

# Grade 2

Approaches to Learning through Play  
Constructing, Organizing, and Applying Knowledge AL

**I AL.1 Constructing and Gathering Knowledge (Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning.)** AL.1

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**II AL.2 Organizing and Understanding Information (Strategies for filtering and organizing information are important to the learning process.)**

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**III AL.3 Applying Knowledge (Prior knowledge and experiences can be used to express and create new understandings)**

**3A CREATIVITY:** Use and connect materials/ strategies in uncommon ways to create something new or to solve problems. AL.3 2.A

**3B INVENTION:** Create an object to serve a functional purpose. AL.3 2.B

**3C REPRESENTATION:** Use materials and objects to represent new concepts. AL.3 2.C

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**IV AL.4 Learning through Experience (Experiences provide the context in which learning is constructed.)**

**4A MAKING CONNECTIONS:** Relate knowledge learned from one experience to another. AL.4 2.A

**4B RESILIENCY:** Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. AL.4 2.B

**4C PROBLEM-SOLVING:** Use problem-solving strategies to achieve a positive outcome. AL.4 2.C

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Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks. AL.1 2.A

**1A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.** AL.1 2.A

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Participate in a variety of challenging experiences. AL.1 2.B

**1B Participate in a variety of challenging experiences.** AL.1 2.B

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Engage in cooperative, purposeful, and interactive play experiences that enhance learning. AL.1 2.C

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**1C Engage in cooperative, purposeful, and interactive play experiences that enhance learning.** AL.1 2.C

Complete a task, despite interruptions or classroom disruptions. AL.2 2.A

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**2A Complete a task, despite interruptions or classroom disruptions.** AL.2 2.A

Complete multistep tasks with independence. AL.2 2.B

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**2B Complete multistep tasks with independence.** AL.2 2.B

Accomplish challenging tasks independently. AL.2 2.C

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**2C Accomplish challenging tasks independently.** AL.2 2.C

Recognize and create increasingly complex patterns. AL.2 2.D

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**2D Recognize and create increasingly complex patterns.** AL.2 2.D

Employ new and familiar strategies to recall information for a purpose. AL.2 2.E

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**2E Employ new and familiar strategies to recall information for a purpose.** AL.2 2.E

**16. Social and Emotional Development: Student Interpersonal Skills** 16

**I 16.1 Self-Awareness and Self-Management ( Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success.)**

- A. MANAGES EMOTIONS AND BEHAVIORS: Examine the impact of emotions and responses on view of self and interactions with others. 16.1 2.A
- B. INFLUENCES OF PERSONAL TRAITS ON LIFE ACHIEVEMENTS: Understand the impact of personal traits on relationships and school achievement. 16.1 2.B
- C. RESILIENCY: Identify adverse situations which all people encounter and healthy ways to address. 16.1 2.C
- D. GOAL-SETTING: Describe the effect of goal-setting on self and others. 16.1 2.D

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**16.2 Establishing and Maintaining Relationships ( Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support.)**

- A. RELATIONSHIPS – TRUST AND ATTACHMENT: Establish relationships that are positive and supportive of others. 16.2 2.A
- B. DIVERSITY: Recognize and tolerate the uniqueness of all people in all situations. 16.2 2.B
- C. COMMUNICATION: Explain the impact of communication on interactions with others. 16.2 2.C
- D. MANAGING INTERPERSONAL CONFLICTS: Identify and apply appropriate ways to resolve conflict. 16.2 2.D
- E. SUPPORT – ASKING FOR HELP: Determine who, when, where, or how to seek help for solving problems. 16.2 2.E

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**16.3 Decision-Making and Responsible Behavior (Actions and behaviors either positively or negatively affect how I learn, and how I get along with others.)**

- A. DECISION-MAKING SKILLS: Recognize that there are consequences for every decision which are the responsibility of the decision-maker. 16.3 2.A
- B. UNDERSTANDING SOCIAL NORMS (Social Identity): Demonstrate knowledge of how social norms affect decision-making and behavior. 16.3 2.B
- C. RESPONSIBLE ACTIVE ENGAGEMENT – EMPATHY: Actively engage in creating an environment that encourages healthy relationships. 16.3 2.C

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**Language and Literacy  
Development: ELA**

**I 1.1 Foundational Skills (Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning.) 1.1 2.D**

- 1D** PHONICS AND WORD RECOGNITION: Know and apply grade-level phonics and word analysis skills in decoding words. 1.1 2.D
- 1E** FLUENCY: Read with accuracy and fluency to support comprehension. 1.1 2.E

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- II 1.2 Reading Informational Text (Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information).**
- 2A** MAIN IDEA: Identify the main idea of a multi paragraph text as well as the focus of specific paragraphs. **1.2 2.A**
- 2B** TEXT ANALYSIS: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **1.2 2.B**
- 2C** KEY IDEAS AND DETAILS: Describe the connection between a series of events, concepts, or steps in a procedure within a text. **1.2 2.C**
- 2E** TEXT STRUCTURE: Use various text features and search tools to efficiently locate key facts or information in a text. **1.2 2.E**
- 2F** VOCABULARY: Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. **1.2 2.F**
- 2G** DIVERSE MEDIA: Explain how graphic representations contribute to and clarify a text. **1.2 2.G**
- 2H** EVALUATING ARGUMENTS: Describe how reasons support specific points the author makes in a text. **1.2 2.H**
- 2I** ANALYSIS ACROSS TEXTS: Compare and contrast the most important points presented by two texts on the same topic. **1.2 2.I**
- 2J** VOCABULARY ACQUISITION AND USE: Acquire and use gradeappropriate conversational, general academic, and domainspecific words and phrases. **1.2 2.J**
- 2K** VOCABULARY ACQUISITION AND USE: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. **1.2 2.K**
- 2L** RANGE OF READING: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. **1.2 2.L**

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**III 1.3 Reading Literature (Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information.)**

- 3A** THEME: Recount stories and determine their central message, lesson, or moral. **1.3 2.A**
- 3B** TEXT ANALYSIS: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **1.3 2.B**
- 3C** LITERARY ELEMENTS: Describe how characters in a story respond to major events and challenges. **1.3 2.C**
- 3D** POINT OF VIEW: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. **1.3 2.D**
- 3E** TEXT STRUCTURE: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **1.3 2.E**
- 3F** VOCABULARY: Describe how words and phrases supply rhythm and meaning in a story, poem, or song. **1.3 2.F**
- 3G** SOURCES OF INFORMATION: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. **1.3 2.G**
- 3H** TEXT ANALYSIS: Compare and contrast two or more versions of the same story by different authors or from different cultures. **1.3 2.H**
- 3I** STRATEGIES: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools. **1.3 2.I**
- 3J** VOCABULARY ACQUISITION AND USE: Acquire and use gradeappropriate conversational, general academic, and domainspecific words and phrases. **1.3 2.J**
- 3K** RANGE OF READING: Read and comprehend literature on grade level, reading independently and proficiently. **1.3 2.K**

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**IV 1.4 Writing (Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge.)**

- 4A INFORMATIVE/EXPLANATORY: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly 1.4 2.A
- 4B FOCUS: Identify and introduce the topic. 1.4 2.B
- 4C CONTENT: Develop the topic with facts and/or definitions. 1.4 2.C
- 4D ORGANIZATION: Group information and provide a concluding statement or section. 1.4 2.D
- 4E STYLE: Choose words and phrases for effect. 1.4 2.E
- 4F CONVENTIONS: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 1.4 2.F
- 4G OPINION/ARGUMENTATIVE: Write opinion pieces on familiar topics or texts. 1.4 2.G
- 4H OPINION/ARGUMENTATIVE: Identify the topic and state an opinion. 1.4 2.H
- 4I OPINION/ARGUMENTATIVE: Support the opinion with reasons that include details connected to the opinion. 1.4 2.I
- 4J OPINION/ARGUMENTATIVE: Create an organizational structure that includes reasons and a concluding statement. 1.4 2.J
- 4K OPINION/ARGUMENTATIVE: Use a variety of words and phrases to appeal to the audience. 1.4 2.K
- 4L OPINION/ARGUMENTATIVE: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling 1.4 2.L
- 4M NARRATIVE: Write narratives to develop real or imagined experiences or events. 1.4 2.M
- 4N NARRATIVE: Establish a situation and introduce a narrator and/or characters. 1.4 2.N
- 4O NARRATIVE: Include thoughts and feelings to describe experiences and events to show the response of characters to situations. 1.4 2.O
- 4P NARRATIVE: Organize a short sequence of events, using temporal words to signal event order and provide a sense of closure. 1.4 2.P
- 4Q NARRATIVE: Choose words and phrases for effect. 1.4 2.Q
- 4R NARRATIVE: Demonstrate a gradeappropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 1.4 2.R
- 4T WRITING PROCESS: Focus on a topic and strengthen writing as needed by revising and editing. 1.4 2.T

- 4U TECHNOLOGY AND PUBLICATION: Use a variety of digital tools to produce and publish writing, including collaboration with peers. 1.4 2.U
  - 4V CONDUCTING RESEARCH: Participate in individual or shared research and writing projects. 1.4 2.V
  - 4W CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES: Recall information from experiences or gather information from provided sources to answer a question. 1.4 2.W
  - 4X RANGE OF WRITING: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 1.4 2.X
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**1.5 Speaking and Listening (Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose.)**

- 5A COMPREHENSION AND COLLABORATION: Participate in collaborative conversations with peers and adults in small and larger groups. 1.5 2.A
  - 5B COMPREHENSION AND COLLABORATION: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 1.5 2.B
  - 5C COMPREHENSION AND COLLABORATION: Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 1.5 2.C
  - 5D PRESENTATION OF KNOWLEDGE AND IDEAS – PURPOSE, AUDIENCE, AND TASK: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 1.5 2.D
  - 5E PRESENTATION OF KNOWLEDGE AND IDEAS – CONTEXT: Produce complete sentences when appropriate to task and situation to provide requested detail or clarification. 1.5 2.E
  - 5F INTEGRATION OF KNOWLEDGE AND IDEAS - MULTIMEDIA: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. 1.5 2.F
  - 5G CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English when speaking, based on grade level and content. 1.5 2.G
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**Mathematical Thinking and Expression: Exploring, Processing, and Problem-Solving**

**2.1 Numbers and Operations (Mathematical relationships among numbers can be represented, compared, and communicated. Numeral quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Patterns exhibit relationships that can be extended, described, and generalized.)**

**1B.1** BASE TEN: Use place-value concepts to represent amounts of tens and ones and to compare three-digit numbers. [2.1](#) [2.B.1](#)

**2B.1** BASE TEN: Use place value concepts to read, write, and skipcount to 1,000. [2.1](#) [2.B.2](#)

**2B.3** BASE TEN: Use place-value understanding and properties of operations to add and subtract within 1,000. [2.1](#) [2.B.3](#)

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**2.2 Algebraic Concepts**

**2A.1** Represent and solve problems involving addition and subtraction within 100. [2.2](#) [2.A.1](#)

**2A.2** Use mental strategies to add and subtract within 20 [2.2](#) [2.A.2](#)

**2A.3** Work with equal groups of objects to gain foundations for multiplication. [2.2](#) [2.A.3](#)

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**2.3 Geometry**

**3A.1** Analyze and draw two- and three- dimensional shapes having specified attributes. [2.3](#) [2.A.1](#)

**3A.2** Use the understanding of fractions to partition shapes into halves, quarters, and thirds. [2.3](#) [2.A.2](#)

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**2.4 Measurement, Data, and Probability**

**4A.1** Measure and estimate lengths in standard units using appropriate tools. [2.4](#) [2.A.1](#)

**4A.2** Tell and write time to the nearest five minutes using both analog and digital clocks. [2.4](#) [2.A.2](#)

**4A.3** Solve problems and make change using coins and paper currency with appropriate symbols. [2.4](#) [2.A.3](#)

**4A.4** Represent and interpret data using line plots, picture graphs, and bar graphs. [2.4](#) [2.A.4](#)

**4A.6** Extend the concepts of addition and subtraction to problems involving length. [2.4](#) [2.A.6](#)

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## Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery

### 3.1 Life Science (Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied.)

- 3.1.A Plan and conduct an investigation to determine if plants need sunlight and water to grow. 3.1.2.A
  - 3.1.B Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 3.1.2.B
  - 3.1.C Make observations of plants and animals to compare the diversity of life in different habitats. 3.1.2.C
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### 3.2 Physical Sciences (Physical properties help us to understand the world.)

- 3.2.A Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties 3.2.2.A
  - 3.2.B Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 3.2.2.B
  - 3.2.C Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 3.2.2.C
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### 3.3 Earth and Space Science

- 3.3.A Use information from several sources to provide evidence that Earth events can occur quickly or slowly. 3.3.2.A
  - 3.3.B Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 3.3.2.B
  - 3.3.C Develop a model to represent the shapes and kinds of land and bodies of water in an area. 3.3.2.C
  - 3.3.D Obtain information to identify where water is found on Earth and that it can be solid or liquid. 3.3.2.D
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### 3.4 Environmental Literacy and Sustainability

- 3.4.A Categorize ways people harvest, re-distribute, and use natural resources. 3.4.2.A
- 3.4.B Examine how people from different cultures and communities, including one's own, interact and express their beliefs about nature. 3.4.2.B
- 3.4.C Explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance. 3.4.2.C
- 3.4.D plan and carry out an investigation to address an issue in their local environment and community. 3.4.2.D

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### 3.5 Technology and Engineering

- 3.5.A Identify and use everyday symbols. 3.5.2.A
  - 3.5.B Demonstrate that creating can be done by anyone. 3.5.2.B
  - 3.5.C Describe qualities of everyday products. 3.5.2.C
  - 3.5.D Compare the natural world and human-made world. 3.5.2.D
  - 3.5.E Explain ways that technology helps with everyday tasks. 3.5.2.E
  - 3.5.F Discuss the roles of scientists, engineers, technologists and others who work with technology 3.5.2.F
  - 3.5.G Select ways to reduce, reuse, and recycle resources in daily life 3.5.2.G
  - 3.5.H Collaborate effectively as a member of a team 3.5.2.H
  - 3.5.I Illustrate helpful and harmful effects of technology 3.5.2.I
  - 3.5.J Investigate the use of technologies in the home and community. 3.5.2.J
  - 3.5.K Explain the tools and techniques that people use to help them do things 3.5.2K
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### Social Studies Thinking: Connecting to Communities 5

#### 5.1 Civics and Government: Learning to be a good citizen helps one contribute to society in a meaningful way

- A Explain the purposes of rules and their consequences in the classroom and school community. 5.1 2.A
- B Explain the importance of rules in the classroom and school community. 5.1 2.B
- C Define fairness in working with others. 5.1.2.C
- D Explain why school rules are written and posted. 5.1 2.D
- E Describe citizens' responsibilities to the state of Pennsylvania and to the nation. 5.1 2.E
- F Identify state symbols.

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#### 5.2 Civics and Government: Rights and Responsibilities of Citizenship

- A Identify and explain the importance of responsibilities at school, at home, and in the community 5.2 2.A
- B Identify a problem and a probable solution. 5.2 2.B
- C Identify community projects/activities that support leadership and public service. 5.2 2.C
- D Explain responsible community behavior. 5.2 2.D

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### 5.3 Civics and Government: How Government Works

- A Identify the role government plays in the community (e.g., education, transportation). 5.3 2.A
- B Identify local government leaders. 5.3 2.B
- C Identify other types of services provided by local government. 5.3 2.C
- D Identify positions of authority at school. 5.3 2.D
- E Describe situations in the state or nation when it is beneficial to have an elected official represent the people. 5.3 2.E
- F Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action. 5.3 2.F
- H Identify different forms of media. 5.3 2.H
- I Define taxes and why they are paid. 5.3 2.I
- J Identify the responsibilities of voters after the vote. 5.3 2.J

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### 5.4 Civics and Government: How International Relationships Function

- A Explain examples of conflict in the community, state, and nation. 5.4 2.A
- B Identify ways that countries can work together. 5.4 2.B
- C Explain why nations need to work together for peace. 5.4 2.C
- D Identify the different types of media 5.4 2.D
- E Explain how a community reaches compromise. 5.4 2.E

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**Economics (Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences.)**

### 6.1 Scarcity and Choice

- A Identify scarcity of resources within the school community 6.1 2.A
- B Identify community needs and wants. 6.1 2.B
- C Explain how choice has consequences (opportunity costs). 6.1 2.C
- D Identify a choice based on community interest. 6.1 2.D

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### 6.2 Markets and Economic Systems

- A Identify goods, services, consumers, and producers in the local community. 6.2 2.A
- B Differentiate between markets and competition. 6.2 2.B
- C Define personal choice as related to buying an item. 6.2 2.C
- D Explain how demand for a consumer good impacts price. 6.2.2.D
- E Identify the impact on a community when a business closes. 6.2 2.E
- F Describe the role of financial institutions as related to consumers' financial needs. 6.2 2.F
- G Identify examples of an economic system. 6.2 2.G

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### 6.3 Functions of Government

- A Identify examples of goods and services provided by the private sector. 6.3 2.A
  - C Define taxes and who pays them. 6.3 2.C
  - D Identify products produced outside the United States. 6.3 2.D
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### 6.4 Economic Independence

- A Identify local examples of specialization of work. 6.4 2.A
  - C Identify products that come from many different countries. 6.4 2.C
  - D Identify buyers and sellers and how their wants and needs are addressed. 6.4 2.D
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### 6.5 Income, Profit, and Wealth

- A Explain how money earned by individuals is used to meet needs and wants. 6.5 2.A
  - B Describe how different job skills impact earnings. 6.5 2.B
  - C Describe the roles of local businesses. 6.5 2.C
  - D Describe moneysaving behaviors. 6.5 2.D
  - E Describe the qualities that may be necessary to complete a task. 6.5 2.E
  - F Explain the responsibilities of a business owner. 6.5 2.F
  - G Identify how saving for a purchase occurs over time. 6.5 2.G
  - H Describe why people save money in the local bank. 6.5 2.H
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## Geography (Location can be represented using a variety of tools)

### 7.1 BASIC GEOGRAPHIC LITERACY

- A Identify how basic geographic tools are used to organize information. 7.1 2.A
  - B Describe regions in geographic reference using physical features. 7.1 2.B
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### 7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

- A Identify the physical characteristics of places. 7.2 2.A
  - B Identify the basic physical processes that affect the physical characteristics of regions. 7.2 2.B
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### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- A Identify the effect of local geography on the residents of the region (e.g., food, clothing, industry, trade, types of shelter, etc.). 7.3 2.A
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### 7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- A Identify how environmental changes can impact people. 7.4 2.A
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**History (Past experiences and ideas help us make sense of the world.)**

**8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT**

- A Read and interpret information on simple timelines. 8.1 2.A
  - B Identify documents relating to an event. 8.1 2.B
  - C Apply sources of historical information. 8.1 2.C
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**8.2 PENNSYLVANIA HISTORY**

- A Identify historical figures in the local community. 8.2 2.A
  - B Identify important buildings, statues, and monuments associated with the state's history. 8.2 2.B
  - C Identify how commerce and industry and social organizations have changed over time in Pennsylvania. 8.2 2.C
  - D Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics. 8.2 2.D
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**8.3 UNITED STATES HISTORY**

- A Identify groups and organizations and their contributions to the United States. 8.3 2.A
  - B Identify American artifacts and their importance in American history. The learner will: • Use resource materials to identify American artifacts. • Create a model, picture, drawing, or other representation of a selected a 8.3 2.B
  - C Identify facts related to how different people describe the same event at different time periods. 8.3 2.C
  - D Demonstrate an understanding of how different groups describe the same event or situation. 8.3 2.D
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**8.4 WORLD HISTORY**

- A Explain why cultures have commemorations and remembrances. 8.4 2.A
  - B Explain the significance of historical documents on world history. 8.4 2.B
  - C Identify how cultures have commemorations and remembrances. 8.4 2.C
  - D Identify global issues that require cooperation among nations. 8.4 2.D
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**(Arts) Creative Thinking and Expression**

**9.1M Music and Movement**

- A Know and use basic elements and principles of music and movement. 9.1.M 2.A
- B Create and perform different forms of music and dance. 9.1.M 2.B
- E Use imagination and creativity to design and perform music and dance. 9.1.M 2.E
- J Use a variety of technologies for producing or performing works of art. 9.1.M 2.J

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### 9.1D Dramatic and Performance Play

- B Create and perform plays and productions. 9.1.D 2.B
  - E Identify the difference between a play designed to teach the facts and one designed to communicate a story, emotion, or theme. 9.1.D 2.E
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### 9.1V Visual Arts

- A Know and use basic elements of visual arts. (“color,” “shape,” “line,” “tone,” and “hue.”) 9.1.V 2.A
  - B Create works of art inspired by the styles and materials of other artists. 9.1.V 2.B
  - E Use imagination and creativity to express self through visual arts. 9.1.V 2.E
  - J Use a variety of technologies for producing works of art. 9.1.V 2.J
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### 9.2 Historical and Cultural Context of Works of Art

- D Describe the historical and cultural context of works of art. 9.2 2.D
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### 9.3 Critical Response to Works of Art

- F Use critical processes (e.g., compare, contrast) to examine works of art. 9.3 2.F
  - G Recognize that works of art have meaning. 9.3 2.G
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### 9.4 Aesthetic Response to Works of Art

- B Examine and communicate an informed individual opinion about the meaning of works of art. 9.4 2.B
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## Health, Wellness, and Physical Development

### 10.1 Concepts of Health

- B Identify and describe functions of major body organs and systems. 10.1 2.B
  - C Identify foods and the roles they have in keeping our bodies healthy. 10.1 2.C
  - D Distinguish between healthy and unhealthy behaviors. 10.1 2.D
  - E Identify and discuss common health problems and risk factors. 10.1 2.E
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### 10.2 Healthful Living

- A Identify personal hygiene practices and community helpers for good health. 10.2 2.A
  - E Identify environmental factors that affect health. 10.2 2.E
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### 10.3 Safety and Injury Prevention

- A Recognize safe and unsafe practices. 10.3 2.A
- B Recognize emergency situations and discuss appropriate responses. 10.3 2.B

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**10.4 Physical Activity – Gross Motor Coordination**

- A Demonstrate coordination of purposeful body movements 10.4 2.A
- B Exhibit balance, strength, stamina, and agility. 10.4 2.B

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**10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination**

- A Use dexterity and strength to manipulate objects. 10.5 2.A
- B Coordinate eye and hand movements to perform an advanced task 10.5 2.B
- C Use tools with control and skill to perform tasks. 10.5 2.C