</b> and <b>draws</b> shapes having specified attributes, such as a given number of angles or a given number of equal faces. <b>Identifies</b> triangles, quadrilaterals, pentagons, hexagons, and cubes. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can name and draw shapes. (I know triangles, quadrilaterals, pentagons, hexagons and cubes.) <b>Source:</b> Saxon Lesson 6		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MG 02.	<b>Partitions</b> a rectangle into rows and columns of same-size squares and count to find the total number of them. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can find the area of a rectangle by breaking it into equal sized squares. <b>Source:</b> Saxon Lesson 121		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short Answer

2MG 03.	<b>Partitions</b> circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , <i>etc.</i> , and describe the whole as two halves, three thirds, four fourths. <b>Recognizes</b> that equal shares of identical wholes need not have the same shape. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can divide shapes into equal parts and describe the parts with words like halves or thirds. I can understand that equal parts of a shape may look different depending on how I divide the shape. <b>Source:</b> Saxon Lesson 19		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

## MATHEMATICS – MATHEMATICAL PRACTICE

2MP 01.	<b>Makes</b> sense of problems and <b>perseveres</b> in solving them. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can try many times to understand and solve a math problem. <b>Source:</b> Saxon Lesson 22		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MP 02.	<b>Reasons</b> abstractly and quantitatively. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can <b>Source:</b> Saxon Lesson 8		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MP 03.	<b>Constructs</b> viable arguments and <b>critiques</b> the reasoning of others. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can think about the math problem in my head, first. <b>Source:</b> Saxon Lesson 2		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MP 04.	<b>Models</b> with mathematics. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use math symbols and numbers to solve the problem. <b>Source:</b> Saxon Lesson 13		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MP 05.	<b>Uses</b> appropriate tools strategically. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use math tools, pictures, drawings, and objects to solve the problem. <b>Source:</b> Saxon Lesson 27		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MP 06.	<b>Attends</b> to precision. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can check to see if my strategy and calculations are correct. <b>Source:</b> Saxon Lesson 27		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

2MP 07.	<b>Looks for</b> and <b>makes</b> use of structure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use what I already know about math to solve the problem. <b>Source:</b> Saxon Lesson 18		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short Answer		

## PERSONAL DEVELOPMENT – FINANCIAL LITERACY

2FIN 01.	<b>Demonstrates</b> the ability to set goals based on wants and needs. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can create long and short-term goals based on what I need and want. <b>Source:</b> Junior Achievement Unit		
<b>INSTRUCTION</b>			Direct and Group Discussions
<b>ASSESSMENT</b>			Observation and Short Answer

2FIN 02.	<b>Demonstrates</b> an understanding of the concept of credit. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can describe credit. <b>Source:</b> Junior Achievement Unit		
<b>INSTRUCTION</b>			Direct and Group Discussions
<b>ASSESSMENT</b>			Observation and Short Answer

2FIN 03.	<b>Develops</b> awareness that each person has an identity. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can describe identity. <b>Source:</b> Junior Achievement Unit		
<b>INSTRUCTION</b>			Direct and Group Discussions
<b>ASSESSMENT</b>			Observation and Short Answer

2FIN 04.	<b>Identifies</b> monetary resources and distribution options for those resources. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can describe where you can get money. <b>Source:</b> Junior Achievement Unit		
<b>INSTRUCTION</b>			Direct and Group Discussions
<b>ASSESSMENT</b>			Observation and Short Answer

2FIN 04.	<b>Recognizes</b> various ways to save and the reasons individuals decide to save. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can describe various reasons and ways to save. <b>Source:</b> Junior Achievement Unit		
<b>INSTRUCTION</b>			Direct and Group Discussions
<b>ASSESSMENT</b>			Observation and Short Answer

2FIN 04.	<b>Distinguishes</b> between appropriate spending choices. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can describe good reasons to spend money. <b>Source:</b> Junior Achievement Unit		
<b>INSTRUCTION</b>			Direct and Group Discussions
<b>ASSESSMENT</b>			Observation and Short Answer

## PERSONAL DEVELOPMENT – EMPLOYABILITY SKILLS

2EMP 01.	<b>Communicates</b> and <b>works</b> appropriately with others to complete tasks. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can work with others to get things done. <b>Source:</b> Structured group physical education activities.		
<b>INSTRUCTION</b>	Direct and Indirect		
<b>ASSESSMENT</b>	Observation		

2EMP 02.	<b>Recognizes</b> different roles and responsibilities and is open to change. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can lead, follow and change as needed. <b>Source:</b> Structured group physical education activities.		
<b>INSTRUCTION</b>	Direct and Indirect		
<b>ASSESSMENT</b>	Observation		

2EMP 03.	<b>Learns</b> leadership skills and <b>demonstrates</b> integrity, ethical behavior, and social responsibility. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can lead and make good choices. <b>Source:</b> Structured group physical education activities.		
<b>INSTRUCTION</b>	Direct and Indirect		
<b>ASSESSMENT</b>	Observation		

2EMP 04.	<b>Develops</b> initiative and <b>demonstrates</b> self-direction in activities. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can work on my own. <b>Source:</b> Junior Achievement Unit		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation and Short Answer		

2EMP 05.	<b>Works</b> productively and <b>is accountable</b> for his/her actions. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I am reliable in getting my work done. <b>Source:</b> Independent homework assignments		
<b>INSTRUCTION</b>	Direct, indirect, independent		
<b>ASSESSMENT</b>	Short Answer		



## PERSONAL DEVELOPMENT – SHOWS RESPECT & CARES FOR OTHERS

2PDSR 01.	<b>Shows</b> respect for others. (Student Action Expectation #1)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can respect others. <b>Source:</b> Structured group physical education activities.		
<b>INSTRUCTION</b>	Direct and Indirect		
<b>ASSESSMENT</b>	Observation		

2PDSR 02.	<b>Shows</b> respect for authority. (Student Action Expectation #2)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I respect my authorities. <b>Source:</b> Religion class: 10 Commandments		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Observation		

2PDSR 03.	<b>Demonstrates</b> responsibility for his/her own actions. (Student Action Expectation #3)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can be trusted to do my job the right way. <b>Source:</b> Daily 5 independent assignments		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation		

## PERSONAL DEVELOPMENT – WORK AND STUDY HABITS

2PDW 01.	<b>Listens and follows</b> instructions. (Student Action Expectation #4)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can follow instructions. <b>Source:</b> Structured group physical education activities.		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Observation		

2PDW 02.	<b>Uses</b> time wisely. (Student Action Expectation #5)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can finish tasks on time. <b>Source:</b> Daily 5 independent assignments		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation		

2PDW 03.	<b>Hands in</b> assignments on time. (Student Action Expectation #6)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can turn in work on time. <b>Source:</b> Daily 5 independent assignments		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation		

2PDW 04.	<b>Shows</b> effort in work. (Student Action Expectation #7)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can try my best on my work. <b>Source:</b> Math guided practice daily assignments		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation		

2PDW 05.	<b>Organizes and cares</b> for materials. (Student Action Expectation #8)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can take care of my supplies. <b>Source:</b> Daily care of their own desk materials		
<b>INSTRUCTION</b>	Direct and Group Discussions		
<b>ASSESSMENT</b>	Observation		

## PHYSICAL DEVELOPMENT – PHYSICAL EDUCATION

2PDP 01.	<b>Understands and practices</b> fitness activities. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can practice good fitness. <b>Source:</b> Health exercise unit		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Observation and rubric

## RELIGION

2REL 01.	<b>Participates</b> in Religion class. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can participate in Religion class. <b>Source:</b> Daily work in Religion class and chapel		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Observation		

2REL 02.	<b>Memorizes</b> Bible verses (Memory Work), Luther's Catechism, & prayers. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can memorize Bible verses, catechism, and prayers. <b>Source:</b> Memory work		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		

2REL 03.	<b>Participates</b> in Chapel & other worship services. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can participate in chapel. <b>Source:</b> Weekly work in chapel		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Observation		

## SCIENCE – SCIENCE AS INQUIRY

2SAI 01.	<b>Asks</b> questions about objects, organisms, and events in the environment. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can ask questions about objects, organisms, and events in the environment. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page A11		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Short answer		

2SAI 02.	<b>Plans</b> and <b>conducts</b> simple investigations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can plan and conduct a simple investigation. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page A24		
<b>INSTRUCTION</b>	Independent		
<b>ASSESSMENT</b>	Rubric		

2SAI 03.	<b>Uses</b> tools to gather data and extend the senses. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use tools to gather data. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page A16		
<b>INSTRUCTION</b>	Experimental		
<b>ASSESSMENT</b>	Observation		

2SAI 04.	<b>Uses</b> mathematics in scientific inquiry. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use math in science investigations. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page B6		
<b>INSTRUCTION</b>		Direct, experimental	
<b>ASSESSMENT</b>		Short answer	

2SAI 05.	<b>Uses</b> data to construct reasonable explanations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use data to explain. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page A29		
<b>INSTRUCTION</b>	Group discussion		
<b>ASSESSMENT</b>	Rubric		

2SAI 06.	<b>Communicates</b> investigations and explanations orally, in writing or through drawings. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell about my investigation. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page B13		
<b>INSTRUCTION</b>	Group discussion		
<b>ASSESSMENT</b>	Rubric		

2SAI 07.	<b>Follows</b> appropriate safety procedures when conducting investigations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can follow safety rules in investigations. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page D42		
<b>INSTRUCTION</b>			Group discussion
<b>ASSESSMENT</b>			Observation

2SAI 08.	<b>Increases</b> knowledge & appreciation of God's natural world through instruction & hands-on activities. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can explore God's creation by scientific inquiry and research. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page A42		
<b>INSTRUCTION</b>	Experiment		
<b>ASSESSMENT</b>	Observation		

## SCIENCE – EARTH & SPACE SCIENCE (Chapter 12 IAC)

2SES 01.	<b>Understands and applies</b> properties of earth materials. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how earth's materials are used.  <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page D25		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short answer

2SES 02.	<b>Understands and applies</b> observable information about daily and seasonal weather conditions. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can understand and make sense of what I see about the weather each day and season.  <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page D37		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short answer

2SES 03.	<b>Understands and applies</b> knowledge of events that have repeating patterns. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how some events have repeating patterns.  <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page B18		
<b>INSTRUCTION</b>	Experimental		
<b>ASSESSMENT</b>	Presentation		



## SCIENCE – LIFE SCIENCE (Chapter 12 IAC)

2SLS 01.	<b>Understands and applies</b> knowledge of the characteristics of living things and how living things are both similar to and different from each other and from non-living things. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how living things are both similar to and different from each other and from non-living things. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page A5		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		

2SLS 02.	<b>Understands and applies</b> knowledge of life cycles of plants and animals. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can explain the life cycle of plants and animals. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page A12		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		

2SLS 03.	<b>Understands and applies</b> knowledge of the basic needs of plants and animals and how they interact with each other and their physical environment. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can explain the basic needs of plants and animals and how they interact with each other and their habitats. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page A8		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		

2SLS 04.	<b>Understands and applies</b> knowledge of ways to help take care of the environment. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell ways to help take care of the environment. <b>Source:</b> Two by Two unit		
<b>INSTRUCTION</b>	Direct and Group Discussion		
<b>ASSESSMENT</b>	Short answer and Presentation		

2SLS 05.	<b>Understands and applies</b> knowledge of basic human body structures (human body parts and their functions). (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can explain how the human body works. <b>Source:</b> <i>ABeka: Health, Safety, Manners</i> , page 4		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		

2SLS 06.	<b>Understands and applies</b> knowledge of good health habits. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can help keep myself healthy. <b>Source:</b> <i>ABeka: Health, Safety, and Manners</i> , page 5		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		

## SCIENCE – PHYSICAL SCIENCE (Chapter 12 IAC)

2SPS 01.	<b>Understands and applies</b> knowledge of observable and measurable properties of objects. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell and use the characteristics of things. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page A12		
<b>INSTRUCTION</b>	Indirect		
<b>ASSESSMENT</b>	Presentation		

2SPS 02.	<b>Understands and applies</b> knowledge of characteristics of liquids and solids. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell and use what I know about liquids and solids. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page D14		
<b>INSTRUCTION</b>			Experiment and Group Discussion
<b>ASSESSMENT</b>			Presentation

2SPS 03.	<b>Understands and applies</b> knowledge of the positions and motions of objects. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell and use what I know about the positions and motions of objects. <b>Source:</b> <i>Science Discovery Works: Concordia Edition</i> , page D30		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short answer

## SOCIAL STUDIES – BEHAVIORAL SCIENCES

2SSB 01.	<b>Understands</b> the changing nature of society. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how societies change. <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page 128		
<b>INSTRUCTION</b>		Direct and Group discussion	
<b>ASSESSMENT</b>		Short answer	

2SSB 02.	<b>Understands</b> the relationship of the individual to the components of society and culture. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how a person is a part of society and culture. <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page 257		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short answer

## SOCIAL STUDIES – ECONOMICS

2SSE 01.	<b>Understands</b> the role of scarcity and economic trade-offs and how economic conditions impact people's lives. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how money impacts people's lives. <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page 226		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short answer	

2SSE 02.	<b>Understands</b> that the basic nature of economics is an exchange of resources. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell that economics is an exchange of resources. <b>Source:</b> Junior Achievement Unit		
<b>INSTRUCTION</b>			Direct and Group Discussions
<b>ASSESSMENT</b>			Observation and Short Answer

2SSE 03.	<b>Understands</b> how governments throughout the world influence economic behavior. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how government influences economics. <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page 215		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short answer	

## SOCIAL STUDIES – GEOGRAPHY

2SSG 01.	<b>Understands</b> the use of geographic tools to locate and analyze information about people, places, and environments. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use a map to tell about people, places, and environments. <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page 84		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		

2SSG 02.	<b>Understands</b> how geographic and human characteristics create culture and define regions. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how the geography and the characteristics of the people create a unique area and culture. <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page 75		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		

2SSG 03.	<b>Understands</b> how geographic processes and human actions modify the environment and how the environment affects humans. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how the environment affects us and how we affect the environment. <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page 96		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		

## SOCIAL STUDIES – HISTORY

2SSH 01.	<b>Understands</b> how and why people create and participate in governance. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how and why people create and participate in government. <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page 238		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Short answer

2SSH 02.	<b>Understands</b> culture and cultural diffusion affects the development and maintenance of societies. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how culture affects society. <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page 134		
<b>INSTRUCTION</b>		Direct	
<b>ASSESSMENT</b>		Short answer	

2SSH 03.	<b>Understands</b> economic needs and wants affect individual and group decisions. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell how needs and want affect our decisions. <b>Source:</b> Junior Achievement Unit		
<b>INSTRUCTION</b>			Direct and Group Discussions
<b>ASSESSMENT</b>			Observation and Short Answer

## SOCIAL STUDIES – POLITICAL SCIENCE/ CIVIC LITERACY

2SSP 01.	<b>Understands</b> the basic concepts of government and democracy and that the U.S. constitution defines the rights and responsibilities of citizens. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can tell about government, democracy and that the Constitution tells us our rights and responsibilities.  <b>Source:</b> MacMillan/McGraw-Hill: <i>We Live Together</i> , page A3		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Short answer		



## TECHNOLOGY LITERACY

2TL 01.	<b>Uses</b> the keyboard of a computer. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use the keyboard of a computer. <b>Source:</b> Typing.com Unit		
<b>INSTRUCTION</b>			Direct
<b>ASSESSMENT</b>			Observation

2TL 02.	<b>Uses</b> a word processing program. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use a word processing program. <b>Source:</b> teacher-created unit: Microsoft Word		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Observation		

2TL 03.	<b>Uses</b> age-appropriate Internet sites. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use age-appropriate internet sites. <b>Source:</b> teacher-created unit: Internet and Internet Safety		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Observation		

2TL 04.	<b>Uses</b> technology to <b>create</b> projects, <b>identify</b> patterns, and <b>make</b> predictions. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use technology to create projects, identify patterns, and make predictions. <b>Source:</b> Code.org		
<b>INSTRUCTION</b>	Independent and Group Discussion		
<b>ASSESSMENT</b>	Short answer		

2TL 05.	Uses a variety of technology tools and media-rich resources to <b>work collaboratively</b> with others. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use technology to create projects, identify patterns, and make predictions. <b>Source:</b> Code.org		
<b>INSTRUCTION</b>	Independent and Group Discussion		
<b>ASSESSMENT</b>	Short answer		

2TL 06.	<b>Utilizes</b> predetermined digital resources and tools to <b>answer</b> questions or <b>solve</b> problems. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use digital resources to answer questions or solve problems. <b>Source:</b> Loras Production SeeSaw Unit		
<b>INSTRUCTION</b>	Direct and presentation		
<b>ASSESSMENT</b>	Rubric		

2TL 07.	<b>Uses</b> technological resources to <b>investigate</b> given questions or problems. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use technology to investigate given questions or problems. <b>Source:</b> Code.org		
<b>INSTRUCTION</b>	Independent and Group Discussion		
<b>ASSESSMENT</b>	Short answer		

2TL 08.	<b>Understands</b> basic technology hardware and software and their application. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I understand the basics of a computer's hardware, software, and their applications. <b>Source:</b> teacher-created unit: Computer parts and basics		
<b>INSTRUCTION</b>	Direct		
<b>ASSESSMENT</b>	Observation		

2TL 09.	<b>Incorporates</b> technology as a tool to enhance writing. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I can use technology as a tool to enhance writing. <b>Source:</b> Loras Production SeeSaw Unit		
<b>INSTRUCTION</b>	Direct and presentation		
<b>ASSESSMENT</b>	Rubric		

## FINE ARTS – VISUAL ARTS

2FAV 01.	<b>Views and understands</b> the visual arts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I am able to draw animals and make their features with different lines. (Arts Attack Grade 4, Line Lesson)	I am able to draw pictures with crayons and paint over the crayons to make a snow scene. (Arts Attack Grade 4, Media Lesson)	I am able to draw a still life object using a viewfinder and color what I see using oil pastel crayons. (Arts Attack Grade 4, Composition Lesson)
<b>INSTRUCTION</b>	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD
<b>ASSESSMENT</b>	R, OB, P	R, OB, P	R, OB, P

2FAV 02.	<b>Develops and communicates</b> imaginative and inventive ideas. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
<b>CURRICULUM</b>	I created an owl using lines to show the shape, the face and pattern of feathers.	I created a picture of children throwing snowballs outside on a snowy day.	I created colorful eggs on top of grass in a basket.
<b>INSTRUCTION</b>	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD
<b>ASSESSMENT</b>	OB, P	OB, P	OB, P

**NOTE:**

Chapter 12 IAC means the essential concept and skill is noted in this legislation, which is used, to accredit schools.

Concordia Publishing House means that the essential concept and skill was extracted from the purchased curriculum.

DLS means these concepts and skills were identified by Dubuque Lutheran School staff as being essential to the curriculum.

DLS Pastors means these concepts and skills were identified and/or modified by Dubuque Lutheran School pastors as being essential to the curriculum.

ICC means the essential concept and skill was included in the Iowa Core Curriculum as it was initially presented.

ICC/MCC means the essential concept and skill is part of the national collaboration of Iowa Core Curriculum and the Model Core Curriculum.

Northern Arizona University means that the essential concept and skill was extracted from the purchased curriculum