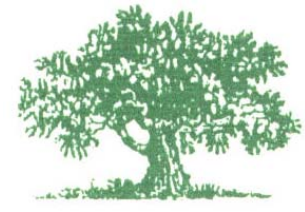


# Carmel Unified School District

## Second Grade California Content Standards outside of Common Core



*Dear Parents,*

*This document describes the California Content Standards, outside of Common Core English language arts and math, that you can expect your child to learn at this grade level. These outcomes should be realized by the end of the school year.*

### **Science Standards**

Asking meaningful questions and conducting careful investigations is the basis for scientific progress. Students will demonstrate an understanding of the following concepts:

#### *Physical Sciences*

- Forces and Motion
- Sound

#### *Life Sciences*

- Animal Life Cycles

#### *Earth Sciences*

- Rocks and Soil

### **History/Social Studies Standards**

- Students differentiate between things that happened long ago and those that happened yesterday
- Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments
- Students explain the institutions and practices of governments in the United States and other countries
- Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills
- Students understand the importance of individual action and characters and explain how heroes from long ago and the recent past make a difference in others' lives (e.g., biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride)

### **Visual and Performing Arts Standards**

- Explore design elements (shape, line, value, color, space, movement, texture and form) with emphasis on shape and space
- Identify, discuss, and demonstrate two-dimensional and three-dimensional art using a variety of media; use overlapping to create depth
- Execute movements such as balancing, stretching, leaping and skipping; explore making shapes (lines, angles, curves) with their bodies
- Explore moving through space (high, medium, low, off the ground, or collapsed) in pathways such as zigzags, circles or straight lines; express pitch (high/low), tempo (fast/slow), and dynamics (loud/sound)
- Improvise or choreography a simple sequence of movements to imitate machines, animals, or people at work and play
- Create original works of theatre such as improvisations and dramatizations; perform works created by others

- Learn vocabulary and terminology related to the arts
- Identify or improvise rhythmic and melodic patterns
- Identify art, music, and dances from various genres and cultures; identify major traditions and themes
- Apply appropriate criteria when evaluating their own work and the work of others
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

## **Physical Education Standards**

- Students explain that mental practice assists with improving or learning on movement skills
- Students demonstrate the qualities of movement as they perform a variety of fundamental locomotor and nonlocomotor skills
- Students explain the reason for playground rules – use of equipment, safety, and games
- Students analyze movement performance using speed, velocity, and acceleration to learn or improve a movement performance
- Students design a daily routine for improving cardiorespiratory endurance
- Students demonstrate the qualities of movement as they perform a variety of fundamental locomotor and nonlocomotor skills
- Working as partners, students demonstrate the qualities of movement as they perform the correct techniques for fundamental locomotor and nonlocomotor skills, movement
- Students describe how individual growth rates vary and have an impact on movement performance
- Students demonstrate responsibility by choosing to participate in movement-related activities during recess and lunch
- Students, in pairs, develop a cooperative, interpretive movement experience
- Students work cooperatively with a partner in a movement-related experience
- Students describe how current, successful, influential, and local people have made a difference through physical activity
- Students explain the purpose of physical education

## **Health Standards**

- Students understand ways to enhance and maintain physical and emotional health and well-being
- Students understand ways to prevent disease and speed recovery from illness
- Students understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help protect their health
- Students know how to play a positive, active role in promoting the physical and emotional health of their families
- Students know how to promote positive health practices within the school and community, including positive peer relationships
- Students understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Students understand and appreciate individual differences in growth and development
- Students know how to identify products, services and information that may be helpful or harmful to their health