

Curriculum Guide

Second Grade



Self-Directed
Auto-Dirijido



Innovative
Innovador



Critical Thinker
Pensador Crítico



Collaborative
Colaborativo



Empathetic
Empático

Introduction

Standards-based teaching and learning is how we approach instruction in Campbell Union School District. In order to best meet the needs of every child, teachers collaboratively engage in cycles of inquiry focused on student learning. Using common formative assessments based on essential standards, they consider the four questions of a Professional Learning Community:

- What do we want our students to learn?
- How do we know our students have learned it?
- What do we do when students don't learn it?
- What do we do when students learn it/already know it?

Essential Standards

We answer question #1 above by identifying standards students need to master. All standards are not equally significant, however. Some standards have a greater impact beyond the current grade level and are relevant across multiple courses and disciplines. Others seem to deepen understanding and skills only within a certain course or discipline. The most essential standards for every grade level and course have been identified by teams of CUSD teachers, administrators, and instructional coaches using the following criteria:

- **Endurance:** standards that provide students with knowledge and skills beyond a single test date
- **Leverage:** standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- **Readiness:** standards that provide knowledge and skills for success in the next grade or level of instruction

CUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources. Essential standards help clarify *what* our students learn, and our [Elements of Quality First Instruction](#) guide teachers in thinking about *how* to ensure students learn:



Learning Targets



Assessments



Differentiation



Responsive Teaching for All

Evaluation and Reporting

Just as essential standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and

needs are gleaned through a variety of assessments including formative, summative, informal/ “ongoing classroom observation”, and performance tasks. These help to answer PLC question #2. With clear assessment data, teachers then consider next steps for each student relative to deep and rigorous understanding of the standards (PLC questions 3 and 4). Teachers anticipate and plan for successful outcomes for ALL students.

The CUSD Mastery Rubric has been created to assist teachers in identifying next steps for student learning and to guide the reporting of learning outcomes for parents. The essential standards will be listed on student report cards and evaluated using the following mastery rubric:

CUSD Mastery Rubric			
4 Beyond Mastery	3 Mastery	2 Developing	1 Beginning
The student demonstrates not only mastery of the standard but also can make in-depth inferences and applications that go beyond the requirement. The student has no gaps in understanding and makes minimal errors in application.	The student is able to apply the knowledge or skills assessed and can create original work. The student may have some non-critical gaps in understanding or errors in application.	The student is able to recall or reproduce skills of the standard. The student demonstrates some gaps in understanding, significant errors in application, or a need for teacher assistance to complete a task.	The student may or may not be able to recall or reproduce basic knowledge or skills and cannot independently or accurately apply them. The student has significant gaps in understanding, major errors in application, and may require continuous teacher guidance in order to complete a task.

Second Grade Curriculum Guide

This guide is intended to provide clarity about course content including areas of focus in each major content area. While the broad set of knowledge and skills are listed, **essential standards are highlighted in blue**. These are the standards you'll see on the report card.

English Language Arts

Reading - Literature

2.RL.01	Ask & answer such questions as who, what, where, when, why, & how to demonstrate understanding of key details in a text.
2. RL.02	Recount stories, including fables & folktales from diverse cultures, & determine their central message, lesson, or moral.
2. RL.03	Describe how characters in a story respond to major events & challenges.
2.RL.04	Describe how words & phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm & meaning in a story, poem, or song.
2.RL.05	Describe the overall structure of a story, including describing how the beginning introduces the story & the ending concludes the action.
2.RL.06	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2.RL.07	Use information gained from the illustrations & words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.09	Compare & contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2.RL.10	By the end of the year, read & comprehend literature, including stories & poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading - Informational Text

2.RI.01	Ask & answer such questions as who, what, where, when, why, & how to demonstrate understanding of key details in a text.
2.RI.02	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2.RI.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.RI.04	Determine the meaning of words & phrases in a text relevant to a grade 2 topic or subject area.
2.RI.05	Know & 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.
2.RI.06	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
2.RI.07	Explain how specific images (e.g., a diagram showing how a machine works) contribute to & clarify a text.
2.RI.08	Describe how reasons support specific points the author makes in a text.
2.RI.09	Compare & contrast the most important points presented by two texts on the same topic.
2.RI.10	By the end of year, read & comprehend informational texts, including history/social studies, science, & technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading - Foundational Skills

2.RF.03	Know & apply grade-level phonics & word analysis skills in decoding words.
2.RF.03a	Distinguish long & short vowels when reading regularly spelled one-syllable words.
2.RF.03b	Know spelling-sound correspondences for additional common vowel teams.
2.RF.03c	Decode regularly spelled two-syllable words with long vowels.
2.RF.03d	Decode words with common prefixes & suffixes.
2.RF.03e	Identify words with inconsistent but common spelling-sound correspondences.
2.RF.03f	Recognize & read grade-appropriate irregularly spelled words.
2.RF.04	Read with sufficient accuracy & fluency to support comprehension.
2.RF.04a	Read on-level text with purpose & understanding.
2.RF.04b	Read on-level text orally with accuracy, appropriate rate, & expression on successive readings.
2.RF.04c	Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

Writing

2.W.01	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion & reasons, & provide a concluding statement or section.
2.W.02	Write informative/explanatory texts in which they introduce a topic, use facts & definitions to develop points, & provide a concluding statement or section.
2.W.03	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, & feelings, use temporal words to signal event order, & provide a sense of closure.
2.W.04	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
2.W.05	With guidance & support from adults & peers, focus on a topic & strengthen writing as needed by revising & editing.
2.W.06	With guidance & support from adults, use a variety of digital tools to produce & publish writing, including in collaboration with peers.
2.W.07	Participate in shared research & writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.W.08	Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

2.SL.01	Participate in collaborative conversations with diverse partners about grade 2 topics & texts with peers & adults in small & larger groups.
2.SL.01a	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 & texts under discussion).
2.SL.01b	Build on others' talk in conversations by linking their comments to the remarks of others.
2.SL.01c	Ask for clarification & further explanation as needed about the topics & texts under discussion.
2.SL.02	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.03	Ask & answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
2.SL.04	Tell a story or recount an experience with appropriate facts & relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.05	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, & feelings.
2.SL.06	Produce complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

Language	
2.L.01	Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.
2.L.01a	Use collective nouns (e.g., group).
2.L.01b	Form & use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
2.L.01c	Use reflexive pronouns (e.g., myself, ourselves).
2.L.01d	Form & use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2.L.01e	Use adjectives & adverbs, & choose between them depending on what is to be modified.
2.L.01f	Produce, expand, & rearrange complete simple & compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.
2.L.02a	Capitalize holidays, product names, & geographic names.
2.L.02b	Use commas in greetings & closings of letters.
2.L.02c	Use an apostrophe to form contractions & frequently occurring possessives.
2.L.02d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2.L.02e	Consult reference materials, including beginning dictionaries, as needed to check & correct spellings.
2.L.03	Use knowledge of language & its conventions when writing, speaking, reading, or listening.
2.L.03a	Compare formal & informal uses of English.
2.L.04	Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 2 reading & content, choosing flexibly from an array of strategies.
2.L.04a	Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.04b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
2.L.04c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
2.L.04d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
2.L.04e	Use glossaries & beginning dictionaries, both print & digital, to determine or clarify the meaning of words & phrases.
2.L.05	Demonstrate understanding of word relationships & nuances in word meanings.
2.L.05a	Identify real-life connections between words & their use (e.g., describe foods that are spicy or juicy).
2.L.05b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) & closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.L.06	Use words & phrases acquired through conversations, reading & being read to, & responding to texts, including using adjectives & adverbs to describe (e.g., When other kids are happy that makes me happy).

English Language Development

The full range of California English Language Development Standards include a comprehensive set of learning outcomes for interacting in meaningful ways in English and learning about how English works. Listed below are only the ELD standards identified as essential for how to interact in meaningful ways in English. All of the standards focusing on how English works are essential and needed for students to develop fluency in English. Successes in mastery of these standards are reported only for English Learners.

	Emerging	Expanding	Bridging	
ELD.PI.2.1	Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and learned phrases.	Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.	Exchanging Information and Ideas
ELD.PI.2.6	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	Reading and Viewing Closely
ELD.PI.2.7	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.	Evaluating Language Choices
ELD.PI.2.8	Distinguish how two different frequently used words (e.g., describing a character as <i>happy</i> versus <i>angry</i>) produce a different effect on the audience.	Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.	Distinguish how multiple different words with similar meaning (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i> , <i>heard</i> or <i>knew</i> versus <i>believed</i>) produce shades of meaning and different	Analyzing Language Choices

			effects on the audience.	
ELD.PI.2.11	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g. referring to textual evidence or knowledge of content.)	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.)	Supporting Opinions
ELD.PI.2.12	<p>a. Retell texts and recount experiences by using key words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.</p>	<p>a. Retell texts and recount experiences using complete sentences and key words.</p> <p>b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g. <i>scurry</i> versus <i>dash</i>) while speaking and writing.</p>	<p>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was <i>as quick as a cricket</i>) to create an effect, precision, and shades of meaning while speaking and writing.</p>	Selecting Language Resources

Mathematics

Operations and Algebraic Thinking

2.OA.01	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.02	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2.OA.03	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.OA.04	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten

2.NBT.01	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
2.NBT.01a	100 can be thought of as a bundle of ten tens — called a "hundred."
2.NBT.01b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.02	Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.03	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.04	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
2.NBT.05	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.06	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.07	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.07.1	Use estimation strategies to make reasonable estimates in problem solving. CA
2.NBT.08	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2.NBT.09	Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and Data	
2.MD.01	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.02	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.03	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.04	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.MD.05	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.06	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
2.MD.07	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.08	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
2.MD.09	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry	
2.G.01	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.02	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.G.03	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Science

Science and Engineering Practices		
2.SEP.1	Ask questions based on observations to find more information about the natural and/or designed world(s); ask and/or identify questions that can be answered by an investigation; define a simple problem that can be solved through the development of a new or improved object or tool.	Asking Questions and Defining Problems
2.SEP.2	Distinguish between a model and the actual object, process, and/or events the model represents; compare models to identify common features and differences; develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s); develop a simple model based on evidence to represent a proposed object or tool.	Developing and Using Models
2.SEP.3	With guidance, plan and conduct an investigation in collaboration with peers (for K); plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question; evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question; make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons; make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal; make predictions based on prior experiences.	Planning and Carrying Out Investigations
2.SEP.7	Identify arguments that are supported by evidence; distinguish between explanations that account for all gathered evidence and those that do not; analyze why some evidence is relevant to a scientific question and some is not; distinguish between opinions and evidence in one's own explanations; listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument; construct an argument with evidence to support a claim; make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.	Engaging in Argument from Evidence

Science Content		
2.LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.	Life Science
2.ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Earth & Space Science
2.PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Physical Science
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.	Engineering (STEAM)

Digital Literacy

CUSD students are learning to think critically about the web and build their digital literacy skills through their use of technology. In second grade, students will answer these essential questions:

1. How do I create a professional looking document?
2. How might I use technology to present my learning?
3. What are fair use guidelines and copyright?

Physical Education

Goal 1	Manipulative Skills Overhand Throw 1.8 Striking Dribble 1.14 / 1.15	General Movement Concepts
Goal 2	Transfer of Movement Skills to Other Physical Activities 2.1 / 2.2 / 2.6	Movement Concepts
Goal 3	Knowledge and Self Assessment Body Composition	Fitness Concepts
Goal 4	Identify and Apply Aerobic Capacity Muscular Strength/Endurance 4.10 / 4.13 Flexibility 3.5	Fitness Concepts
Goal 5	Social Responsibility 5.2 Social Interaction Group Dynamics 5.7	Social Interaction Concepts



Collaborative

Collaboration Definition:

Learners who are collaborative systematically and interdependently work towards a common goal while communicating and being flexible throughout the exchange of ideas.

Skills and Behaviors/ Dispositions:

- Listening: Actively hear, paraphrase, and summarize other's ideas to deeply understand alternative or competing perspectives.
- Contributing: Offer new, radical, and sometimes unpopular views.
- Accept and provide growth oriented feedback: Specific feedback that guides individuals toward mastery of individual efforts rather than performance or compliance.
- Committing to work through conflict: Productively engage in and move through conflict.
- Consensus Building: Find ways to compromise to provide solutions.

Learning Target Progression:

TK-2 Learning Targets

1. I can receive feedback with an open mind.
2. I can listen to and ask questions of others to get their ideas.
3. I can share in a positive way with my partner or team.

3rd - 5th Grade Learning Targets

1. I can give and receive feedback that is respectful, specific, and helpful.
2. I can respectfully listen to, consider, and build on different points of view.
3. I can adapt to various working situations.
4. I can productively contribute to the group.
5. I can present information about a topic of choice in multiple ways.

6th-8th Grade Learning Targets

1. I can internalize feedback received to contribute to a collaborative conversation.
2. I can work interdependently with my team in a respectful manner to reach a common goal.
3. I can respectfully agree/disagree with ideas instead of people.
4. I can apply productive feedback from others.
5. I can actively listen to ensure that all team members are equally heard.



Empathetic

Empathetic Definition:

Learners who are empathetic are socially aware and able to respond appropriately to the needs of multiple perspectives.

Skills and Behaviors:

- Sensitivity to other's emotions: Develop an “emotional radar” to pick up on what people are feeling by watching body language and facial expressions to pick up on any meaning they are showing transparently.
- Self Awareness: Understand how your emotions or feelings may be affecting your thoughts and actions.
- Open-Mindedness: Allow yourself to be influenced by the thoughts and feelings of others.
- Imagination/Curiosity: Think about what it would be like to be in their shoes and take time to be curious about what people think to understand their point of view.

Learning Target Progression:

TK-2 Learning Targets

1. I can recognize what someone else may be thinking and feeling.
2. I can describe how my actions impact others.
3. I can treat others with respect and kindness.
4. I can listen with my eyes, ears, and heart.

3rd - 5th Grade Learning Targets

1. I can offer help when someone is in need.
2. I can respond appropriately to the feelings of others.
3. I can actively listen to understand another point of view.
4. I can recognize that everyone has different experiences which contribute to who they are and their view of the world.

6th-8th Grade Learning Targets

1. I can offer help when someone is in need.
2. I can anticipate how others might respond to my actions.
3. I can actively listen to understand another point of view.
4. I can apply my understanding of multiple perspectives and individual differences in various contexts.
5. I can stand up for others when I see mistreatment in and outside the classroom.



Self-Directed Definition:

Learners who are self-directed continuously assess their present state of being and plan and execute steps to continue growing.

Skills and Behaviors:

- Focus on goals: Set individual growth goals and create steps to achieve them.
- Focus on strengths: Learn and capitalize on individual strengths.
- Knowing what to do when you don't know: Embrace uncertainty with questions and a commitment to pursue information and next steps.
- Perseverance: Continuing to push through challenges

Learning Target Progression:

TK-2 Learning Targets <ol style="list-style-type: none">1. I can make a plan to finish what I start.2. I can explore different learning strategies.3. I can select resources to support my learning goal.4. I can ask questions to help me understand.5. I can try again when learning is hard.
3rd - 5th Grade Learning Targets <ol style="list-style-type: none">1. I can set goals for my learning needs.2. I can choose a strategy to support my learning goals.3. I can seek help in an appropriate way from reliable sources to complete tasks.4. I can ask deeper questions to help me understand.5. I can persevere when learning gets tough.
6th-8th Grade Learning Targets <ol style="list-style-type: none">1. I can set goals for my own learning with steps that help me manage projects and accomplish tasks.2. I can identify and use learning strategies that work best for me.3. I take initiative to use the resources available to me when I don't understand something.4. I can engage in inquiry to extend my learning.5. I can persevere through difficult tasks and situations and adjust my goals as needed.



A Critical Thinker

Critical Thinker Definition:

Learners who are critical thinkers question their current level of understanding and work to deepen or challenge that understanding.

Skills and Behaviors:

- Investigation: Ask questions and formulate a process for problem solving
- Analyzing and Interpreting: Identify and define a specific problem
- Sourcing: Discern the reliability of information and distinguish fact from opinion.
- Connecting: See patterns and create connections
- Drawing Conclusions: Use information that is implied or inferred to make a judgement, summarize information to assess your next steps

Learning Target Progression:

TK -2 Learning Targets

1. I can ask a question.
2. I can discover and understand different sources of information and how to apply them.
3. I can use information from other sources to form my own ideas.
4. I can say why an idea is a good one.
5. I can make related connections.

3rd - 5th Grade Learning Targets

1. I can ask questions that further my understanding.
2. I can evaluate the credibility and relevance of a source.
3. I can incorporate sources from multiple perspectives.
4. I can analyze details within the content I am studying to extract important information to support my learning/understanding.
5. I can make connections between academic and real-world concepts.

6th-8th Grade Learning Targets

1. I can ask questions to deepen knowledge, find the optimal solution, and improve.
2. I can evaluate evidence and the credibility of the sources.
3. I can consider multiple sources of information in order to gain perspective and identify my own and other's bias.
4. I can analyze and generate multiple solutions to the same problem.
5. I can connect ideas, themes, and applications, to related and unrelated concepts.



Innovative Definition:

Learners who are innovative surpass conventional thinking and take risks to develop something unique and new to creatively meet another’s needs.

Skills and Behaviors:

- Displaying Curiosity: Notice, ask questions, and observe
- Synthesizing: Blend ideas from competing or unrelated perspectives to create something new.
- Creativity: Perceive the world in new ways, find hidden patterns, and make connections between unrelated phenomena
- Contribute: Offer ideas, learn from failure, and learn from others

Learning Target Progression:

<p>TK-2 Learning Targets</p> <ol style="list-style-type: none">1. I can make mistakes and learn from them.2. I can use my imagination to think about new ideas.3. I can brainstorm.4. I can look for creative solutions when faced with a set back.5. I can contribute ideas to improve my community.
<p>3rd - 5th Grade Learning Targets</p> <ol style="list-style-type: none">1. I can take creative risks knowing I will be able to learn from my failures.2. I can revise and refine my ideas.3. I can brainstorm beyond the most common ideas.4. I can look at problems as design opportunities.5. I can offer solutions to community and real-world problems.
<p>6th-8th Grade Learning Targets</p> <ol style="list-style-type: none">1. I can demonstrate a rapid prototyping process, learning from each phase.2. I can connect new information as I work to refine my ideas.3. I can build on and elaborate on others’ ideas through a brainstorming process.4. I can create through the designing and engineering process.5. I can find creative solutions within real-world criteria and constraints.



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ Identifying emotions
- ⇒ Accurate self-perception
- ⇒ Recognizing strengths
- ⇒ Self-confidence
- ⇒ Self-efficacy

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ Impulse control
- ⇒ Stress management
- ⇒ Self-discipline
- ⇒ Self-motivation
- ⇒ Goal setting
- ⇒ Organizational skills

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ Perspective-taking
- ⇒ Empathy
- ⇒ Appreciating diversity
- ⇒ Respect for others

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ Communication
- ⇒ Social engagement
- ⇒ Relationship building
- ⇒ Teamwork

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ Identifying problems
- ⇒ Analyzing situations
- ⇒ Solving problems
- ⇒ Evaluating
- ⇒ Reflecting
- ⇒ Ethical responsibility



