

## ND Lower School 2<sup>ND</sup> GRADE CURRICULUM

Last reviewed in August 22, 2019

**The six Transdisciplinary Themes explored throughout the Second Grade year include:**

WHO WE ARE

HOW THE WORLD WORKS

WHERE WE ARE IN PLACE AND TIME

HOW WE ORGANIZE OURSELVES

HOW WE EXPRESS OURSELVES

SHARING THE PLANET

*\*See the Programme of Inquiry (POI) for unit specifics.*

### Disciplines and IB Strands Include:

#### Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

#### Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

#### Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

#### Language Strands

- Oral Language
  - Listening
  - Speaking
- Visual Language
  - Viewing
  - Presenting
- Written Language
  - Reading
  - Writing

#### Religion

# Math

## IB Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

IB Strands	Objectives	Unit Taught
<b>Data Handling</b>	<ul style="list-style-type: none"> <li>• Take a survey</li> <li>• Identify data on graphs</li> <li>• Create a bar graph, pictograph and coordinate grid</li> <li>• Find the range and mode</li> <li>• Explore the likelihood of an event occurring</li> </ul>	<ul style="list-style-type: none"> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> </ul>
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Estimate and measure length, height and weight of objects</li> <li>• Read and write time to the minute</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• HWEO</li> </ul>
<b>Shape and Space</b>	<ul style="list-style-type: none"> <li>• Identify and classify plane and solid shapes</li> <li>• Identify congruent shapes and lines of symmetry</li> <li>• Create geometric patterns to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> </ul>
<b>Pattern and Function</b>	<ul style="list-style-type: none"> <li>• Identify and order numbers 1 through 100</li> <li>• Add two- and three-digit numbers</li> <li>• Use a number line</li> <li>• Understand greater than, less than, equal to</li> <li>• Use subtraction properties to find the difference</li> <li>• Learn and utilize problem-solving skills</li> <li>• Describe and create repeating and growing patterns</li> <li>• Use patterns to solve problems</li> <li>• Demonstrate how to regroup tens and ones</li> <li>• Add with and without regrouping</li> <li>• Decide when to regroup</li> <li>• Subtract with and without regrouping</li> <li>• Multiply with 0 and 1</li> </ul>	<ul style="list-style-type: none"> <li>• WWAPT</li> <li>• STP</li> <li>• ALL</li> <li>•</li> <li>• HWOO</li> <li>• ALL</li> <li>• ALL</li> <li>• HWOO</li> <li>• STP</li> <li>• STP</li> <li>• STP</li> <li>• HWOO</li> <li>• HTWW</li> </ul>
<b>Number</b>	<ul style="list-style-type: none"> <li>• Identify the place value of the tens and ones digits</li> <li>• Compare two-digit numbers</li> <li>• Solve problems by choosing reasonable answers</li> <li>• Identify odd and even numbers</li> <li>• Skip count by 2's, 3's, 4's, 5's and 10's through 100</li> <li>• Estimate and round numbers to the nearest 10 and 100</li> <li>• Count and compare collections of pennies, nickels, dimes and quarters</li> <li>• Add and subtract money amounts</li> <li>• Solve problems using data from a picture</li> </ul>	<ul style="list-style-type: none"> <li>• WWAPT</li> <li>• WWAPT</li> <li>• ALL</li> <li>• WWAPT</li> <li>• WWAPT</li> <li>•</li> <li>• HWEO</li> <li>• HWEO</li> <li>• WWA</li> </ul>

## Science

- (Aligned with NGSS)

### IB Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Units of Study	Objectives	Unit Taught
<b>Inquiry Process</b>	K-2-ETS1-1. 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. <ul style="list-style-type: none"> <li>• Make purposeful observations of the natural world using the appropriate senses</li> <li>• Generate questions based on observations</li> <li>• Plan and conduct simple investigations</li> <li>• Manipulate simple tools – ruler, meter stick, measuring cups, hand lens, thermometer, balance – that aid observation and data collection</li> <li>• Make accurate measurements with appropriate units – meter, centimeter – for the measurement tool</li> <li>• Construct simple charts and graphs from data and observations</li> </ul>	<ul style="list-style-type: none"> <li>• STP</li> <li>• STP</li> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> <li>• STP</li> </ul>
<b>Inquiry Analysis and Communication</b>	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. <ul style="list-style-type: none"> <li>• Share ideas about science through purposeful conversation</li> <li>• Communicate and present findings of observations</li> <li>• Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools)</li> </ul>	<ul style="list-style-type: none"> <li>• WWAIPAT</li> <li>• STP</li> <li>• HTWW</li> </ul>
<b>Reflection and Social Implications</b>	K-2-ETS1-2. 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. <ul style="list-style-type: none"> <li>• Demonstrate scientific concepts through various illustrations, performances, models, exhibits and activities</li> <li>• Recognize that when a science investigation is done the way it was done before, similar results are expected</li> <li>• Use evidence when communicating scientific ideas</li> <li>• Identify technology used in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• HTWW</li> <li>• HTWW</li> <li>• HTWW</li> <li>• HWEO</li> </ul>
<b>Habitats/ Adaptations</b>  <b>IB Strand: Living Things</b>	<b>Interdependent Relationships in Ecosystems</b>  2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow  2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.  2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats	<ul style="list-style-type: none"> <li>• STP</li> </ul>
Units of Study	Objectives	Unit Taught
<b>States of Matter</b>	<b>Structure and Properties of Matter</b>	<ul style="list-style-type: none"> <li>• HTWW</li> <li>• HTWW</li> </ul>



## Social Studies

### IB Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

(Aligned with Michigan Association of Intermediate School Administrators)-MAISA

IB Strands	Objectives	Unit Taught
Social Organization and Culture	<p><b>What is a Community?</b></p> <p>1 - G2.0.1: Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.</p> <p>2 - G2.0.1: Compare the physical and human characteristics of the local community with those of another community.</p> <p>2 - G4.0.2: Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>2 - C1.0.1: Explain why people form governments.</p>	STP
<ul style="list-style-type: none"> <li>• Resources and Environments</li> </ul>	<p><b>Local Communities</b></p> <p>2 - G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.</p> <p>2 - G1.0.2: Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p> <p>2 - G2.0.1: Compare the physical and human characteristics of the local community with those of another community.</p> <p>2 - G2.0.2: Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).</p> <p>2 - G4.0.1: Describe land use in the community (e.g., where people live, where services are provided, where products are made).</p> <p>2 - G4.0.2: Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>2 - G5.0.1: Suggest ways people can responsibly interact with the environment in the local community.</p> <p>2 - G5.0.2: Describe positive and negative consequences of changing the physical environment of the local community.</p>	



<p>Human and Natural Environments</p>	<p><b>Living together in a community</b></p> <p>2 - C1.0.1: Explain why people form governments.</p> <p>2 - C1.0.2: Distinguish between government action and private action.</p> <p>2 - C2.0.1: Explain how local governments balance individual rights with the common good to solve local community problems.</p> <p>2 - C2.0.2: Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</p> <p>2 - C3.0.1: Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.</p> <p>2 - C3.0.2: Use examples to describe how local government affects the lives of its citizens.</p> <p>2 - C3.0.3: Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).</p> <p>2 - G4.0.3: Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.</p> <p>2 - C5.0.1: Identify ways citizens participate in community decisions.</p> <p>2 - C5.0.2: Distinguish between personal and civic responsibilities and explain why they are important in community life.</p>	<p>HWO0</p>
<p><b>Units of Study</b></p>	<p><b>Objectives</b></p>	<p><b>Unit Taught</b></p>
<ul style="list-style-type: none"> <li>Human Systems and Economic Activities</li> </ul>	<p><b>How People work in a community</b></p> <p>1 - E1.0.3: Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p> <p>2 - E1.0.1: Identify the opportunity cost involved in a consumer decision.</p> <p>2 - E1.0.2: Identify businesses in the local community.</p> <p>2 - E1.0.3: Describe how businesses in the local community meet economic wants of consumers.</p> <p>2 - E1.0.4: Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p>2 - E1.0.5: Use examples to show that people cannot produce</p>	



	everything they want (specialization) and depend on trade with others to meet their wants.	
<ul style="list-style-type: none"> <li>Continuity and Change Through Time</li> </ul>	<p><b>How Communities Change</b></p> <p>1 - H2.0.1: Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>1 - H2.0.6: Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>2 - H2.0.1: Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>2 - H2.0.2: Explain why descriptions of the same event in the local community can be different.</p> <p>2 - H2.0.3: Use an example to describe the role of the individual in creating history.</p> <p>2 - H2.0.4: Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).</p> <p>2 - H2.0.5: Identify a problem in a community's past and describe how it was resolved.</p> <p>2 - H2.0.6: Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).</p>	
<ul style="list-style-type: none"> <li>Continuity and Change Through Time</li> </ul>	<p><b>How Citizens Can Effect a Community</b></p> <p>2 - C5.0.1: Identify ways citizens participate in community decisions.</p> <p>2 - C5.0.2: Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>2 - C5.0.3: Design and participate in community improvement projects that help or inform others.</p> <p>2 - P3.1.1: Identify public issues in the local community that influence the daily lives of its citizens.</p> <p>2 - P3.1.2: Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.</p> <p>2 - P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.</p>	



	<p>2 - P3.3.1: Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.</p> <p>2 - P4.2.1: Develop and implement an action plan to address or inform others about a public issue.</p> <p>2 - P4.2.2: Participate in projects to help or inform others.</p>	
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# Reading

## Language Strands

- Oral Language
  - Listening
  - Speaking
- Visual Language
  - Viewing
  - Presenting
- Written Language
  - Reading
  - Writing

Units of Study	Objectives	Unit Taught
<b>Launching the Reading Workshop</b>	<p><b><u>Literature</u></b></p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.2.5. 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.</p> <p><b><u>Reading: Foundational Skills</u></b></p> <p>Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b><u>Speaking and Listening</u></b></p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. 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).</p>	WWAIPAT



	<p>SL.2.1b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.2.3. 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.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
<p><b>Character Study</b></p>	<p><b><u>Literature</u></b></p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.2.10. 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.</p> <p><b><u>Reading: Foundational Skills</u></b></p> <p>Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as</p>	<p>STP</p>



	<p>necessary.</p> <p><b>Speaking and Listening</b> Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. 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).</p> <p>SL.2.1b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.2.3. 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.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>Language</b> Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3a. Compare formal and informal uses of English.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>L.2.6. 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., When other kids are happy that makes me happy).</p>	
<p><b>Readers Learn from Informational Texts</b></p>	<p><b>Informational Text</b> Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or</p>	<p>HWEO</p>



	<p>subject area.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.2.5. 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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI.2.8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b><u>Reading: Foundational Skills</u></b></p> <p>Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b><u>Speaking and Listening</u></b></p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. 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).</p> <p>SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.2.3. 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.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.2.5. 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.</p> <p><b><u>Language</u></b></p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	
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	L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
<b>Mixed Genre Series Clubs</b>	<p><b>Literature</b> Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>Reading: Foundational Skills</b> Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Speaking and Listening</b> Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. 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).</p> <p>SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	HWO0



	<p>SL.2.3. 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</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
<p><b>Informational Writing</b></p>	<p><b>Informational Text</b> Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text</p>	<p>WWA</p>



	<p>complexity band independently and proficiently.</p> <p><b>Reading: Foundational Skills</b> Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Speaking and Listening</b> Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1b. 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). SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1d. Explain their own ideas and understanding in light of the discussion. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	
<p><b>Poetry</b></p>	<p><b>Literature</b> Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>HTWW</p>



5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Reading: Foundational Skills**

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Speaking and Listening**

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b. 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).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.



<p><b>Reading Fiction and Traditional Literature</b></p>	<p><b>Literature</b> Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.2.10. 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.</p> <p><b>Reading: Foundational Skills</b> Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Speaking and Listening</b> Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. 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).</p> <p>SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of</p>	<p>HTWW</p>
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	<p>others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.2.3. 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.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Language</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience and understanding of others to ideas in text through oral and written responses</li> <li>• Retell in sequence the major ideas and relevant details of grade-level narrative and informational text</li> <li>• Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions while reading</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> <li>• ALL</li> <li>• ALL</li> </ul>
<b>Meta-Cognition</b>	<ul style="list-style-type: none"> <li>• Self-monitor comprehension by recognizing when meaning is breaking down and use strategies, including making credible predictions, to increase comprehension when reading or listening to text</li> <li>• Self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences and summarizing the most important ideas and themes in a text</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> <li>• ALL</li> </ul>

## Writing

Units of Study	Objectives	Unit Taught
<b>Manual handwriting</b>	<ul style="list-style-type: none"> <li>• Practice printing letters, words, sentences and stories</li> </ul>	<ul style="list-style-type: none"> <li>• All units</li> </ul>
<b>Cursive</b>	<ul style="list-style-type: none"> <li>• Learn and write cursive letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• HTWW</li> </ul>
<b>Writing Process</b>	<ul style="list-style-type: none"> <li>• Learn the writing process</li> <li>• Write stories using the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• STP</li> <li>• ALL</li> </ul>
<b>Genres</b>	<ul style="list-style-type: none"> <li>• Write narrative pieces: realistic fiction, fantasy or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution and sequenced events</li> </ul>	<ul style="list-style-type: none"> <li>• HWEO</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Identify and write telling sentences, questions, commands and exclamations</li> <li>• Learn subjects and predicates</li> </ul>	<ul style="list-style-type: none"> <li>• STP</li> <li>• STP</li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• Identify and write nouns</li> <li>• Distinguish and write singular and plural nouns</li> <li>• Identify and write common nouns, proper nouns, pronouns and possessive nouns</li> </ul>	<ul style="list-style-type: none"> <li>• WWAPT</li> <li>• WWAPT</li> <li>• HWEO</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Identify and write verbs</li> <li>• Use the correct form of verbs in present and past tense</li> <li>• Identify linking verbs (has and have)</li> <li>• Identify and use “is” and “are,” “was” and “were”</li> </ul>	<ul style="list-style-type: none"> <li>• HWOO</li> <li>• HWOO</li> <li>• HWOO</li> <li>• HWOO</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>• Identify and use adjectives to describe nouns</li> <li>• Identify and use articles</li> <li>• Compare adjectives</li> <li>• Use antonyms and synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> <li>• WWA</li> <li>• WWA</li> <li>• WWA</li> </ul>
<b>Capitalization and Punctuation</b>	<ul style="list-style-type: none"> <li>• Use capitalization and punctuation correctly</li> <li>• Understand correct usage of commas</li> <li>• Fix run-on sentences</li> <li>• Use quotation marks</li> </ul>	<ul style="list-style-type: none"> <li>• STP</li> <li>• WTWW</li> <li>• WTWW</li> <li>• WTWW</li> </ul>

# Grade 2 Religion

Unit	Chapters & Objectives	Unit taught
We Gather as Believers	<ul style="list-style-type: none"> <li>Students <i>discuss</i> how we are people of God and why we come together as one people</li> <li>Students will be able to <i>explain</i> the Sacrament of Baptism and <i>discuss</i> how the church can bring God's light to others.</li> <li>Students <i>determine</i> how Saints helps us follow Jesus.</li> <li>Students <i>analyze</i> why we are called to be Holy and act in Holy ways</li> <li>Students will be able to <i>recite and understand</i> various types of prayer.</li> </ul>	WWAIPAT  STP
We Ask God's Forgiveness	<ul style="list-style-type: none"> <li>Students <i>reflect</i> on making good choices and using free will and conscience.</li> <li>Students <i>recognize</i> the nature of sin and God's readiness to forgive</li> <li>Students <i>explain</i> the need and purpose of Reconciliation</li> <li>Students <i>recite</i> The Ten Commandments and <i>explain</i> mortal and venial sins</li> <li>Students <i>reflect</i> on the purpose and need for contrition</li> </ul>	STP  HWE0
We Celebrate the Word of God	<ul style="list-style-type: none"> <li>Students <i>explain</i> the importance of listening to God's word.</li> <li>Students <i>demonstrate</i> the use of Scripture in our daily walk of faith</li> <li>Students <i>present</i> ways we can show God's love through service</li> <li>Students <i>form</i> petitions and intercessions <i>reflect</i> on the need for praying for others</li> </ul>	HWE0  HWO0
We Celebrate the Gift of Eucharist	<ul style="list-style-type: none"> <li>Students <i>identify</i> how the death and resurrection of Jesus saves us from sin</li> <li>Student <i>explain and discuss</i> the purpose of the Sacrament of Eucharist</li> <li>Students <i>demonstrate</i> how service is a way to keep the New Commandment that Jesus has given us</li> <li>Students <i>recite and reflect</i> on The Lord's Prayer</li> </ul>	WWA
We Go in Peace	<ul style="list-style-type: none"> <li>Students <i>identify</i> Spiritual gifts and <i>explain</i> the role of the Holy Spirit</li> <li>Students <i>demonstrate and explain</i> The Sign of Peace</li> <li>Students <i>explain</i> the Sacrament of Holy Orders</li> <li>Students <i>recognize</i> the need to promote peace and justice</li> <li>Students <i>discuss</i> the prayer of blessing</li> </ul>	WTWW

## Health

(Aligned with the Michigan Model for Health K-5 Scope and Sequence)

Topics	Objectives	Unit Taught
<b>Social and Emotional Health</b>	<ul style="list-style-type: none"> <li>- Identifying and expressing feelings</li> <li>- Handling mixed feelings</li> <li>- Expressing feelings respectfully</li> <li>- Listening with respect</li> <li>- Everyone deserves respect</li> <li>- Showing respect</li> <li>- Managing strong feelings</li> <li>- Making good decisions</li> </ul>	All Units



<b>Nutrition and Physical Activity</b>	<ul style="list-style-type: none"><li>- Food groups</li><li>- Combining foods and foods to limit</li><li>- Benefits of physical activity</li></ul>	WWA
<b>Safety</b>	<ul style="list-style-type: none"><li>- Wheeled recreation safety: bicycles, skateboards, skates</li><li>- Water safety</li><li>- Internet safety</li><li>- Personal safety</li><li>- Practicing personal safety skills</li></ul>	STP HTWW
<b>Alcohol, Tobacco and Other Drugs</b>	<ul style="list-style-type: none"><li>- Caffeine</li><li>- Staying away from nicotine and alcohol</li><li>- Saying “No” to secondhand smoke</li></ul>	HWO
<b>Personal Health and Wellness</b>	<ul style="list-style-type: none"><li>- Basic hygiene: Care of the Body</li><li>- Hand washing GERMS</li><li>- Planning for good hygiene</li></ul>	STP