The Brainerd School district has adopted a balanced literacy model, *Benchmark Literacy*. Language Arts is a 2 ½ hour block of time where science, social, health, and math are integrated into a language arts block. Teachers use read alouds, shared reading, guided reading, managed independent learning, research, independent reading, community writing, writer's workshop, and independent writing to explore the world of learning. Learners develop independence in reading, writing, and higher level thinking.

LANGUAGE ARTS

Literature

1. Comprehend the literal and inferred meaning of texts.
2. Describe how words and phrases supply rhythm and meaning.
3. Describe the structure of a text.
4. Acknowledge differences in characters' points of view.
5. Read grade appropriate texts with comprehension, accuracy and fluency.
6. Select literature for enjoyment and academic tasks.

Informational Text

1. Comprehend nonfiction/informational texts.
2. Determine the meaning of words and phrases in texts.
3. Use text features to locate information.
4. Identify the main purpose of a text.
5. Read grade appropriate texts with comprehension, accuracy and fluency.
6. Select texts for enjoyment and academic tasks.

Foundational Skills

1. Know and apply grade-level phonics and word analysis skills.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write opinion, informative/explanatory, and narrative pieces.
2. Strengthen writing as needed by revising and editing.
3. Use a variety of tools to produce and publish writing.
4. Participate in shared research and writing projects.
5. Recall information from experiences or gather information from sources.

Language

1. Demonstrate command of English grammar when writing or speaking.
2. Demonstrate command of writing conventions: capitalization, punctuation, and spelling.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4. Determine or clarify the meaning of unknown words.
5. Demonstrate understanding of word relationships and changes in word meanings.
6. Use language acquired through conversations and reading.

Speaking, Viewing, Listening & Media Literacy

1. Participate in conversations with peers and adults.
2. Recount details from a text read aloud.
3. Ask and answer questions to clarify or get information.
4. Create audio recordings of stories or poems.
5. Tell a story or recount an experience.
6. Speak in complete sentences to provide details or clarification.
7. Use different types of print and digital media.
8. Create a multimedia work for a specific purpose.

Resources: Benchmark Literacy

MATHEMATICS

1. Compare and represent whole numbers up to 1000, with an emphasis on place value.
2. Demonstrate mastery of addition and subtraction basic facts; add and subtract one and two digit numbers in real-world and math problems.
3. Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world problems
4. Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems.
5. Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.
6. Identify, describe and compare basic shapes according to their geometric attributes.
7. Understand length as a measurable attribute; use tools to measure length.
8. Use time and money in real-world and mathematical situations.

Resources: Math Expressions

Home/School Connection: www.eduplace.com/parents/mthexp/
www-k6.thinkcentral.com/ePC/start.do

SCIENCE

1. Understand that scientific inquiry is a set of interrelated processes incorporating multiple approaches used to pose questions about the natural world investigate phenomena.
2. Understand that engineering design is the process of identifying problems and devising a product or solution.
3. Understand that objects can be described in terms of the materials they are made of and their physical properties.
4. Understand that the physical properties of materials can be changed, but not all materials respond the same way to what is done to them.
5. Understand that the motion of an object can be described by a change in its position over time.
6. Understand that the motion of an object can be changed by push or pull forces.
7. Understand that weather can be described in measurable quantities and changes from day to day and with the seasons.
8. Understand that living things are diverse with many different observable characteristics.
9. Understand that natural systems have many components that interact to maintain the living system.
10. Understand that plants and animals undergo a series of orderly changes during their life cycles.

Units of Study: FOSS Solids & Liquids Forces in Action Stem, FOSS Air & Weather, FOSS Insects & Plants

Home/School Connection: www.fossweb.com

SOCIAL STUDIES

1. Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.
2. Explain the importance of constitutions.
3. Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.
4. Given a goal and several alternative choices to reach that goal, select the best choice and explain why.
5. Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.
6. Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.
7. Identify money as any generally accepted item used in making exchanges.
8. Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.
9. Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.
10. Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States
11. Use maps, photos, or other geographic tools to answer basic questions about where people are located.
12. Identify causes and consequences of human impact on the environment and ways that the environment influences people.
13. Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.
14. Use historical records and artifacts to describe how people's lives have changed over time.
15. Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.
16. Describe how the culture of a community reflects the history, daily life or beliefs of its people.

Units of Study: Community Building/My Roles, Air and Weather, Geography, Solids and Liquids, Then and Now, Government and Communities, Insects, Plants and Other Living Things, Physical Feats

HEALTH

1. Comprehend concepts related to health promotion and disease prevention to enhance health focusing on bus, fire and personal safety, dental and personal hygiene and alcohol, tobacco and drugs.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.
3. Access valid information and products and services to enhance health.
4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Use decision-making skills to enhance health.
6. Use goal-setting skills to enhance health.
7. Practice health-enhancing behaviors and avoid health risks.
8. Advocate for personal, family, and community health.

VISUAL ARTS

1. Understand the elements of visual arts, including color, line, shape, form, texture, and space.
2. Understand the characteristics of visual art from a variety of cultures and historical times.
3. Use the tools, basic skills, and techniques of at least three different mediums.
4. Create original works of art to communicate ideas.

Resources: Adventures in Art, Davis Publishing
Artist Study: Paul Klee, Claude Monet
Lessons: Seeing Art in Your World, Under the Earth, Mixing Colors of Paint, Shape Families, Forms in Buildings, Planning a Garden, Sculptures Tell Stories (optional)

MEDIA AND TECHNOLOGY

1. Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others..
4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

MUSIC

1. Sing with accurate pitch.
2. Sing harmony in a group using ostinato.
3. Read and sing musical patterns shown with traditional notation.
4. Play simple melodies on keyboard.
5. Play simple ostinato accompaniments on pitched instruments.
6. Read traditional notation to play musical patterns on keyboard.
7. Read and understand musical signs and symbols.
8. Listen to music and identify same or different phrases.
9. Listen, perform, and understand the music of Native Americans.

Additional Concepts:

1. Demonstrate musical concepts using movement.
2. Make connections between music, the other arts and discipline outside the arts.
3. Respond to question about music and music performances.

PHYSICAL EDUCATION

1. Demonstrate competency in a variety of motor skills and movement patterns.
2. Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior that respects self and others.
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

REPORT CARDS

Standards-based reporting describes the grade level/content area skills and knowledge students are learning based on state standards and benchmarks. With standards-based reporting, **3 IS THE GOAL** for the grade level and should be celebrated.

4 - EXCEEDS year end standards for this grade level.
3 - SECURE understanding of year end standards.
2 - DEVELOPING understanding of year end standards.
1 - BEGINNING understanding of year end standards.

TESTING REQUIREMENTS AND SCHEDULE

Observation Survey of Early Literacy:
Teachers in grades K-2 administer the Benchmark Assessment System (BAS) subtests of the Observation Survey and text level students up to four times a year. The tests measure a child's growth in letter and sound identification, concepts about print, hearing and recording sounds in words, and high frequency words. Teachers use the test results to differentiate literacy instruction and plan interventions for students.
Testing Timeline: August, November, February, May

Benchmark Assessment System:
Students in grades K-4 will be assessed using this one-on-one, comprehensive assessment to determine independent and instructional reading levels.
Testing Timeline: All students will be tested at the beginning and the end of the year. Students performing below grade level will be progress monitored in November and February.

STAR Enterprise:
Students in grades 2 (winter) through high school will be taking the STAR Enterprise tests in reading and mathematics. The purpose of STAR testing is:

- To measure academic progress of all students in reading and mathematics by benchmark testing three times per year, and
- To provide a progress monitoring system that tracks student progress, as needed, for academic interventions.

Testing Timeline: September, January, May

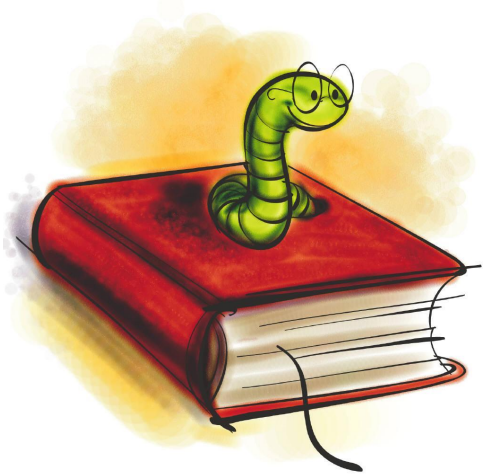
BRAINERD ELEMENTARY SCHOOLS

Baxter	218-454-6400
Garfield	218-454-6450
Harrison	218-454-6500
Lowell	218-454-6550
Nisswa	218-961-6860
Riverside	218-454-6800

To view the entire set of MN Academic Standards
visit MDE at www.education.state.mn.us
or www.isd181.org or call 218-454-6970.

CURRICULUM STANDARDS

GRADE 2



2022-2023

Brainerd Public Schools
Opportunity. Innovation. Success.