

# ACADEMIC STANDARDS

Northside ISD

**2004**  

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**2005**

GRADE  
**2**

Spanish translation available at your school



Language Arts



Math



Science



Social Studies

## What schools can do...

1. Provide clear instructional targets. Northside's Academic Standards detail what we want students to know and do at each grade level.
2. Describe how students will demonstrate what they know and are able to do.
3. Provide frequent assessment and feedback.
4. Report to students and parents about progress toward Academic Standards.
5. Require that all students demonstrate achievement of Academic Standards before moving to the next grade or course.

## What parents can do...

1. Learn what your child is expected to know and do. Read and become familiar with the Academic Standards in this booklet.
2. Ask to see demonstrations of your child's work.
3. Use this booklet as a guide to help you understand the Academic Standards. Your child's teacher can give you more information on the criteria that will be used to measure your child's success.
4. Visit with your child's teacher and attend open house and parent-teacher conferences to stay informed about your child's progress.
5. Let your child hear you say these words often: "I know you can do it!"

**August, 2004**

**Dear Northside Parent or Guardian:**

**N**orthside Independent School District recognizes the importance of a partnership between parents and the schools to ensure each student's academic success. When that partnership involves good communication, mutual support, and focus on learning, great things can happen for students. Academic Standards have been developed in Northside to provide focus on learning and provide a clear target for students, teachers, parents, and the Northside community. Prior to being adopted by the Board of Trustees in Spring 2000, the Northside Academic Standards were researched, reviewed, and developed by teams of parents, teachers, administrators, and community members. Over 700 participated directly.

This letter is to introduce you to the Northside Academic Standards that correspond to your child's grade level for the school year 2004-2005. These Academic Standards provide clear and consistent expectations for students that are aligned from grade to grade. They define what students should know (content) and what they will be able to do to demonstrate that knowledge (skills). The Academic Standards are aligned with the Texas Essential Knowledge and Skills (TEKS) and with the Texas Assessment of Knowledge and Skills (TAKS) objectives. They are also the foundation for Northside's curriculum and will be the basis for reporting

student progress to parents. Students who meet Northside's Academic Standards can be expected to meet the State TEKS and TAKS expectations.

I encourage you to review these Standards, discuss them with your child, and use them as a tool to check the progress of your child's learning this coming year. They can be very helpful in conferencing with your child's teacher, as well. If you have questions, please get in touch with your child's teacher, with the school principal, or call our District Coordinator at 397-8849.

As a well-informed parent, you can better participate in parent-teacher conferences, and give support and celebrate your child's achievements as progress is made along the way. I invite you to join our fine Northside educators in this partnership to help your child be successful.



**Sincerely,  
John M. Folks, Ed.D.  
Superintendent**

**I. Content Standard: Word Identification and Vocabulary**

The student will apply word identification strategies to decode unknown words and to increase vocabulary.

**Performance Standards:**

- A. Read high-frequency words automatically in text.
- B. Apply letter-sound correspondences (phonics) to decode words rapidly and accurately.
- C. Use picture cues and context (semantic awareness) to identify words and to determine meaning.
- D. Apply knowledge of common language structures (syntactic awareness) to identify words and to determine meaning.
- E. Apply structural analysis to decode words and to determine the meaning of words.
- F. Integrate cues to identify words, to check accuracy and meaning, and to self-correct errors.
- G. Use resources to identify words and determine word meanings.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. High-frequency words
- B. Decoding skills/letter-sound correspondences (phonics principles)
- C. Meaning (semantic) cues:
  - context
  - pictures or graphics
- D. Language structure (syntactic) cues:
  - subject-verb agreement
  - verb tenses
  - word order in sentences
- E. Structural analysis skills (word study)
- F. Reading makes sense, fits language structure, and has print-to-sound match
- G. Use of resources

**Essential Skills**

*(What the student must do...)*

- A. Read high-frequency words automatically in text.
- B. Use knowledge of consonants, consonant clusters, digraphs, and vowel patterns to decode words. Blend phonemes (sounds) to decode words. Use common short and long vowel spelling patterns, including onset (consonant or consonant cluster before vowel pattern) and rime (word families) to decode words. Use analogical relationships to figure out words (e.g., "This word starts like \_\_\_ and ends like \_\_\_. The word must be \_\_\_").
- C. Search for information and use cues from text and pictures or graphics to identify words and to determine meaning:
  - rereading
  - reading ahead
  - visually scanning pictures or graphs
 Draw on background knowledge to determine the meanings of words in context.
- D. Use knowledge of language structure to identify words and determine meaning:
  - sentence grammar
  - word order
- E. Use familiar word parts to decode and to determine the meaning of words:
  - prefixes and suffixes
  - base (root) words
  - inflectional endings
  - compound words
  - contractions
  - syllables
- F. Integrate knowledge of letter-sound correspondences, context cues, and language structure to:
  - identify words
  - check accuracy
  - confirm meaning
  - self-correct errors in word identification
- G. Use resources and references (e.g., beginner's dictionaries, glossaries, and available technology) to build word meanings and to confirm pronunciation of words.

**II. Content Standard: Fluent Reading**

The student will read in instructional and independent level text with fluency, accuracy, and understanding.

**Performance Standards:**

- A. Read orally in instructional level text with at least 90% accuracy, with understanding, and at an appropriate rate for the level of text.
- B. Read orally with expression.
- C. Read at independent level with at least 95% accuracy, with understanding, and at an appropriate rate in materials of increasing length.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Reading strategies:
  - adjusting rate
  - integrating cues to monitor accuracy and meaning and to self-correct errors
  - increasing fluency
- B. Characteristics of fluent, expressive oral reading for various audiences
- C. Strategies for sustaining independent reading in text of increasing length and/or difficulty:
  - maintaining concentration
  - integrating cues to monitor accuracy and meaning and to self-correct errors
  - reading for selected purposes
 Self-selection strategies:
  - estimating difficulty of text
  - personal reading preferences

**Essential Skills**

*(What the student must do...)*

- A. Vary rate of reading appropriate to text and purpose for reading (at least 70 wpm in instructional grade level text). Read and comprehend instructional level materials that are challenging but manageable with no more than one error for every ten words. Apply strategies for developing fluency (e.g., rereading, rehearsing). Read silently in instructional level materials of increasing length.
- B. Read aloud from familiar texts with accuracy and expression. Attend to punctuation. Use appropriate phrasing. Vary volume and intonation. Read with smooth, natural production.
- C. Sustain reading in independent level text for a minimum of 15 to 20 minutes. Integrate cues to read and comprehend independent level materials with no more than one error for every 20 words. Prepare for performance (e.g., Readers' Theater, oral reading of poetry, stories, and own writing). Demonstrate comprehension of material read silently (e.g., retelling, discussion, drawings, dramatic presentations). Use a simple method to estimate difficulty of self-selected text. Apply personal interests, knowledge of authors, and knowledge of genres and their characteristics to select books to read for information and pleasure.

**III. Content Standard: Comprehension, Critical Reading, and Vocabulary**

The student will read for varied purposes and with understanding from a variety of fiction and nonfiction sources.

**Performance Standards:**

- A. Read instructional level materials with at least 70% comprehension using a variety of strategies to interpret text and graphic information.
- B. Develop an extensive vocabulary through listening, reading, word study, and use of resources.
- C. Identify main ideas and supporting details when clearly stated in text.
- D. Recognize elements of stories:
  - characters' traits, feelings, relationships, and changes
  - settings (importance of), problems, events, and resolutions
- E. Summarize or retell using major text elements as organizers:
  - fiction: characters, settings, problems, events, and resolutions
  - nonfiction: topics, main ideas, and supporting details
- F. Analyze and make inferences, supporting with examples from the text.
- G. Determine purposes, functions, forms, and characteristics of literary genres.
- H. Locate information to complete a response using organizational structure of texts.
- I. Read for varied purposes and respond to texts in a variety of ways.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Processes for comprehending text  
Multiple ways to demonstrate comprehension  
Strategies for monitoring meaning and self-correcting
- B. Strategies for developing vocabulary:
  - using oral language and reading experiences
  - using relationships/word study (e.g., analogies, synonyms and antonyms, multiple-meaning words, and similes)
  - using context cues
  - using resources
- C. Major elements of nonfiction/informational text:
  - topics
  - main ideas
  - supporting details
- D. Major elements of fiction:
  - characters
  - settings
  - problems
  - events (action)
  - resolutions (outcomes)
- E. Summarization strategies
- F. Critical thinking processes  
Verification using evidence in text  
Monitoring meaning

**Essential Skills**

*(What the student must do...)*

- A. Determine meaning of materials read using multiple comprehension strategies (see B-I).  
Demonstrate comprehension of fiction and nonfiction text in a variety of ways:
  - orally (e.g., retelling, dramatic presentation)
  - artistically (e.g., illustrations)
  - graphically (e.g., story maps, graphs, charts)
  - in written format (e.g., response logs, summaries)
 Monitor comprehension and self-correct when meaning breaks down (e.g., reread, ask questions, search for clues, use resources).  
Discuss meaning of words in texts read or heard.  
Demonstrate relationships between or among words:
  - supplying words in simple analogies
  - creating simple analogies with teacher assistance
  - identifying related words
  - sorting words by meaning
 Recognize and use synonyms and antonyms.  
Identify various meanings for multiple-meaning words and use appropriately in discussions.  
Determine meaning of simple similes.  
Use context and prior knowledge to determine the meanings of words as used in text.  
Use resources, such as beginners' dictionaries, glossaries, and available technology to determine word meanings.
- B. Identify the topic of nonfiction/informational text.  
Determine the stated main ideas and supporting details in nonfiction/informational text read, heard, or viewed.  
Compare and contrast topics, ideas, and information across texts.
- D. Determine feelings of characters and how they change using evidence from text.  
Discuss relationships among characters and how characters change.  
Discuss the importance of the setting(s).  
Identify and discuss the problems, the major events, and the story resolutions.  
Compare and contrast characters, ideas, and themes across texts, including culturally diverse texts and story variants.
- E. Retell or write logical summaries of fiction and nonfiction materials, using the major elements of each type of text to organize and develop the summary.  
Use graphic organizers to produce summaries.
- F. Apply critical thinking processes when reading and responding to text.  
Locate examples in the text to support thinking.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- G. Purposes for reading  
Function of different forms of text  
Distinguishing characteristics of various genres (types of texts)  
Meaning of literary terms
- H. Organizational structure of different types and forms of text  
Method of development of text
- I. Influence of type of text, author's and reader's purposes, and audience on reader responses  
Role of literature in presenting cultural diversity and common elements of cultures

**Essential Skills**

*(What the student must do...)*

- F,cont. Connect background knowledge and experiences to texts (e.g., authors, illustrators, and topics).  
Compare and contrast across texts (e.g., themes, characters, settings, problems, topics, ideas).  
Infer to determine cause and effect, draw conclusions, and make generalizations based on evidence in the text and from experience.  
Predict and extend from text, illustrations, or graphics.  
Sequence logically (e.g., events in a story or news article, steps in a procedure, stages of a cycle).
- G. Read in classic and contemporary works.  
Identify purpose (to be informed or entertained).  
Identify function of different forms of text (e.g., lists, newsletters, and signs).  
Identify genre (type of text) based on distinguishing characteristics:
  - folk literature (nursery rhyme, fairy tale)
  - poetry
  - fantasy
  - realistic fiction
  - biography
  - informational text
 Understand and identify simple literary terms (e.g., title, author, and illustrator) across a variety of texts.
- H. Locate information using features of text structure.  
Complete a graphic representation of text.  
Locate supporting examples in text using method of development (e.g., description, problem/solution, comparison/contrast, cause/effect, and sequence or narrative).  
Read to be informed or entertained.  
Determine author's purpose.  
Respond to text read or heard in a variety of ways (e.g., oral discussions, artistic representations, dramatizations, role play, and written responses as in response logs).  
Connect life experiences with the experiences, language, and customs of characters across cultures.  
Compare and contrast literary works across cultures (e.g., similar folktales or story variants, characters, and themes).
- I. Determine author's purpose.  
Respond to text read or heard in a variety of ways (e.g., oral discussions, artistic representations, dramatizations, role play, and written responses as in response logs).  
Connect life experiences with the experiences, language, and customs of characters across cultures.  
Compare and contrast literary works across cultures (e.g., similar folktales or story variants, characters, and themes).

**IV. Content Standard: Listening and Speaking**

The student will communicate through effective speaking and active listening.

**Performance Standards:**

- A. Ask relevant questions and respond appropriately by interacting with others and with text read aloud.
- B. Listen attentively and purposefully to the message of others.
- C. Speak clearly and appropriately to audiences for different purposes and occasions.
- D. Listen and speak to gain knowledge of own and other cultures.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Conditions for effective speaking and active listening  
Strategies for generating questions
- B. Strategies and protocol for active listening  
Purposes for listening  
Messages convey information  
Influence of nonverbal cues on meaning of spoken messages
- C. Influence of audience, purpose, and occasion on format, preparation, verbal style, and presentation
- D. The importance of listening and speaking for gaining knowledge of own culture and the cultures of others

**Essential Skills**

*(What the student must do...)*

- A. Follow accepted conventions of speaking and listening.  
Ask relevant questions to seek and to clarify information.
- B. Follow conventions for active listening.  
Listen to gain information, to solve problems, or for enjoyment or appreciation.  
Listen to competent models to develop oral language usage.  
Listen to identify main ideas and supporting evidence in spoken messages.  
Listen and discuss verbal and nonverbal messages of speakers.
- C. Consider audience, purpose, and occasion when choosing format for speaking.  
Prepare for speaking according to demands of audience, purpose, and occasion.  
Speak with appropriate structure, preparedness, and formality for the occasion.  
Practice effective speaking, using standard grammar and usage to communicate ideas and information.  
Use visual props to enhance presentations.
- D. Connect own experiences and ideas with those of others through speaking and listening.  
Compare and contrast cultures through oral language experiences.

**V. Content Standard: Conventions of Writing**

The student will compose original text using the conventions of written language to communicate clearly.

**Performance Standards:**

- A. Apply the rules of standard grammar and usage.
- B. Spell common spelling patterns and sight words correctly.
- C. Capitalize and punctuate correctly to provide meaning.
- D. Construct sentences that logically connect with one another to form paragraphs.
- E. Write legibly in manuscript and/or cursive, as appropriate.
- F. Use resources, such as a glossary, a dictionary, a beginning thesaurus, English and spelling textbooks, and available technology to develop accuracy.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Importance of oral language as a foundation for rules of standard grammar and usage in writing  
Conventions of grammar and usage for writing:
  - subject-verb agreement
  - verb tenses: past, present
  - parts of speech: nouns, pronouns, verbs, adverbs, adjectives, articles, conjunctions, prepositions
- B. Common spelling patterns, such as CVC, CVCe, and others  
Spelling of common sight words  
Strategies and use of resources for spelling
- C. Capitalization and punctuation principles
- D. Characteristics of sentences and simple paragraphs:
  - different sentence types (asking, telling, and exclaiming) and different sentence structures (simple and compound)
  - differences among fragments, run-ons, and complete sentences
  - concept of paragraphing and how to put sentences together to form a paragraph
- E. Handwriting techniques:
  - writing instrument grip
  - paper position for writing
  - body position for writing
  - efficient letter formation strategies
 Appropriate use of spacing and margins  
Purposes for using reference tools  
Concept of using tools to aid accuracy in own work
- F. Skills for using reference tools  
Purposes for using reference tools  
Concept of using tools to aid accuracy in own work

**Essential Skills**

*(What the student must do...)*

- A. Listen to speakers and to texts read aloud as models for standard grammar and usage in own writing.  
Write with subject-verb agreement.  
Write using past or present verb tense consistently.  
Write using appropriate parts of speech to fit language structure.
- B. Apply known spelling patterns and generalizations in writing.  
Spell common sight words accurately.  
Practice effective strategies for increasing spelling accuracy.  
Use resources to spell and check words (e.g., beginning dictionaries, spelling dictionaries, word walls, and available technology).
- C. Capitalize proper nouns and first words in sentences.  
Use ending punctuation correctly (periods, question marks, and exclamation points).  
Use commas in dates, city-state, and series.  
Write frequently used abbreviations correctly.
- D. Write simple and compound sentences with elaboration.  
Link sentences together to develop ideas.  
Write paragraphs with logical beginning, middle, and end, including examples to support ideas.
- E. Position hand, body, and paper appropriately for legible writing.  
Use proper letter formation.  
Plan layout and format for writing with appropriate margins and spacing.
- F. Use alphabetical order to locate items.  
Use resources to become increasingly more accurate in word choice and spelling (e.g., dictionary, glossary, beginning thesaurus, spell checker technology, word wall, or other reference lists).  
Use components of a dictionary or glossary entry to choose appropriate word or definition for the context.  
Begin to check own work for accuracy.

**VI. Content Standard: Writing – Purpose and Audience**

The student will write in a variety of forms for various purposes and audiences.

**Performance Standards:**

- A. Write to inform, express thoughts and ideas, and/or entertain, including features to make writing interesting.
- B. Write in teacher-selected and modeled forms using guidelines (e.g., rubrics and checklists) to include distinguishing characteristics of different forms of writing.
- C. Choose and use an appropriate form when writing for own purpose or in response to a prompt.

**Essential & Enduring Knowledge**

*(What the student must know...)*

**Essential Skills**

*(What the student must do...)*

- |  |   |
|--|---|
| <p>A. Purposes for writing<br/>Strategies for making writing interesting</p>                                     | <p>A. Write for various purposes.<br/>Demonstrate voice in writing (e.g., own feelings, ideas, thoughts, beliefs, and expressive language).<br/>Use elaboration to produce quality writing:<br/>• descriptions that create visual images (e.g., of characters and setting)<br/>• action<br/>• phrases<br/>• sentence variety<br/>• dialogue<br/>• strong verbs<br/>• figurative language</p>  |
| <p>B. Forms and types of writing<br/>Guidelines for producing quality writing</p>                                | <p>B. Practice various forms of writing.<br/>Write personal narratives and stories with:<br/>• beginning (problem)<br/>• middle (events)<br/>• ending (resolution)<br/>Write to give instructions, explain a procedure, or describe steps in a process:<br/>• introduction<br/>• materials<br/>• steps or stages<br/>• conclusion<br/>Write to compare and contrast (e.g., features and attributes).<br/>Write letters to communicate with others, using:<br/>• heading<br/>• greeting<br/>• body<br/>• closing<br/>Write poems to express own creativity.<br/>Write to record information and observations.<br/>Write to respond to literature (e.g., response logs).<br/>Follow guidelines (e.g., rubrics and checklists) to guide writing.</p> |
| <p>C. Importance of form and format in addressing purpose and audience<br/>Guidelines for evaluating writing</p> | <p>C. Connect own experiences to text or prompt to generate ideas for writing.<br/>Select a form and format for own writing and when writing in response to a prompt that best communicates messages and addresses purpose and audience appropriately.<br/>Follow guidelines (e.g., rubrics and checklists) to produce quality writing and to evaluate own writing and that of others.</p>  |

**VII. Content Standard: Writing Process**

The student will apply the writing processes (prewriting, drafting, revising, editing, and publishing) to express ideas clearly in self-selected and assigned writing.

**Performance Standards:**

- A. Generate ideas and plan writing by using teacher-directed prewriting strategies.
- B. Develop organized and elaborated drafts with evidence of writer's voice.
- C. Revise drafts as directed by teacher.
- D. Edit drafts for grammar, spelling, and punctuation.
- E. Share writing with others.
- F. Use technology to support the writing process.
- G. Evaluate own writing and writing of others using teacher or class prepared guidelines (e.g., rubrics and checklists).

**Essential & Enduring Knowledge**

*(What the student must know...)*

**Essential Skills**

*(What the student must do...)*

- |  |  |
|--|--|
| <p>A. Strategies for planning writing</p>  | <p>A. Generate ideas.<br/>Select purpose and form.<br/>Use teacher-directed graphic organizers to plan writing.</p>  |
| <p>B. Importance of multiple drafts to produce a piece of writing<br/>Ways to make writing interesting<br/>Organizational structure for writing different forms of text</p>  | <p>B. Create multiple drafts to clarify and refine writing.<br/>Exhibit writer's voice (own feelings, ideas, thoughts, beliefs, and expressive language).<br/>Use elaboration to produce quality writing:<br/>• descriptions to create visual images (e.g., of characters and setting)<br/>• action<br/>• phrases<br/>• sentence variety<br/>• dialogue<br/>• strong verbs<br/>• figurative language</p> |
| <p>C. Strategies for revising writing:<br/>• rearranging<br/>• adding elaboration<br/>• rereading to clarify meaning (word choice)<br/>• conferencing</p>  | <p>C. Apply strategies to organize, elaborate, and clarify meaning:<br/>• rearranging and sequencing ideas<br/>• adding different kinds of elaboration to make writing more interesting<br/>• rereading for word choice<br/>• conferencing with others</p>   |
| <p>D. Strategies for editing papers:<br/>• rereading to check for editing points<br/>• use of a checklist to self assess<br/>• editing and proofreading guidelines for class<br/>• requesting feedback from others about what is written</p> | <p>D. Reread a piece of writing for specific purpose (e.g., punctuation, capitalization, grammar, spelling, paragraph indentation).<br/>Use a checklist or other guidelines to self-assess.<br/>Apply class proofreading and editing strategies to make changes in writing.<br/>Participate in conferences or other activities to receive feedback and make changes in writing.</p>                      |
| <p>E. Procedures for sharing writing</p>   | <p>E. Share writing by reading aloud (e.g., author's chair) or publishing in written form.</p>   |
| <p>F. Skills for using basic technology:<br/>• basic word processing procedures<br/>• spelling and grammar check</p>   | <p>F. Use computer to aid in drafting, revising, editing, formatting, and publishing.</p>  |
| <p>G. Procedures for assessing and evaluating writing</p>  | <p>G. Analyze published examples as models.<br/>Use checklist or rubric to assess own and others' writing.</p>   |

**VIII. Content Standard: Inquiry and Research**

The student will collect, organize, and share information, following a plan for inquiry and research.

**Performance Standards:**

- A. Develop questions to guide inquiry and research through the use of prior knowledge and with teacher direction.
- B. Formulate a plan for conducting research with teacher guidance.
- C. Gather information from a variety of print and nonprint sources.
- D. Summarize and report information from sources read, heard, and viewed, crediting others when using their ideas in writing or in discussion.
- E. Produce materials, including visual representations, to share with others.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Question-generating strategies  
Prior knowledge can be connected to new information  
Guiding questions focus inquiry and research
- B. Characteristics of good research procedure
- C. Use of common research tools
- D. Organizational processes:
  - crediting others when using their ideas
  - recording simple bibliographic information
  - summarizing
- E. Importance of visual representations for imparting a message  
Forms for visual representation  
Use of checklists and rubrics to produce a quality work

**Essential Skills**

*(What the student must do...)*

- A. Use prior knowledge to generate questions. Contribute to a class list of questions that are specific and important to guide research on topic.
- B. Develop logical steps to follow in carrying out research.  
Work with teacher to set deadlines.  
Follow teacher guidance to carry out plan.
- C. Take notes over material read, heard, or viewed.  
Use information from several sources to answer research questions:
  - pictures and graphics
  - books
  - experts
  - observations (as in field study notes)
  - other reference materials
- D. Cite sources and record appropriate bibliographic information for materials read, heard, or viewed.  
Use outlines or other graphic organizers to summarize information.  
Report information to others.
- E. Select effective visual form to convey information/message.  
Locate and/or create visuals to show information gained from research:
  - graphs, charts, and diagrams
  - maps
  - drawings and photographs
  - artifacts and displays
 Label components of visuals clearly.  
Use checklists and rubrics as guides to evaluate and produce a quality work with required elements.

**I. Content Standard: Number Concepts**

The student will understand how number concepts and place value are used to represent whole numbers and fractions.

**Performance Standards:**

- A. Read, write, and describe the value of whole numbers to 999.
- B. Read and write number words to ninety-nine.
- C. Compare and order numbers to 999 with or without models.
- D. Locate and name whole numbers on a number line.
- E. Use fraction words and symbols to twelfths to communicate understanding of a given model of a whole and/or set of objects.

**Essential & Enduring Knowledge**

*(What the student must know...)*

A.-D. Number concepts and place value to 999

B. Number words to ninety-nine

E. Relationships of parts to whole and parts to a set

**Essential Skills**

*(What the student must do...)*

A. Identify place value of numbers to 999. Recognize numbers to 999. Read numbers to 999. Model numbers up to 999 using base 10 blocks.

B. Read and write number words to ninety-nine.  
C. Use symbols  $<$ ,  $>$ ,  $=$ . Find numbers before, between, and after.

D. Use number lines.  
E. Name fractional parts of a whole object and/or set of objects (to twelfths) using models.

**III. Content Standard: Geometry**

The student will use mathematical terms to identify, compare, and contrast two-dimensional shapes and three-dimensional solids and locate points on a number line.

**Performance Standards:**

- A. Describe shapes and solids using critical attributes, such as number of sides and/or vertices (corners), and number and shape of faces.
- B. Describe similarities and differences of two shapes or solids.
- C. Locate and name whole number points on a line.
- D. Cut geometric shapes apart and identify new shapes made.

**Essential & Enduring Knowledge**

*(What the student must know...)*

A.-B. Geometric vocabulary

C. Numbers can be represented by points on a line

D. Geometric shapes

**Essential Skills**

*(What the student must do...)*

A.-B. Use attributes, such as number of sides, number of vertices/corners, and number of edges to identify, compare, and contrast shapes and solids. Use models and technology to explore shapes and solids.

C. Use whole numbers to name and locate points on a line.

D. Identify new shapes made by cutting geometric shapes apart.

**II. Content Standard: Patterns and Number Relationships**

The student will describe relationships and make predictions for number patterns.

**Performance Standards:**

- A. Identify, describe, and extend patterns to make predictions and solve problems.
- B. Identify patterns in a list of related number pairs based on a real-life situation and extend the list.
- C. Make a table to describe number relationships (such as number of tricycles related to number of wheels).
- D. Use patterns in place value to compare and order whole numbers through 999.
- E. Use patterns to develop strategies to remember basic addition facts.
- F. Find patterns in numbers, such as in a 100s chart.
- G. Solve subtraction problems related to addition facts (fact families), such as  $8+9=17$ ,  $9+8=17$ ,  $17-8=9$ ,  $17-9=8$ .

**Essential & Enduring Knowledge**

*(What the student must know...)*

A.-G. Number patterns

C. Paired numbers  
Table to describe relationships

D. Place value through 999

E. Patterns to develop strategies for basic addition facts

G. Addition facts to 18

**Essential Skills**

*(What the student must do...)*

A.-B. Skip count (twos to 20, threes to 30, fours to 40, fives to 50, 10s to 100, and 25s to 100). Use technology to discover patterns in numbers.

Identify growing patterns and repeating patterns.

Extend number and pictorial patterns with or without the use of technology to predict and solve problems.

C. Generate a list of paired numbers based on real-life situations.

D. Read numbers through 999.

E. Develop strategies to remember basic addition and subtraction facts to 18, such as "double+1" and "counting on."

F. Use patterns in a 100s chart to add or delete 10s and ones.

G. Recall addition facts to 18.

**IV. Content Standard: Measurement**

The student will recognize and use models that approximate standard units of measure for length, weight, capacity, time, and temperature.

**Performance Standards:**

- A. Estimate, measure, and compare length, weight, capacity, time, and temperature using measurement tools.
- B. Identify real objects that approximate standard units of length, weight, and capacity and use these objects to measure.
- C. Describe events/activities that take approximately one second, one minute, or one hour.
- D. Read time to the nearest minute from analog (traditional) and digital clocks.

**Essential & Enduring Knowledge**

*(What the student must know...)*

A. Standard units of length, capacity, and weight

C.-D. Concept of time

**Essential Skills**

*(What the student must do...)*

A. Use concrete models to measure/approximate standard units, such as inches, centimeters, cups, liters, pounds, kilograms.

Select an appropriate measuring tool, such as a scale, ruler, etc.

Solve problems using a calendar.

Read a thermometer.

Read a ruler up to 1/2 inch.

B. Identify concrete models that approximate standard units of length, capacity, and weight.

C. Understand the difference between seconds, minutes, and hours.

D. Read time on a clock using hours and minutes.

**V. Content Standard: Probability and Statistics**

The student will organize data, communicate relationships, make predictions, and solve problems using probability and statistics (data analysis).

**Performance Standards:**

- A. Collect and organize data.
- B. Construct picture and bar graphs.
- C. Draw conclusions and answer questions about a graph.
- D. Describe outcomes of a probability experiment as “more likely” or “less likely.”

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A.-C. Graphs are useful
  - Types of graphs
  - Parts of, and how to, label graphs
- D. Probability vocabulary: “certain,” “possible,” “impossible,” “more likely,” “less likely”

**Essential Skills**

*(What the student must do...)*

- A.-B. Collect and organize data to construct a picture graph and a bar graph. Use computer graphing programs to organize data and to construct picture graphs and bar graphs.
- C. Interpret, draw conclusions, and answer questions from graphs.
- D. Use data to describe events as “more likely” or “less likely.”

**VI. Content Standard: Problem Solving**

The student will apply mathematics to his/her world using problem-solving processes and strategies.

**Performance Standards:**

- A. Apply a problem-solving model to solve word problems: find the important facts in the problem, identify the key actions, solve the problem, and evaluate the solution for reasonableness.
- B. Solve problems using appropriate strategies: draw a picture, look for a pattern, guess and check, or act it out.
- C. Explain problem-solving processes using pictures, number sentences, and words.
- D. Use a variety of tools, such as manipulatives, calculators, and computers to solve word problems.
- E. Identify math in everyday situations.
- F. Relate informal language to mathematical language and symbols.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. The problem-solving model (process for applying math to a given situation or word problem)
- B. Problem-solving strategies
- C. Problem-solving processes using pictures, number sentences, and words
- D. Tools help solve word problems
- E. Content in Standards I-IV and VII
- F. Mathematical vocabulary

**Essential Skills**

*(What the student must do...)*

- A. Use a problem-solving model. Determine reasonableness and unreasonableness of an answer. Write a solution plan and a description of the solution (correct English usage).
- B. Select or develop problem-solving strategies: draw a picture, look for a pattern, systematically guess and check, and act it out.
- C. Use pictures, number sentences, objects, words, calculators, and computers to explain and record observations. Student is expected to reason and support his/her thinking using objects, pictures, numbers, and technology. Students should write at least three additional number sentences for problem situations, if applicable (e.g., fact families and algebraic equations).
- D. Use tools, including manipulatives, calculators, and computers to solve problems.
- E. Apply concepts from content Standards I-IV and VII. Read and understand charts, menus, schedules, calendars, graphs, etc.
- F. Use appropriate mathematical vocabulary.

**VII. Content Standard: Number Operations**

The student will use addition and subtraction to solve problems for a given situation and will develop an understanding of multiplication and division concepts.

**Performance Standards:**

- A. Recall basic addition and subtraction facts to 18.
- B. Model and/or create addition and subtraction problem situations with concrete objects, pictures, and words, and write corresponding number sentences through 99.
- C. Select addition or subtraction to solve problems using two-digit numbers with or without regrouping.
- D. Select and apply an appropriate operation to solve word problems using key actions.
- E. Determine the value of a collection of coins less than a dollar.
- F. Model, create, and describe multiplication situations in which equal sets of concrete objects are joined.
- G. Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A., D. The relationship between addition and subtraction
- B. Number sentences and word problems through 99
- C. Two-digit addition and subtraction  
Regrouping and fair trades
- C.-D. Commutative property
- D. Key actions:
  - put together
  - take away
  - compare

**Essential Skills**

*(What the student must do...)*

- A. Recall and apply addition and subtraction facts through 18 on a timed test.
- B. Write number sentences for word problems. Create word problems for number sentences.
- C. Use two-digit addition and subtraction with and without regrouping. Demonstrate and explain regrouping. Estimate sums and differences using rounding.
- C.-D. Choose correct operation(s) in word problems.
- D. Solve word problems using two-digit numbers with or without regrouping. Apply the following key actions as they correspond to word problems:
  - put together
  - take away
  - compare

**Essential & Enduring Knowledge**

*(What the student must know...)*

- E. Values of equivalent amount of coins
- F.-G. Multiplication and division situations in which equal sets of objects are joined or separated into sets

**Essential Skills**

*(What the student must do...)*

- E. Count money less than a dollar.
- F.-G. Explain the meaning of multiplication and division situations.

**I. Content Standard: Nature of Science**

The student will demonstrate an understanding of the nature of science.

**Performance Standards:**

- A. Conduct classroom and field investigations following home and school safety procedures.
- B. Develop abilities necessary to do scientific inquiry in the field and classroom.
- C. Use information and critical thinking skills in making decisions.
- D. Use age-appropriate tools and models to verify that organisms/objects and parts of organisms/objects can be observed, described, and measured.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Classroom and field safety procedures  
Conservation and use of materials and resources
- B. Scientific inquiry
- C. Critical thinking skills
- D. Tools and models used to conduct scientific inquiry

**Essential Skills**

*(What the student must do...)*

- A. Demonstrate safe practices during classroom and field investigations.  
Learn how to use and conserve resources and dispose of materials.
- B. Ask questions about organisms, objects, and events.  
Plan and conduct simple descriptive investigations.  
Compare results of investigations with what students and scientists know about the world.  
Gather information using simple equipment and tools to extend the senses.  
Construct reasonable explanations and draw conclusions using information and prior knowledge.  
Communicate explanations about investigations.
- C. Make decisions using information.  
Discuss and justify the merits of decisions.  
Explain a problem in his/her own words and identify a task and solution related to the problem.
- D. Collect information using tools, including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances.  
Measure and compare organisms and objects, and parts of organisms and objects, using standard and nonstandard units.

**II. Content Standard: Life Science**

The student will demonstrate an understanding of the life sciences.

**Performance Standards:**

- A. Describe properties and patterns of organisms.
- B. Observe systems composed of organisms and identify the parts of those systems.
- C. Distinguish between living organisms and nonliving objects.
- D. Demonstrate that living organisms have basic needs.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Properties and patterns
- B. Systems and parts of systems  
Ecosystem: woodland forest  
Function of plant parts  
Function of animal parts
- C. Living organisms vs. nonliving objects
- D. External characteristics and basic needs  
Interdependence

**Essential Skills**

*(What the student must do...)*

- A. Classify and sequence organisms based on properties and patterns.  
Identify, predict, replicate, and create patterns, including those seen in charts, graphs, and numbers.
- B. Manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as plants without leaves.  
Manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves.  
Observe and record the functions of plant parts.  
Observe and record the functions of animal parts.
- C. Identify characteristics of living organisms.  
Identify characteristics of nonliving objects.
- D. Identify the external characteristics of different kinds of plants and animals that allow their needs to be met.  
Compare and give examples of the ways living organisms depend on each other and on their environment.

**III. Content Standard: Physical Science**

The student will demonstrate an understanding of the physical sciences.

**Performance Standards:**

- A. Describe properties and patterns of objects.
- B. Observe systems composed of objects and identify the parts of those systems.
- C. Identify many types of change that occur.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Properties and patterns
- B. Parts of a system
- C. Changes in matter  
Heat causes change  
Motion of an object

**Essential Skills**

*(What the student must do...)*

- A. Classify and sequence objects and events based on properties and patterns.  
Identify, predict, replicate, and create patterns, including those seen in charts, graphs, and numbers.
- B. Manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as flashlights without batteries.  
Manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves, such as a guitar and guitar strings.
- C. Observe, describe, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement.  
Identify, predict, and test uses of heat to cause change, such as melting and evaporation.  
Demonstrate a change in the motion of an object by giving the object a push or a pull.

**IV. Content Standard: Earth/Space Science**

The student will demonstrate an understanding of the earth and space sciences.

**Performance Standards:**

- A. Describe properties and patterns of events.
- B. Observe systems composed of objects and identify the parts of those systems.
- C. Identify many types of change that occur.
- D. Explain that the natural world includes rocks, soil, water, and gases of the atmosphere.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Properties and patterns  
Phases of the moon  
Properties of a star
- B. Parts of systems  
The water cycle  
Layers of the earth
- C. Weather and seasonal changes  
Phases of the moon  
Earth's forces
- D. The water cycle  
Natural resources

**Essential Skills**

*(What the student must do...)*

- A. Classify and sequence objects and events based on properties and patterns.  
Identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers.
- B. Manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working.  
Manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves.
- C. Observe, measure and record changes in weather, the night sky, and seasons.  
Demonstrate a change in the motion of an object by giving the object a push or a pull.
- D. Describe and illustrate the water cycle.  
Identify uses of natural resources.

**I. Content Standard: History**

The student will understand how people and events have influenced San Antonio, Texas, and the United States.

**Performance Standards:**

- A. Explain reasons for, and customs associated with, celebrations in the community and nation.
- B. Identify and explain the importance of community, state, and national landmarks.
- C. Use vocabulary related to chronology to describe the order of events, create and interpret simple timelines, and describe and measure calendar time.
- D. Name several sources of information about a time period or event and compare various interpretations of the same time period using evidence, such as photographs and interviews.
- E. Identify the contributions of historical figures and local people who have influenced our community, state, and nation and who have exhibited a love of individualism and inventiveness.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Origins of and customs associated with celebrations, including:
  - Fiesta (local community)
  - Thanksgiving
  - Independence Day
  - Memorial Day
- B. Landmarks in the community, state, and nation, including:
  - the Alamo
  - La Villita
  - state and national capitol buildings
  - County Courthouse
  - Washington Monument and Lincoln Memorial
- C. Meanings of chronology words, including:
  - past
  - present
  - future

Designations of time periods, such as:

  - ancient times
  - modern times

A timeline is a chronological listing of events

How to measure calendar time in days, months, and years
- D. Sources of information about a time period or event, such as:
  - interviews
  - newspaper articles
  - books
  - encyclopedias
  - photographs

How to compare various interpretations of the same time period using evidence, such as photographs and interviews
- E. Contributions of historical figures who have influenced the community, state, and nation, such as:
  - George Washington
  - Abraham Lincoln
  - Thurgood Marshall
  - Henrietta King

Contributions of historical figures who have exhibited a love of individualism and inventiveness, such as:

  - Amelia Earhart
  - Robert Fulton

How local people and events have influenced local history:

  - Daughters of the Republic of Texas (Alamo)
  - San Antonio Conservation Society (NIOASA)
  - Battle of Flowers Association (parade)

**Essential Skills**

*(What the student must do...)*

- A. Explain reasons for and customs associated with celebrations, including:
  - Fiesta (local community)
  - Thanksgiving
  - Independence Day
  - Memorial Day
- B. Identify and explain the importance of community, state, and national landmarks.
- C. Use vocabulary related to chronology to describe the order of events. Create and interpret a timeline related to events in the student's life. Describe and measure calendar time.
- D. Name several sources of information about a time period or event. Compare various interpretations of the same time period using evidence, such as photographs and interviews.
- E. Identify the contributions of historical figures who have influenced the community, state, and nation. Identify the contributions of historical figures who have exhibited a love of individualism and inventiveness. Explain how local people and events have influenced local history.

**II. Content Standard: Geography**

The student will understand their location in the world and how the geography of their location affects their lives.

**Performance Standards:**

- A. Construct and interpret maps that show places and routes.
- B. Locate continents, oceans, San Antonio, Texas, the United States, and selected countries on maps and globes and compare information from different sources about places and regions.
- C. Describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns.
- D. Explain how, and identify ways, people depend on the physical environment and its natural resources to satisfy their basic needs.
- E. Identify ways in which people use and modify the physical environment and the consequences of the modification.
- F. Identify ways people can conserve and replenish natural resources.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Map elements, including:
  - title
  - symbols
  - legend/key
  - compass rose (cardinal directions - north, south, east, and west)

How to create a map
- B. Location of continents and oceans
- Location of San Antonio, Texas, and the United States on a map and globe
- Location of other countries, such as Mexico and Canada
- Use of a graphic organizer designed to make comparisons
- Information from different sources about places and regions
- C. How activities and settlement patterns are affected by:
  - weather patterns
  - natural resources
  - seasonal patterns
  - natural hazards
- D. Basic needs:
  - food
  - water
  - clothing
  - shelter

Natural resources in the physical environment, including:

  - water
  - trees
  - animals

How people depend on the physical environment and its natural resources to satisfy their basic needs

Ways in which people depend on the physical environment and its natural resources to satisfy their basic needs
- E. Ways in which people have modified the physical environment, such as:
  - building roads
  - clearing land for urban development
  - mining coal

Consequences of human modification of the physical environment, such as the use of irrigation to improve crop yields and building over the aquifer
- F. Ways people can conserve and replenish natural resources

**Essential Skills**

*(What the student must do...)*

- A. Use symbols, find locations, and determine directions on maps and/or globes. Draw maps to show places and routes.
- B. Locate continents and oceans on a map and/or globe. Locate the community, Texas, the United States, and selected countries on maps and globes. Compare information from different sources about places and regions.
- C. Describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns.
- D. Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. Identify ways in which people depend on the physical environment and its natural resources to satisfy their basic needs.
- E. Identify ways in which people have modified the physical environment and the consequences of the modification. Identify consequences of human modification of the physical environment.
- F. Identify ways people can conserve and replenish natural resources.

**III. Content Standard: Economics**

The student will understand the role of money and productive resources in our society.

**Performance Standards:**

- A. Explain how work provides income to purchase goods and services.
- B. Explain the choices people in the United States free enterprise system can make about earning, spending and saving money, and where to live and work.
- C. Distinguish between producing and consuming and identify ways in which people are both producers and consumers.
- D. Trace the development of a product from natural resource to finished product.

**Essential & Enduring Knowledge**

*(What the student must know...)*

**Essential Skills**

*(What the student must do...)*

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>A. How work provides income to purchase goods and services</li> <li>B. The free enterprise system depends on supply, demand, and prices to determine the answers to four economic questions:                             <ul style="list-style-type: none"> <li>• What to produce?</li> <li>• How to produce?</li> <li>• How much to produce?</li> <li>• For whom to produce?</li> </ul>                             The role of money, including:                             <ul style="list-style-type: none"> <li>• exchange (barter vs. use of money)</li> <li>• earning (receiving income for work performed)</li> <li>• spending (using earnings or other money to buy goods or services)</li> <li>• saving (setting aside income or other money for future use)</li> </ul>                             Choices people make about where to live and work                         </li> <li>C. Producers make goods or provide services that people want<br/>Consumers use goods and services to satisfy wants and needs<br/>Ways in which people are both producers and consumers</li> <li>D. Natural resources are things that nature provides that we use in production<br/>Steps in the production process for selected products</li> </ul> | <ul style="list-style-type: none"> <li>A. Explain how work provides income to purchase goods and services.</li> <li>B. Explain the choices people in the United States free enterprise system can make about earning, spending and saving money, and where to live and work.</li> <li>C. Identify examples of producing and consuming.<br/>Distinguish between producing and consuming.<br/>Identify ways in which people can be producers and consumers.</li> <li>D. Trace the development of a product from natural resource to the finished product.</li> </ul> |
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**IV. Content Standard: Government**

The student will understand the role of government in their city, state, and country.

**Performance Standards:**

- A. Identify selected government services and explain their function within, and importance to, the community and describe how governments establish order, provide security, and manage conflict.
- B. Compare the roles of elected public officials and identify the ways public officials are selected for office.

**Essential & Enduring Knowledge**

*(What the student must know...)*

**Essential Skills**

*(What the student must do...)*

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>A. Examples of government services, such as:                             <ul style="list-style-type: none"> <li>• parks</li> <li>• libraries</li> <li>• schools</li> </ul>                             Function of government services and their importance to the community<br/>How governments establish order, provide security, and manage conflict                         </li> <li>B. Basic roles of mayor, governor, and president<br/>Ways public officials are selected for office, including elected and appointed</li> </ul> | <ul style="list-style-type: none"> <li>A. Identify government services and explain their function within, and importance to, the community.<br/>Describe how governments establish order, provide security, and manage conflict.</li> <li>B. Compare the roles of elected public officials, including mayor, governor, and president.<br/>Identify ways public officials are selected for office, including elected and appointed.</li> </ul> |
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**V. Content Standard: Citizenship**

The student will understand the characteristics of responsible citizenship and the importance of being a responsible citizen.

**Performance Standards:**

- A. Identify the characteristics of good citizenship and historic figures and ordinary people who have exemplified these characteristics.
- B. Explain important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.
- C. Demonstrate responsible citizenship through participation in a school/community project.

**Essential & Enduring Knowledge**

*(What the student must know...)*

**Essential Skills**

*(What the student must do...)*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>A. The characteristics of responsible citizenship:                             <ul style="list-style-type: none"> <li>• obeying rules and laws voluntarily</li> <li>• belief in truth, justice, and equality</li> <li>• accepting responsibility for themselves as well as the common good</li> </ul>                             Historical figures who have exemplified good citizenship, such as:                             <ul style="list-style-type: none"> <li>• Florence Nightingale</li> <li>• Paul Revere</li> <li>• Sojourner Truth</li> </ul>                             Ordinary people who have exemplified good citizenship, such as:                             <ul style="list-style-type: none"> <li>• NISD Pillars of Character</li> </ul> </li> <li>B. Patriotic symbols and practices                             <ul style="list-style-type: none"> <li>• U.S. Flag</li> <li>• "America the Beautiful"</li> <li>• Pledge of Allegiance</li> <li>• Uncle Sam</li> <li>• Bald Eagle</li> </ul>                             How these reflect an American love of individualism, inventiveness, and freedom                         </li> </ul> | <ul style="list-style-type: none"> <li>A. Illustrate and label examples and non-examples of responsible citizenship.<br/>Identify historic figures and ordinary people who have exemplified good citizenship.</li> <li>B. Identify patriotic songs, symbols, and practices and explain their importance.<br/>Describe respectful behavior in various situations.<br/>Recite and explain the meaning of the Pledge of Allegiance.<br/>Explain how these reflect an American love of individualism, inventiveness, and freedom.</li> </ul> |
|---|--|

**Essential & Enduring Knowledge**

*(What the student must know...)*

**Essential Skills**

*(What the student must do...)*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>C. Benefits of community service to self and others</li> </ul> | <ul style="list-style-type: none"> <li>C. Participate in a community service and/or school project and explain the following:                             <ul style="list-style-type: none"> <li>• plan and purpose of project</li> <li>• who benefits from project</li> <li>• student's contribution(s) to complete project</li> <li>• self-reflection</li> </ul> </li> </ul> |
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**VI. Content Standard: Culture**

The student will understand that we live in a community of diverse cultures.

**Performance Standards:**

- A. Explain influences of various cultures in the community.
- B. Identify and explain the significance of selected stories, poems, statues, paintings, and other examples of local cultural heritage.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Influences of the Hispanic culture in San Antonio:
  - architecture
  - dance
  - music
  - food
  - language
  - clothing
  - celebrations
- B. Identify and explain selected stories, poems, statues, paintings, and other examples of local cultural heritage, such as:
  - Witte Museum exhibits (art/ clothing/furniture)
  - missions
  - La Villita
  - art museums (SAMA / McNay)
  - San Antonio Riverwalk

**Essential Skills**

*(What the student must do...)*

- A. Identify and explain the influences of the Hispanic culture in San Antonio.
- B. Identify and explain selected stories, poems, statues, paintings, and other examples of local cultural heritage.

**VII. Content Standard: Science and Technology**

The student will understand how technology has affected life, past and present.

**Performance Standards:**

- A. Describe how science and technology have changed communication.
- B. Explain how science and technology have changed the ways in which people meet basic needs.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. Steps in the research process (formulate questions; access information; record information; interpret and share information)  
Ways communication has changed over time
- B. How science and technology have changed the ways in which people meet basic needs

**Essential Skills**

*(What the student must do...)*

- A. Research ways communication has changed over time.  
Compare the methods of communication for a family today to that of generations past.
- B. Explain how science and technology have changed the ways in which people meet basic needs.

**VIII. Content Standard: Social Studies Skills**

The student will know that critical thinking, problem-solving, decision-making, communication, and group skills help form an organized, working knowledge of social studies.

**Performance Standards:**

- A. Access, interpret, organize, and apply information gathered from a variety of sources.
- B. Communicate acquired knowledge in written, oral, and visual forms.
- C. Apply problem-solving and decision-making skills in second grade situations.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- A. How to access information from a variety of oral, visual, and print sources, including:
  - conversations
  - interviews
  - music
  - pictures
  - maps
  - artifacts
  - video
  - literature
  - reference sources
  - textbooks

How to use the various parts of a source to locate information, including:

  - table of contents
  - glossary
  - index

How to sequence and categorize information

How to interpret information by:

  - identifying main idea
  - predicting
  - comparing and contrasting

How to organize information using:

  - T chart
  - Venn diagram

**Essential Skills**

*(What the student must do...)*

- A. Access information from oral, visual, and print sources.  
Interpret, organize, and apply information using graphic organizers.

**Essential & Enduring Knowledge**

*(What the student must know...)*

- B. Ways to communicate knowledge:
  - written
  - oral
  - visual
- C. Problem-solving steps:
  - identify problem
  - gather information
  - list and consider options
  - consider advantages and disadvantages
  - choose and implement a solution
  - evaluate the effectiveness of the solution

Decision-making steps:

  - identify a situation that requires a decision
  - gather information
  - identify options
  - predict consequences
  - take action to implement a decision

**Essential Skills**

*(What the student must do...)*

- B. Express ideas orally based on knowledge and experiences.  
Create written and visual material, such as stories, maps, and graphic organizers to express ideas.
- C. Use problem-solving and decision-making processes in second grade situations.