

GRADE TWO

DANCE	ENGLISH/LANGUAGE ARTS
1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).	Language #1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).	Language #1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).	Reading Lit #4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Language #1e Use adjectives and adverbs, and choose between them depending on what is to be modified. Language #5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
1.4 Expand the ability to incorporate spatial concepts with movement problems.	Language #1e Use adjectives and adverbs, and choose between them depending on what is to be modified. Language #5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
2.1 Create and improvise movement patterns and sequences.	Reading Lit #4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.	Informational #5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.4 Create shapes and movements, using fast and slow tempos.	Language #1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.5 Develop a dance phrase that has a sense of unity.	Speaking & Listening #5 Create audio recordings of stories or poems;

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	add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
2.6 Create, memorize, and perform original expressive movements for peers.	<p>Speaking & Listening #5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language #5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
2.7 Work cooperatively in small and large groups.	<p>Speaking & Listening #5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.	<p>Informational #9 Compare and contrast the most important points presented by two texts on the same topic.</p>
3.4 Describe dances seen in celebrations and community events.	<p>Writing #3 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.</p> <p>Writing #8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening #1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>
4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).	<p>Writing #3 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</p>

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	<p>of closure.</p> <p>Writing #8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening #1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Reading Lit #1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>Informational #1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>
<p>4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).</p>	<p>Writing #3 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.</p> <p>Writing #8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening #1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Reading Lit #1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>Informational #1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>
<p>4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).</p>	<p>Informational #9 Compare and contrast the most important points presented by two texts on the same topic.</p>
<p>5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery</p>	<p>Reading Lit #4 Describe how words and phrases (e.g., regular beats,</p>

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rhyme).	alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Speaking & Listening #5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).	Informational #5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Language #2b Use commas in greetings and closings of letters.
5.3 Describe how choreographers create dances.	Informational #5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

DANCE	HISTORY-SOCIAL SCIENCE
2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.
2.5 Develop a dance phrase that has a sense of unity.	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.
2.6 Create, memorize, and perform original expressive movements for peers.	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.
2.7 Work cooperatively in small and	2.5 Students understand the

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large groups.	importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.
3.1 Name and perform social and traditional dances from various cultures.	2.2#3 Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
3.4 Describe dances seen in celebrations and community events.	2.2#3 Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.

DANCE	MATHEMATICS
1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).	Measurements & Data #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.
1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).	Measurements & Data #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.
1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).	Measurements & Data #9 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.
1.4 Expand the ability to incorporate spatial concepts with movement problems.	Operations #1 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

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	<p>positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Operations #3 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.</p> <p>Geometry #1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
<p>2.1 Create and improvise movement patterns and sequences.</p>	<p>Operations #1 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.</p> <p>Operations #3 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.</p>
<p>2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).</p>	<p>Operations #1 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.</p>
<p>2.4 Create shapes and movements, using fast and slow tempos.</p>	<p>Measurements & Data #9 Generate measurement data by measuring</p>

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	<p>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.</p> <p>Geometry #1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
<p>2.7 Work cooperatively in small and large groups.</p>	<p>Operations #3 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.</p>

DANCE	SCIENCE
<p>1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).</p>	<p>2d Students know there is variation among individuals of one kind within a population.</p> <p>4d Write or draw descriptions of a sequence of steps, events, and observations.</p>
<p>1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).</p>	<p>2d Students know there is variation among individuals of one kind within a population.</p> <p>4d Write or draw descriptions of a sequence of steps, events, and observations.</p>
<p>2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).</p>	<p>2d Students know there is variation among individuals of one kind within a population.</p> <p>4d Write or draw descriptions of a sequence of steps, events, and</p>

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	observations.
2.6 Create, memorize, and perform original expressive movements for peers.	2d Students know there is variation among individuals of one kind within a population. 4d Write or draw descriptions of a sequence of steps, events, and observations.