



Burrillville School Department

Parent Guide to the Standards: Grade Two

READING

Foundational Skills

Phonics and Word Recognition	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.
Fluency	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Key Ideas and Details

Literature	Informational Text
<ul style="list-style-type: none"> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges. 	<ul style="list-style-type: none"> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

Literature

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Informational Text

- Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

Literature

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Informational Text

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

Literature

- By the end of the year, read and comprehend 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. (For more information about exemplars of text in this band, please go to http://www.corestandards.org/assets/Appendix_B.pdf)

Informational Text

- By the end of year, read and comprehend 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. (For more information about exemplars of text in this band, please go to http://www.corestandards.org/assets/Appendix_B.pdf)

WRITING

Text Types and Purposes

Opinion	<ul style="list-style-type: none">• Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Informative/ Explanatory	<ul style="list-style-type: none">• Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Narrative	<ul style="list-style-type: none">• Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution	<ul style="list-style-type: none">• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	<ul style="list-style-type: none">• Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).• Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - Follow 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).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

LANGUAGE

<p>Conventions of Standard English</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Use collective nouns (e.g., <i>group</i>). ○ Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). ○ Use reflexive pronouns (e.g., <i>myself, ourselves</i>). ○ Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). ○ Use adjectives and adverbs, and choose between them depending on what is to be modified. ○ Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Capitalize holidays, product names, and geographic names. ○ Use commas in greetings and closings of letters. ○ Use an apostrophe to form contractions and frequently occurring possessives. ○ Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). ○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p>Knowledge of Language</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ● Compare formal and informal uses of English
<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● Use sentence-level context as a clue to the meaning of a word or phrase. ● Determine 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>). ● Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). ● Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). ● Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>

	<ul style="list-style-type: none"> • Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). • Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
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MATH

<p>Mathematical Practices (embedded into all other standards)</p>	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning. <p>For additional information, see http://www.corestandards.org/Math/Practice/</p>
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Operations and Algebraic Thinking

<p>Represent and solve problems involving addition and subtraction.</p>	<ul style="list-style-type: none"> • Use 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. For more information about types of problems, see http://www.corestandards.org/Math/Content/mathematics-glossary/Table-1/
<p>Fluently add and subtract within 20.</p>	<ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). • By end of Grade 2, know from memory all sums of two one-digit numbers.

<p>Work with equal groups of objects to gain foundations for multiplication.</p>	<ul style="list-style-type: none"> • Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. • Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
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<p>Number and Operations in Base Ten</p>	
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<p>Understand Place Value</p>	<ul style="list-style-type: none"> • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <ul style="list-style-type: none"> ◦ 100 can be thought of as a bundle of ten tens — called a "hundred." ◦ 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). • Count within 1000; skip-count by 5s, 10s, and 100s. • Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. • Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
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<p>Use place value understanding and properties of operations to add and subtract.</p>	<ul style="list-style-type: none"> • Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Add up to four two-digit numbers using strategies based on place value and properties of operations. • Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. • Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. • Explain why addition and subtraction strategies work, using place value and the properties of operations
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Measurement and Data

Measure and estimate lengths in standard units.

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- Represent 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.

Work with time and money.

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.

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

Geometry

Reason with shapes and their attributes.

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

SCIENCE

Earth and Space Science (Trimester 1: Pebbles, Sand, and Silt)

- Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Physical Science (Trimester 2: Solids and Liquids)

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

	<ul style="list-style-type: none"> ● Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ● Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
<p>Life Science (Trimester 3: Insects and Plants)</p>	<ul style="list-style-type: none"> ● Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. ● Plan and conduct an investigation to determine if plants need sunlight and water to grow. ● Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. ● Make observations of plants and animals to compare the diversity of life in different habitats. ● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ● Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
<p>Science and Engineering Practices (embedded into other standards)</p>	<ul style="list-style-type: none"> ● Ask questions based on observations to find more information about the natural and/or designed world(s). ● Define a simple problem that can be solved through the development of a new or improved object or tool. ● Develop and/or use a model to represent amounts, relationships, relative scales and/or patterns in the natural world. ● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. ● Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. ● Make predictions based on prior experiences. ● Record information (observations, thoughts, and ideas). ● Use and share pictures, drawings, and/or writings of observations. ● Use observations (firsthand or from media) to describe patterns and/or use relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. ● Compare predictions (based on prior experiences) to what

	<p>occurred (observable events).</p> <ul style="list-style-type: none"> • Use counting and numbers to identify and describe patterns in the natural and designed world(s). • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Compare multiple solutions to a problem. • Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument. • Construct an argument with evidence to support a claim.
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SOCIAL STUDIES

<p>Civics and Government</p>	<ul style="list-style-type: none"> • Students demonstrate an understanding of origins, forms, and purposes of government by identifying rules and consequences for not following them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules; evaluating the rules in different settings; exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community • Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good; recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain) • Students demonstrate an understanding of United States government by identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country) • Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs; using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy; c. identifying individual roles in a group and acting as a productive member of a group • Students demonstrate an understanding of citizens' rights and responsibilities by a. exhibiting respect for self, parents, teachers, authority figures, and others • Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by demonstrating personal and group rights and responsibility; working cooperatively in a group, sharing responsibilities or individual roles within a group; identifying feelings and situations that lead to conflict and describing ways people solve problems effectively • Students demonstrate an understanding of political systems and
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	<p>political processes by identifying forms of civic participation</p> <ul style="list-style-type: none"> ● Students demonstrate their participation in political processes by experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern) ● Students participate in a civil society by a. identifying problems, planning and implementing solutions in the classroom, school, and community ● Students demonstrate an understanding of the many ways Earth's people are interconnected by . exploring and discussing ways we interact with others around the world ● Students demonstrate an understanding of the benefits and challenges of an interconnected world by using a variety of print and non-print sources to explore other people and places ● Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by listing the pros and cons of personal decisions
<p>Economics</p>	<ul style="list-style-type: none"> ● Students demonstrate an understanding of basic economic concepts by identifying human, natural, and capital resources; explaining how the availability of resources affects production of goods and offering of services and their consumption; identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want ● Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by recognizing and discussing the differences between basic wants and needs ● Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by identifying how goods and services are shared as a family ● Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying the ways in which people exchange goods and services; explaining how prices affect the choices people make about buying or selling goods or services; describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries ● Students analyze how Innovations and technology affects the exchange of goods and services by identifying how technology has changed over time and explaining how they affect the way people live, work, or play ● Students demonstrate an understanding of the interdependence created by economic decisions by identifying how the classroom community members exchange and consume resources; recognizing the purposes of money and how it can be used

<p>Geography</p>	<ul style="list-style-type: none"> ● Students understand maps, globes, and other geographic tools and technologies by identifying the purpose of a variety of maps; describing where places are located on a map using relative distance and direction; organizing information about people places and environments in a spatial context ● Students identify the characteristics and features of maps by recognizing elements of a map; explaining how the elements are used ● Students understand the physical and human characteristics of places by identifying and describing natural/physical features; identifying and describing human-made features ● Students distinguish between regions and places by identifying natural/physical features of different places and regions; comparing and contrasting human-made features of different places and regions ● Students understand different perspectives that individuals/ groups have by identifying and describing how people in different places view their environments ● Students understand how geography contributes to how regions are defined / identified by identifying natural physical boundaries of places ● Students understand why people do/do not migrate by describing a reason why people have or have not moved ● Students understand the interrelationships of geography with resources by identifying geographic origins of specific resources ● Students understand how geography influences human settlement, cooperation or conflict by describing how features of a place influence what activities do or do not take place there; describing how people who live near each other sometimes help each other ● Students explain how humans depend on their environment by identifying basic environmental resources needed in daily life ● Students explain how humans react or adapt to an ever-changing physical environment by identifying examples of how changes in the environment can change people's behavior ● Students explain how human actions modify the physical environment by identifying examples of how people can change the space around them; describing why people change the space around them
<p>Historical Perspective</p>	<ul style="list-style-type: none"> ● Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by identifying and categorizing the kinds of information obtained from a variety of artifacts and documents; distinguishing objects, artifacts, and symbols from long ago and today ● Students interpret history as a series of connected events with multiple cause-effect relationships, by describing and organizing a sequence of various events in personal, classroom, or school life; . explaining how a sequence of events affected people in home, classroom, or school ● Students connect the past with the present by recognizing the origin, name, or significance of local geographic and human-made features ● Students chronicle events and conditions by describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life ● Students show understanding of change over time by exploring and

	<p>describing similarities and differences in objects, artifacts, and technologies from the past and present</p> <ul style="list-style-type: none"> ● Students demonstrate an understanding of how the past frames the present by identifying how events and people shape family and school life ● Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present ● Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by identifying geographic factors that can affect how people interact; identifying events that can affect how people interact ● Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people by identifying innovations or inventions that have impacted interaction between people ● Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by recognizing cultural differences and similarities between individuals, groups, or communities ● Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by describing daily life for individuals in a cultural community; identifying different cultures present in the local community ● Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by describing how people with different perspectives view events in different ways
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CO-CURRICULAR CONTENT AREAS

<p>Art</p>	<ul style="list-style-type: none"> ● Students demonstrate knowledge and application of Visual Art and Design concepts ● Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design ● Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts ● Students demonstrate the ability to communicate in the language of Visual Art and Design ● Students demonstrate the ability to extract meaning from works of art ● Students reflect upon, analyze and evaluate the work of self and others <p>For more gradespan-specific information, please go to http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/VAD-RI-GSEs.pdf and http://curriculum.bsd-ri.net/art</p>
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<p>Music</p>	<ul style="list-style-type: none"> ● Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) ● Students show evidence of improvising, composing, and arranging ● Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music ● Students show evidence of connecting music to the arts and other disciplines ● Students perform music alone and with others in a variety of settings ● Students analyze and describe music ● Students evaluate music <p>For more gradespan-specific information, please go to http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/other-subjects/music-ri-gses.pdf and http://curriculum.bsd-ri.net/Music</p>
<p>Physical Education</p>	<ul style="list-style-type: none"> ● Students will demonstrate competency in many movement forms and proficiency in a few movement forms. ● Students will apply movement concepts and principles to the learning and development of motor skills. ● Students will understand the implications of and the benefits derived from involvement in physical activity ● Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness. ● Students will demonstrate responsible personal and social behavior in physical activity settings. ● Students will understand that internal and external environments influence physical activity. <p>For more gradespan-specific information, please go to http://www.thriveri.org/documents/RI_PE_Framework.pdf and http://curriculum.bsd-ri.net/physical-education</p>
<p>Health</p>	<ul style="list-style-type: none"> ● Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life. ● Students will demonstrate the ability to access valid health information and health-promoting products and services. ● Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks ● Students will analyze the influence of culture, media, technology, and other factors on health. ● Students will demonstrate the ability to use interpersonal and communication skills to enhance health. ● Students will demonstrate the ability to use goal setting and decision making skills to enhance health. ● Students will demonstrate the ability to advocate for personal, family, community and environmental health. <p>For more gradespan-specific information, please go to http://thriveri.org/documents/RI_CHI_Outcomes.pdf and http://curriculum.bsd-ri.net/health</p>

Computer Science/ Technology	<ul style="list-style-type: none"> ● Students demonstrate an understanding of the nature of technology ● Students demonstrate an understanding of the need for technology ● Students demonstrate an understanding of the attributes of a design process ● Students demonstrate an understanding of technological products and systems ● Students demonstrate an understanding of effective design ● Students demonstrate an understanding of the areas of engineering and technology ● Students demonstrate an understanding of selecting appropriate tools <p>For more gradespan-specific information, please go to http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Science/E-T-GSEs-final.pdf and http://curriculum.bsd-ri.net/technology</p>
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HABITS OF A LEARNER

Respectful	Students demonstrate respect for school staff, peers, and property
Responsible	Students demonstrate responsibility for their actions, use of time, use of materials, personal belongings, and homework
Ready to Learn	Students come to class prepared, work independently when asked to, work efficiently in groups/with partners, listen to and follow directions