

# Second Grade Curriculum Handbook



**Midland Public Schools**  
*Inspiring Excellence*





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## **MPS District Vision**

Lead with respect, trust and courage. Ensure an equitable, collaborative and inclusive culture. Enable all to achieve success.

## **Welcome to Midland Public Schools**

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public Schools' (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards.

Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public Schools' elementary assessment policy can be found at: <https://www.midlandps.org/pyp-policies>

## **The International Baccalaureate (IB) - Primary Years Programme (PYP)**

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based program allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant, and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Approaches to Teaching** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas

- **Approaches to Learning** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and -appropriate action.

Taken from <http://www.ibo.org/en/programmes/primary-years-programme/curriculum/written-curriculum/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The program uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who We Are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where We Are in Place and Time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How We Express Ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the World Works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How We Organize Ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found at:

<http://www.ibo.org/en/programmes/primary-years-programme/>

## IB Learner Profile

*The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.* – IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing life-long learning and inquiry skills, and that they are aware

of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
  
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

## Progress Report

### Approaches to Learning

Approaches to Learning are a set of strategies and skills that promote inquiry and learning across all subject areas. Development of these skills supports life-long learning and assists students in learning and succeeding inside and outside of the school setting.

## Indicators for Approaches to Learning

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Progressing toward expectations with support
Limited Development (LIM)	Does not yet exhibit the expected behaviors

### Thinking Skills:

- **Critical-thinking skills** (analyzing and evaluating issues and ideas)
- **Creative-thinking skills** (generating novel ideas and considering new perspectives)
- **Transfer skills** (using skills and knowledge in multiple contexts)
- **Reflection/metacognitive skills** ((re)considering the process of learning)

### Communication Skills:

- **Exchanging-information skills** (listening, interpreting, speaking)
- **Literacy skills** (reading, writing, and using language to gather and communicate information)
- **ICT skills** (using technology to gather, investigate and communicate information)

### Self-Management Skills:

- **Organization** (managing time and tasks effectively)
- **States of mind** (mindfulness, perseverance, emotional management, self-motivation, resilience)

### Social Skills:

- **Developing positive interpersonal relationships and collaboration skills** (using self- control, managing setbacks, supporting peers)
- **Developing social-emotional intelligence**

### Research Skills:

- **Information-literacy skills** (formulating and planning, data gathering and recording, synthesizing, and interpreting, evaluating, and communicating)
- **Media-literacy skills** (interacting with media to use and create ideas and information)
- **Ethical use of media/information** (understanding and applying social and ethical technology)

## Academic Indicators for the Progress Report:

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Progressing toward expectations with support
Limited Development (LIM)	Learner is showing little or no progress toward expectations
In Progress (IP)	Currently being taught
Not Assessed (NA)	Not assessed during this marking period

# **Literacy**

Reading, writing, word study, listening, speaking, viewing, presenting, and literature are included in literacy instruction in all grades. Although each subject may be taught separately at times, they are integrated for learning and mutually reinforced across the curriculum. Standards can be found at: [Michigan K-12 Standards: English Language Arts](#)

## **Reading**

Reading is a process of constructing meaning from written language. Learning to read is an active process involving interaction between the child and print, enabling the reader to build meaning. Through instruction, students learn a variety of strategies to derive meaning from print, to value reading as a learning tool and to view reading as pleasurable.

## **Reading: Foundational Skills**

### **1. Know and apply grade-level phonics and word analysis skills in order to decode words**

- 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.

### **2. Read with sufficient accuracy and fluency to support comprehension**

- Read texts in a variety of genres with accuracy, appropriate rate, and expression on successive readings.
- Monitor meaning and visual information while reading in order to confirm accuracy or notice errors. Rereads to self-correct as necessary.

## **Reading: Literature**

### **1. Construct meaning from a variety of narrative text types**

- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL 2.2)
- Compare and contrast two or more versions of the same story by different authors or from different cultures. (RL 2.9)
- Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text. (RL 2.1)
- Use information gained from the illustrations and words in texts to demonstrate understanding of its characters, setting or plot and describe how characters in a story respond to major events and challenges. (RL 2.3) (RL 2.7)

### **2. Understand craft elements and text structures in narrative text**

- Describe how words and phrases (e.g, regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (RL 2.4)
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL 2.5)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL 2.6)

**3. Compare and contrast two or more versions of the same story by different authors or from different cultures. (RL.2.9)**

**Reading: Informational Text**

**1. Construct meaning from a variety of informational text types**

- Ask and answer questions to demonstrate understanding of key ideas and details (RI.2.1)
- Identify the main topic of a text as well as the focus of specific paragraphs within the text. (RI.2.2)
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)
- Describe how reasons support specific points the author makes in a text (RI.2.8)
- Explain how specific images contribute to and clarify a text (RI.2.7)

**2. Understand craft elements and text structures in informational texts**

- Determine meaning of words and phrases (vocabulary) (RI.2.4)
- Identify the author's main purpose (RI.2.6)
- Know and use text features to locate key facts or information efficiently (RI.2.5)

**3. Compare and contrast important points presented in two texts on the same topic (RI.2.9)**

**Reads at Grade Level**

- By the end of the year, read and comprehend literature, including stories and poetry, in the 2-3 text complexity, with scaffolding in the higher end of range
- Has met the grade level benchmark set by MPS.

**Writing**

Writing is a means of thinking and communicating. Writers rehearse, draft, revise and edit their writing in a process that is recursive and cyclical. Students engage in this process daily in a workshop approach to teaching writing that includes explicit instruction in writing skills and strategies, time to practice, teacher and peer feedback and opportunities for self-assessment. Students publish their writing for a variety of audiences. Students will write narrative, information, and opinion pieces during the school year. Instruction is designed to move students along a learning continuum so that they can meet or exceed grade-level standards.

**1. Engage productively in the writing process**

**2. Use skills and strategies to produce narrative texts**

- 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. (CCSS.ELA-LITERACY.W.2.3)

**3. Use skills and strategies to produce informational/explanatory texts**

- Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

**4. Use skills and strategies to produce opinion pieces**

- Students will 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 to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)

**5. Participate in shared research**

- With guidance and support, participates in shared research in order to answer a question and/or to produce shared writing.

## **Fine Motor Skills**

### **1. Demonstrates fine motor skills (cutting, drawing, printing)**

## **Mathematics**

The learning of mathematics in second grade is an active process that allows children to develop confidence in their ability to think and communicate mathematically. Instruction that builds an understanding of mathematics is based on sound foundation of concrete experiences.

Second grade students will be using base ten blocks, cubes, pattern blocks, geoboards, and a variety of other tools to acquire mathematical concepts. While it is appropriate for second grade children to manipulate physical objects to gain understanding, it is also appropriate to practice some skills for fluency (memory). Being fluent with basic facts enables students to apply number sense more efficiently to solve problems.

## **Operations and Algebraic Thinking**

- Represent and solve one and two step problems involving addition and subtraction within 100
- Fluently add and subtract within 20 using mental strategies
- Work with equal groups of objects to gain foundations for multiplication
- Use repeated addition to find total number of objects in arrays up to 5 rows and 5 columns

## **Number and Operation in Base Ten**

### **Understand place value**

- Understand that the 3-digits of a 3-digit number represent amounts of hundreds, tens and ones
- Understand place value when skip counting by 5s, 10s, and 100s within 1,000
- Read/write numbers using numerals, words, and expanded form to 1,000
- Compare/order up to 3-digit numbers based on meanings of hundreds, tens, and ones digits, using  $<$ ,  $>$ ,  $=$

### **Use Place Value Understanding and properties of operations to add and subtract**

- Add and subtract with 100 using strategies based on place value and properties of operations and/or the relationship between addition and subtraction
- Add up to four 2-digit numbers using strategies based on place value and properties of operations
- Add and subtract within 1000 using concrete models, drawings and strategies based on place value, property of operations, and related to a written equation
- Mentally add and/or subtract 10 to 100 to a given number 100-900
- Explain why addition and subtraction strategies work, using place value and properties of operation



## Measurement and Data

### Measure and estimate lengths in standard units

- Estimate/measure lengths in standard units using the appropriate tools
- Compare lengths to determine how much longer one object is than the other, expressing the length difference in standard units

### Relate addition and subtraction to length

- Use addition and subtraction to solve word problems involving length
- Represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 \*How does this look?

### Work with time and money

- Tell and write time from analog and digital clocks to the nearest 5 minutes using a.m. and p.m.
- Solve word problems using money involving dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ symbols appropriately

### Represent and interpret data

- Represent and interpret data using line plots, pictographs and bar graphs
- Collect measurement data and show the measurements by making a line plot using whole number units
- Draw a picture graph and a bar graph to represent 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 number of angles or equal faces
- Find area and perimeter of given shapes by dividing a rectangle into rows and columns into same size squares and count to find the total number of them.
- Work with fractions (halves, thirds, fourths, whole)

## Expectations

1. **Demonstrates understanding of place value within 1,000** (Numbers and Operations in Base Ten)
2. **Fluently adds and subtracts numbers within 20** (By the end of the year know from memory) (**Operations and Algebraic Thinking**)

3. **Using strategies fluently adds within 100 (Mid-Year), and then 1000 (End of year) (Operations and Algebraic Thinking)**
4. **Using strategies fluently subtracts within 100 (Mid-Year), and then 1000 (End of year) (Operations and Algebraic Thinking)**
5. **Uses addition and subtraction to solve one and two step word problems (Operations and Algebraic Thinking)**
6. **Understand concepts of money (Measurement and Data)**
7. **Demonstrate understanding of geometric shapes and simple fractions (Geometry)**
8. **Measures and compares length (Measurement and Data)**
9. **Understands concepts of time (Measurement and Data)**
10. **Uses data analysis to solve problems and create graphs (Measurement and Data)**

## **Science**

Students will be given opportunities to discover, reinforce, and apply scientific concepts. Concepts are determined by the Michigan Academic Standards. The engineering design process will be applied and extended through the use of Project Lead the Way modular units and grade level units.

### **Expectations**

1. **Demonstrates an understanding of Engineering, Technology, and Applications of Science**
2. **Demonstrates an understanding of Life Science**
3. **Demonstrates an understanding of Earth and Space Science**
4. **Demonstrates an understanding of Physical Science**

## **Project Lead the Way**

Project Lead the Way is the STEM Curriculum for Midland Public Schools. Each grade level engages in four interdisciplinary units in the areas of life science, physical science, earth and space science, technology and engineering. The units are designed with compelling activities, projects, and problems that build upon each other and relates to the world around them.

- **Materials Science: Properties of Matter**
- **Materials Science: Form and Function**
- **The Changing Earth**
- **Grids and Games**

## **Social Studies**

Students continue to integrate the social studies curriculum through the context of the local community. Students are introduced to a social environment larger than their immediate surroundings.

### **Expectations**

1. **Demonstrates an understanding of history**
2. **Demonstrates an understanding of geography**
3. **Demonstrates an understanding of civics and government**
4. **Demonstrates an understanding of economics**
5. **Demonstrates an understanding of public discourse, decision making, and citizen involvement**

# Art

Art instruction provides children with opportunities to focus on their natural ability to express their perceptions through activities for creating and appreciating the visual arts. Lessons are designed to encourage the second-grade child's creativity and self-expression. The art specialist and the classroom teacher work cooperatively to teach art skills which may be applied to other curricular areas.

Students will work toward:

- showing originality by adding details
- respecting the work of others
- developing an appreciation for the visual arts
- using supplies appropriately
- building skills in the use of materials and tools
- understanding the purpose of materials and tools
- finishing projects independently
- creating art that has personal meaning acquiring a vocabulary to describe works of art

## 1. Is a cooperative learner

- Ext Encourages others to follow directions, use supplies appropriately and respect the work of others
- Ach Follows directions, uses supplies appropriately, respects the work of others**
- Dev Follows directions, uses supplies appropriately, respects the work of others, with reminder
- LIM Has difficulty following directions, respecting the work of others or using supplies appropriately

## 2. Acquiring skills and concepts

- Ext Demonstrates self-motivation to expand concepts and techniques taught
- Ach Consistently demonstrates an understanding of concepts and techniques taught**
- Dev Generally demonstrates an understanding of concepts and techniques taught
- LIM Rarely demonstrates an understanding of concepts and techniques taught

# General Music

Music provides children opportunities for aesthetic expression and appreciation. The curriculum provides experience with listening, singing, movement and musical instruments.

The curriculum is designed to provide an awareness and knowledge of musical elements. The music specialist and the classroom teacher work cooperatively to complement other curricular areas and to develop a level of competence.

Students will work toward:

- matching pitches
- reading and performing rhythm patterns at grade level
- learning to differentiate between steps, skips and repeat tones
- distinguishing between high-low; loud-soft; fast-slow
- handling instruments with care and concern

- participating cooperatively as an individual
- participating cooperatively in a group
- learning to appreciate and enjoy a variety a music styles and sounds
- learning to appreciate music from various cultures

### 1. Is a cooperative learner

Ext	Demonstrates to other students the proper techniques for the use of instruments, consistently serves as a positive role model for other students, encourages other students to follow directions and value vocal music, participates with an enthusiasm and maturity beyond his/her age.
<b>Ach</b>	<b>Shows care and concern for proper handling of instruments, works well with others, consistently follows directions, and participates with enthusiasm.</b>
Dev	Demonstrates an understanding of the use of instruments but does not always use good judgment, learning to work with other students, generally follows directions, participates.
LIM	Misuses instruments, mistreats other students, does not follow directions, and does not participate.

### 2. Acquiring pitch skills

Ext	Is able to exceed the grade level standard for pitch matching and can make proper adjustments to intonation errors.
<b>Ach</b>	<b>Is able to achieve the grade level standard for pitch matching.</b>
Dev	Shows an understanding of the challenges in pitch matching and is working toward achieving the grade level standard.
LIM	Is not yet able to match pitch and struggles in making progress toward this goal.

### 3. Acquiring rhythm skills

Ext	Can successfully read and perform rhythm patterns above grade level
<b>Ach</b>	<b>Can successfully read and perform rhythm patterns at grade level</b>
Dev	Successfully keeps a steady beat, but is not performing and/or reading rhythm patterns at grade level
LIM	Is not yet able to keep a steady beat and struggles in making progress toward this goal

## Physical Education

Physical movement is essential to foster young children’s growth and development. During second grade, students will continue to refine gross motor skills and fine motor skills introduced in kindergarten and first grade. Second grade students will be able to fluently and legibly write upper and lowercase manuscript letters and begin to write the cursive alphabet. Your child will be introduced to cursive writing through instruction during the second semester.

Time is set aside each week to develop gross motor skills with the help of the physical education specialist and the classroom teacher. During this time, students will participate in group games and individual activities designed to further develop large and small muscle groups. Children are expected to follow the rules of the game, put forth effort, display good sportsmanship and work well with teammates.

Students will work toward:

- acquiring gross motor skills
- displaying good sportsmanship
- forming healthy habits: exercising, eating nutritious snacks

Activities and experiences to aid development of fine motor skills are integrated into each day. Children write, color, trace, cut, paint and manipulate objects to enhance control of small muscles. Students will work toward:

- cutting out a simple form smoothly
- grasping a pencil and other utensils effectively
- forming letters and numerals legibly

#### 1. Acquiring gross motor skills

Ext	Moves with assurance while skipping, galloping, hopping, jumping, balancing, throwing, catching and kicking
<b>Ach</b>	<b>Demonstrates the ability to skip, gallop, hop, jump, balance, throw and catch with consistency</b>
Dev	Inconsistently demonstrates skipping, galloping, hopping, jumping, throwing and catching
LIM	Has difficulty skipping, galloping, hopping, jumping, throwing and catching

#### 2. Demonstrates body control

Ext	Demonstrates body control in space while moving at various speeds, changing directions, climbing or balancing
<b>Ach</b>	<b>Demonstrates an understanding of the concept of space (own, other, room)</b>
Dev	Inconsistent in judging space; collides with others or objects
LIM	Slides, falls, trips or bumps into others or objects

#### 3. Shows cooperative behavior

Ext	Exceeds expectations in following directions and working with others, displays good sportsmanship and uses equipment appropriately
<b>Ach</b>	<b>Follows directions and works well with others, displays good sportsmanship and uses equipment appropriately</b>
Dev	Inconsistent in following directions and working with others, displays good sportsmanship and uses equipment appropriately
LIM	Has difficulty following directions and working with others, displays poor sportsmanship and misuses equipment

#### 4. Participates

Ext	Participates with enthusiasm
<b>Ach</b>	<b>Consistently involved in appropriate activities</b>
Dev	Inconsistently involved in appropriate activities
LIM	Refuses to join in physical activities or shows little or no effort

## World Language

Children today learn a world language through an approach different from when their parents were in school. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful and functional approach. A young learner is more apt to make the most of learning a world language when comprehension and flexibility in thinking skills (such as concept learning, problem solving, and critical and divergent thinking) can be developed over time.

The second grade world language program reinforces basic skill areas by offering children a range of experiences connecting with mathematics, global awareness, language arts, music, physical activities, technology, art and science.

Developing listening comprehension in second grade is a very important part of the communication process. Listening comprehension, speaking and functional messages build the language base necessary for reading and writing. At this level, reading and writing are introduced through the whole language approach as well as through exposure to phonics and sight words. Pair and group activities allow for extra practice and take place in a meaningful context.

Students will work toward:

- demonstrating listening comprehension in world language
- using the World Language alphabet and vowels for sound recognition
- using written language to describe people, animals and objects
- using prior knowledge to name, classify, sort, compare, graph, and describe a variety of topics
- asking permission for personal needs
- using the world language as a connection to explore the cultures and traditions of the world

1. Demonstrates listening comprehension (following directions, repeats and responds)

Ext	Applies prior learning in new situation; follows verbal directions, repeats or responds consistently; responds accurately to verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in limited unfamiliar contexts
<b>Ach</b>	<b>Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in familiar contexts</b>
Dev	Follows some general verbal directions with limited repeating or responding; responds to limited simple verbal, total physical response or concrete clues; infers meaning by recognition of limited cognates, key words or phrases in familiar contexts
LIM	Is not able to follow, repeat or respond to verbal directions; is unable to respond to simple verbal, total physical response or concrete clues; is unable to infer meaning by recognition of cognates, key words or phrases in familiar contexts

2. Uses content through speaking, reading, writing

Ext	Produces words that correspond to objects, visuals, gestures and illustrations spontaneously; uses words and phrases independently; begins to apply learned structures to new situations in speaking or reading; writes with accuracy when copying written language and begins to use own spelling when writing on their own
<b>Ach</b>	<b>Produces words on familiar topics that correspond to objects, visuals, gestures and illustrations; imitates modeled words and phrases and uses them independently in speaking or reading; writes consistently with accuracy when copying written language</b>
Dev	Produces some words that correspond to objects, visuals, gestures and illustrations in speaking; imitates some modeled words and phrases in speaking or reading; writes with accuracy inconsistently when copying written language
LIM	Is not able to produce words that correspond to objects, visuals, gestures or illustrations; is unable to imitate modeled words and phrases in speaking or reading; is unable to write with accuracy when copying written language

3. Demonstrates World Language cultural awareness
- Ext Demonstrates a solid understanding of the world culture(s) through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); shows exemplary awareness of differences and similarities between the world cultures and home cultures; independently applies cultural awareness
  - Ach Demonstrates a clear understanding of world culture(s) through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the world cultures and home cultures**
  - Dev Hesitant, but occasionally demonstrates an understanding of world culture(s) through reenactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the world cultures and home cultures
  - LIM Does not demonstrate an understanding of the world cultures through reenactment, written activity or authentic materials (i.e. music, food, literature, crafts); cannot discriminate differences and similarities between the world culture(s) and home cultures
4. Is a cooperative learner
- Ext Serves as a positive role model for others, invites involvement of peers in the learning process, consistently demonstrates initiative, shows consistent enthusiasm in classroom activities
  - Ach Makes eye contact with speaker and is an engaged listener, often demonstrates initiative, attempts new activities once introduced, volunteers often, contributes appropriately to learning activities**
  - Dev Inconsistently makes eye contact with speaker, is hesitant but occasionally tries new activities with assistance and/or encouragement, contributes to learning activities with prompting
  - LIM Rarely makes eye contact with speaker, seldom contributes to learning activities even with prompting, demonstrates uncooperative behaviors with teacher and classmates

## NWEA

NWEA MAP Growth - MAP tests are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. NWEA MAP Growth is utilized grades 1-8 for Reading and Math. MAP Reading Fluency is used in Developmental Kindergarten and Kindergarten.