

## Grade 2 Correlation of Core Knowledge and Minnesota Academic Standards

Strand	Minnesota Academic Standards	Core Knowledge Sequence
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students' ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p>		
<p><b>Language Arts</b></p>	<p>I.A.1. Use word structure and phonics knowledge (including consonants, blends, digraphs, and vowel combinations) to decode words.</p> <p>I.A.2. Identify individual word parts to decode and determine the meaning of compound and multi-syllabic words.</p> <p>I.A.3. Fluently read 200 high-frequency words.</p> <p>I.A.4. Read aloud grade-appropriate text with accuracy, fluency and expression.</p> <p>I.A.5. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.</p> <p>I.B.1. Learn and use new words through explicit instruction and independent reading.</p> <p>I.B.2. Use a growing range of descriptive words when speaking of people, places, things, actions and events.</p> <p>I.B.3. Use context and word structure to help determine a word's meaning.</p> <p>I.B.6. Use a grade-appropriate dictionary or glossary to locate word meanings.</p>	<p><b>I. READING &amp; WRITING</b></p> <p><b>A. Decoding, Word Recognition, and Oral Reading</b></p> <ul style="list-style-type: none"> <li>• Accurately decode phonetically regular two-syllable words (for example, basket, rabbit).</li> <li>• Use knowledge of letter-sound patterns to sound out unfamiliar multisyllable words when reading (for example, caterpillar, motorcycle).</li> <li>• Recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words.</li> <li>• Accurately read single-syllable words and most two-syllable words, including                         <ul style="list-style-type: none"> <li>irregularly spelled words (for example, tough, through)</li> <li>words with diphthongs (for example the <i>oy</i> sound in boy)</li> <li>words with special vowel spellings (for example, the <i>ow</i> sound in now and clown, the long <i>i</i> sound in night)</li> <li>words with common beginnings and endings (for example, the <i>spr</i> beginning in spring, the <i>le</i> ending in apple and riddle)</li> </ul> </li> </ul>
	<p>I.C.1. Read aloud grade-appropriate texts (that have not been previewed) with accuracy and comprehension.</p> <p>I.C.2. Recall and use prior learning and preview text to prepare for reading.</p>	<p><b>B. Reading Comprehension and Response</b></p> <ul style="list-style-type: none"> <li>• Recall incidents, characters, facts, and details of stories and other texts.</li> <li>• Discuss similarities in characters and events across stories.</li> <li>• Gain answers to specific questions from reading nonfiction materials, and</li> </ul>

	<p>I.C.3. Analyze text by using pictures, diagrams, titles and headings.</p> <p>I.C.4. Monitor comprehension, reread and use strategies to self-correct when necessary.</p> <p>I.C.5. Restate the sequence of events or ideas in a text, and summarize.</p> <p>I.C.6. Identify the topic, facts and supporting details in non-fiction texts.</p> <p>I.C.7. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts.</p> <p>I.C.8. Make predictions about text and verify outcomes.</p> <p>I.C.9. Summarize text.</p> <p>I.C.10. Follow two-step written directions.</p> <p>III.B.1. Identify the cover, title page, and glossary of a book.</p> <p>III.B.2. Understand that different types of books, such as fiction, nonfiction and reference materials, have different purposes.</p>	<p>interpret information from simple diagrams, charts, and graphs.</p> <ul style="list-style-type: none"> <li>• Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.</li> <li>• Explain and describe new concepts and information in his or her own words.</li> <li>• Reread sentences when he or she does not understand the text.</li> <li>• Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings</li> </ul>
	<p>II.A.1. Write in a variety of modes to express meaning, including:</p> <ul style="list-style-type: none"> <li>a. narrative</li> <li>b. informative</li> <li>c. functional.</li> </ul> <p>II.A.2. Use informal writing skills, such as note taking, listing and mapping, to record information or observations.</p> <p>II.B.1. Write sentences employing the composing processes of pre-writing, writing, revising, editing and final copy.</p> <p>II.B.2. Use verbalization (discussions, interviews or dictating) to prepare for writing.</p>	<p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Produce a variety of types of writing—such as stories, reports, letters, poems, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.</li> <li>• With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.</li> <li>• With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.</li> </ul>
	<p>I.B.4. Identify prefixes and suffixes.</p> <p>I.B.5. Generate and use antonyms, synonyms, and multiple-meaning words to express meaning.</p> <p>II.C.1. Identify and correctly use nouns, verbs and pronouns.</p> <p>II.C.2. Identify and use descriptive words such as adjectives and</p>	<p><b>D. Spelling, Grammar, and Usage</b></p> <ul style="list-style-type: none"> <li>• When spelling independently, represent all the sounds of a word, writing each sound as a letter or combination of letters.</li> <li>• Correctly spell any word that contains spelling patterns he or she has been taught so far, and begin to use a first dictionary to check and correct spelling in his or her own writings.</li> </ul>

	<p>adverbs.</p> <p>II.C.3. Write sentences with correct subject-verb agreement.</p> <p>II.C.4. Use correct end marks for sentences.</p> <p>II.C.5. Apply phonics knowledge and spelling rules to produce correctly spelled words.</p> <p>II.C.6. Use correct spelling for high-frequency sight words, regular plurals, and simple compound words.</p> <p>II.C.7. Spell grade-appropriate words correctly in final draft.</p> <p>II.D.1. Use grade-level appropriate reference material to obtain information.</p> <p>II.D.2. Alphabetize by first and second letter.</p> <p>II.D.3. Use glossaries.</p> <p>II.E.1. Use legible handwriting with improved formation of the uppercase and lowercase letters of the alphabet and numbers.</p> <p>II.E.2. Space words and sentences appropriately.</p>	<ul style="list-style-type: none"> <li>• Understand what a complete sentence is and identify subject and predicate in simple sentences.</li> <li>• Use adjectives to compare by adding <i>-er</i> and <i>-est</i>.</li> <li>• Change regular verbs from simple present to past tense using <i>-ed</i>.</li> <li>• Use the correct forms for present and past tense of common irregular verbs (for example, be, have, see, do, go, come, run, give, sing).</li> <li>• Recognize singular and plural nouns, and form the regular plural by adding <i>s</i> <ul style="list-style-type: none"> <li>know to add <i>es</i> to nouns ending in <i>s</i>, <i>ss</i>, <i>sh</i>, <i>ch</i>, <i>x</i></li> <li>know that some nouns change their spelling in plural form (for example, man, men; woman, women; child, children; tooth, teeth; foot, feet)</li> </ul> </li> <li>• Use capital letters for: <ul style="list-style-type: none"> <li>the first word of a sentence</li> <li>proper nouns</li> <li>the pronoun <i>I</i></li> <li>holidays and months and days of the week</li> <li>names of countries, cities, states</li> <li>main words in titles</li> <li>initials</li> </ul> </li> <li>• Consistently use correct end punctuation: period, question mark, or exclamation point.</li> <li>• Recognize the comma and how to use it between day and year when writing a date, and between city and state in an address.</li> <li>• Recognize the apostrophe and how it is used in common contractions (for example, <i>isn't</i>, <i>aren't</i>, <i>can't</i>, <i>don't</i>, <i>I'm</i>, <i>you're</i>).</li> <li>• Recognize common abbreviations (for example, <i>St.</i>, <i>Rd.</i>, <i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, <i>Dr.</i>).</li> <li>• Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words (for example, happy, glad; hot, cold).</li> <li>• Write legibly on standard-ruled notebook paper.</li> <li>• Identify parts of speech: <ul style="list-style-type: none"> <li>noun (for concrete nouns)</li> <li>verb (for active verbs)</li> <li>simple adjectives</li> </ul> </li> </ul>
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	<p>I.D.1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biography) from America, as well as from other countries.</p> <p>I.D.2. Identify and describe main characters, settings and plot.</p> <p>I.D.3. Use details from the story to support interpretation.</p> <p>I.D.4. Compare and contrast works by different authors in the same genre or regarding the same theme.</p> <p>I.D.5. Compare and contrast two works by the same author.</p> <p>I.D.6. Critically read and evaluate texts to determine the author’s purpose.</p> <p>I.D.7. Read selections for personal enjoyment.</p>	<p><b>II. POETRY</b></p> <p>Bed in Summer (Robert Louis Stevenson)          Bee! I’m expecting you (Emily Dickinson)          Buffalo Dusk (Carl Sandburg)          Caterpillars (Aileen Fisher)          Discovery (Harry Behn)          Harriet Tubman (Eloise Greenfield)          Hurt No Living Thing (Christina Rossetti)          Lincoln (Nancy Byrd Turner)          The Night Before Christmas (Clement Clarke Moore)          Rudolph Is Tired of the City (Gwendolyn Brooks)          Seashell (Federico Garcia Lorca)          Smart (Shel Silverstein)          Something Told the Wild Geese (Rachel Field)          There Was an Old Man with a Beard (Edward Lear)          Who Has Seen the Wind? (Christina Rossetti)          Windy Nights (Robert Louis Stevenson)</p> <p><b>III. FICTION</b></p> <p><b>A. Stories</b></p> <p>Beauty and the Beast          The Blind Men and the Elephant (a fable from India)  <i>Christmas Carol</i> (Charles Dickens)          Charlotte’s Web (E. B. White)          The Emperor’s New Clothes (Hans Christian Andersen)          The Fisherman and His Wife (Brothers Grimm)          How the Camel Got His Hump (a “Just-So” story by Rudyard Kipling)          Iktomi stories (legends of the Plains Indian trickster figure, such as              Iktomi Lost His Eyes; Iktomi and the Berries; Iktomi and the Boulder)          The Magic Paintbrush (a Chinese folktale)          El Pajaro Cu (a Hispanic folktale)          selections from <i>Peter Pan</i> (James M. Barrie)          Talk (a West African folk tale)          The Tiger, the Brahman, and the Jackal (a folk tale from India)          The Tongue-Cut Sparrow (a folk tale from Japan)</p> <p><b>B. Mythology of Ancient Greece</b></p>
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		<p><b>IV. SAYING &amp; PHRASES</b></p> <ul style="list-style-type: none"> <li>Back to the drawing board</li> </ul>

		<p>Better late than never                  Cold feet                  Don't cry over spilled milk.                  Don't judge a book by its cover.                  Easier said than done                  Eaten out of house and home                  Get a taste of your own medicine                  Get up on the wrong side of the bed                  In hot water                  Keep your fingers crossed.                  Practice what you preach.                  Two heads are better than one.                  Turn over a new leaf                  Where there's a will there's a way.                  You can't teach an old dog new tricks.</p>
	<p>III.A.1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.                  III.A.2. Comprehend text or information presented orally.                  III.A.3. Follow two- or three-step oral directions.                  III.A.4. Explain and clarify needs, feelings and ideas to peers and adults in complete sentences.                  III.A.5. Report on a topic by sharing facts, opinions, ideas, prior knowledge or personal experiences in a logical sequence.                  III.A.6. Recite and respond to stories, poems, rhymes and songs with expression.                  III.A.7. Use voice level, phrasing, pace and intonation appropriate for language situation.                  III.A.8. Ask and respond to questions</p>	
<p><b>History and Geography</b></p>	<p>G.V.A.2. Students will use maps and globes to locate places referenced in stories and real life situations.                  G.V.A.3. Students will explain that an address locates a specific place.                  G.V.A.4. Students will name and use directional words to describe locations of places in the school and</p>	<p><b>I. Geography</b>  <b>A. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)</b></p> <ul style="list-style-type: none"> <li>• Name your continent, country, state, and community.</li> <li>• Understand that maps have keys or legends with symbols and their uses.</li> <li>• Find directions on a map: east, west, north, south.</li> </ul>

	<p>community.</p> <p>G.V.A.5. Students will use the equator and poles as reference points to describe locations.</p> <p>G.V.A.A.1. Students will use cardinal and intermediate directions to locate places.</p> <p>G.V.B.1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.</p> <p>G.V.B.2. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.</p> <p>G.V.B.3. Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend.</p> <p>G.V.B.5. Students will recognize the outline shape of the contiguous United States.</p> <p>G.V.B.B.1. Students will locate on a map the major world countries, states and major cities of the United States.</p> <p>G.V.B.B.2. Students will use an atlas to locate geographic information.</p> <p>G.V.C.1. Students will name and locate physical features of the United States, including places about which they have read.</p> <p>G.V.C.2. Students will name and locate major human-made features of the United States, including features about which they have read.</p> <p>G.V.C.C. 1. Students will locate major river systems and mountain ranges on continents studied.</p> <p>G.V.C.C.2. Students will explain and use introductory geographical terms</p>	<ul style="list-style-type: none"> <li>• Identify major oceans: Pacific, Atlantic, Indian, Arctic.</li> <li>• The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.</li> <li>• Locate: Canada, United States, Mexico, Central America.</li> <li>• Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles.</li> </ul> <p><b>B. Geographical Terms and Features</b></p> <ul style="list-style-type: none"> <li>• coast, valley, prairie, desert, oasis</li> </ul> <p><b>VII. Geography of the Americas</b></p> <p><b>A. North America</b></p> <ul style="list-style-type: none"> <li>• North America: Canada, United States, Mexico</li> <li>• The United States             <ul style="list-style-type: none"> <li>Fifty states: 48 contiguous states, plus Alaska and Hawaii Territories</li> <li>Mississippi River</li> <li>Appalachian and Rocky Mountains</li> <li>Great Lakes</li> </ul> </li> <li>• Atlantic and Pacific Oceans, Gulf of Mexico, Caribbean Sea, West Indies</li> <li>• Central America</li> </ul> <p><b>B. South America</b></p> <ul style="list-style-type: none"> <li>• Brazil: largest country in South America, Amazon River, rain forests</li> <li>• Peru and Chile: Andes Mountains</li> <li>• Locate: Venezuela, Colombia, Ecuador</li> <li>• Bolivia: named after Simon Bolivar, “The Liberator”</li> <li>• Argentina: the Pampas</li> <li>• Main languages: Spanish and (in Brazil) Portuguese</li> </ul>
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<p>WH.III.A.1. Students will compare family life in their own communities from earlier times and today.</p> <p>WH.III.A.2. Students will compare family life in at least three distant places and times.</p> <p>WH.III.A.3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</p> <p>WH.III.B.1. Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.</p> <p>WH.III.C.1. Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.</p> <p>G.V.B.6. Students will recognize the outline shapes of countries and locate cultures and civilizations studied in history.</p>	<p><b>II. Early Civilizations: Asia</b></p> <p><b>A. Geography of Asia</b></p> <ul style="list-style-type: none"> <li>• The largest continent, with the most populous countries in the world</li> <li>• Locate: China, India, Japan</li> </ul> <p><b>B. India</b></p> <ul style="list-style-type: none"> <li>• Indus River and Ganges River</li> <li>• Hinduism             <ul style="list-style-type: none"> <li>Brahma, Vishnu, Shiva</li> <li>Many holy books, including the Rig Veda</li> </ul> </li> <li>• Buddhism             <ul style="list-style-type: none"> <li>Prince Siddhartha becomes Buddha, “the Enlightened One”</li> <li>Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries in Asia.</li> <li>King Asoka (also spelled Ashoka)</li> </ul> </li> </ul> <p><b>C. China</b></p> <ul style="list-style-type: none"> <li>• Yellow (Huang He) and Yangtze (Chang Jiang) Rivers</li> <li>• Teachings of Confucius (for example, honor your ancestors)</li> <li>• Great Wall of China</li> <li>• Invention of paper</li> <li>• Importance of silk</li> <li>• Chinese New Year</li> </ul> <p><b>IV. Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Geography: Mediterranean Sea and Aegean Sea, Crete</li> <li>• Sparta</li> <li>• Persian Wars: Marathon and Thermopylae</li> <li>• Athens as a city-state: the beginnings of democracy</li> <li>• Olympic games</li> <li>• Worship of gods and goddesses</li> <li>• Great thinkers: Socrates, Plato, and Aristotle</li> <li>• Alexander the Great</li> </ul> <p><b>III. Modern Civilization and Culture: Japan</b></p> <p><b>A. Geography</b></p> <ul style="list-style-type: none"> <li>• Locate relative to continental Asia: “land of the rising sun”</li> <li>• A country made up of islands; four major islands</li> <li>• Pacific Ocean, Sea of Japan</li> </ul>
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		<ul style="list-style-type: none"> <li>• Mt. Fuji</li> <li>• Tokyo</li> </ul> <p style="text-align: center;"><b>B. Culture</b></p> <ul style="list-style-type: none"> <li>• Japanese flag</li> <li>• Big modern cities, centers of industry and business</li> <li>• Traditional craft: origami</li> <li>• Traditional costume: kimono</li> </ul>
	<p>H.I. A. 1. Students will compare family life in his or her community from earlier times and today.</p> <p>H.I. A. 2. Students will compare family life in at least three distant places and times.</p> <p>H.I. A. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</p> <p>H.I.B.1. Student will know individuals and groups associated with key turning points in U.S. History.</p> <p>H.I.C.1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America.</p> <p>H.I.C.2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.</p> <p>E.VI.A.1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).</p> <p>E.VI.A.2. Students will explain that money can be used to buy goods and services.</p> <p>E.VI.A.3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants.</p> <p>E.VI.A.4. Students will give examples of tradeoffs (opportunity costs).</p>	<p><b>I. American Government: The Constitution</b></p> <ul style="list-style-type: none"> <li>• American government is based on the Constitution, the highest law of our land.</li> <li>• James Madison, the “Father of the Constitution”</li> <li>• Government by the consent of the governed: “We the people”</li> </ul> <p><b>II. The War of 1812</b></p> <ul style="list-style-type: none"> <li>• President James Madison and Dolley Madison</li> <li>• British impressment of American sailors</li> <li>• Old Ironsides</li> <li>• British burn the White House</li> <li>• Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”</li> <li>• Battle of New Orleans, Andrew Jackson</li> </ul> <p><b>III. Westward Expansion</b></p> <p style="text-align: center;"><b>A. Pioneers Head West</b></p> <ul style="list-style-type: none"> <li>• New means of travel             <ul style="list-style-type: none"> <li>Robert Fulton, invention of the steamboat</li> <li>Erie Canal</li> <li>Railroads: the Transcontinental Railroad</li> </ul> </li> <li>• Routes west: wagon trains on the Oregon Trail</li> <li>• The Pony Express</li> </ul> <p style="text-align: center;"><b>B. Native Americans</b></p> <ul style="list-style-type: none"> <li>• Sequoyah and the Cherokee alphabet</li> <li>• Forced removal to reservations: the “Trail of Tears”</li> <li>• Some Native Americans displaced from their homes and ways of life by railroads (the “iron horse”)</li> <li>• Effect of near extermination of buffalo on Plains Indians</li> </ul> <p><b>IV. The Civil War</b></p>

	<p>E.VI.B.1. Students will distinguish between producers and consumers and between goods and services.</p> <p>E.VI.B.2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.</p> <p>GC.VII.A.2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights.</p> <p>GC.VII.A.A.3. Students will explain the importance of voting and how one vote can make a difference.</p> <p>GC.VII.A.A.4. Students will explain that people have diverse viewpoints and that speaking and listening to others is important.</p> <p>GC.VII.B.1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules.</p> <p>GC.VII.B.2. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws.</p> <p>GC.VII.B.3. Students will know that the United States and the State of Minnesota each have a constitution that outlines the rules for government.</p> <p>GC.VII.C.1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.</p> <p>GC.VII.C.C.1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.</p> <p>GC.VII.D.1. Students will describe examples of specific services</p>	<ul style="list-style-type: none"> <li>• Controversy over slavery</li> <li>• Harriet Tubman, the “underground railroad”</li> <li>• Northern v. Southern states: Yankees and Rebels</li> <li>• Ulysses S. Grant and Robert E. Lee</li> <li>• Clara Barton, “Angel of the Battlefield,” founder of American Red Cross</li> <li>• President Abraham Lincoln: keeping the Union together</li> <li>• Emancipation Proclamation and the end of slavery</li> </ul> <p><b>V. Immigration and Citizenship</b></p> <ul style="list-style-type: none"> <li>• America perceived as a “land of opportunity”</li> <li>• The meaning of “e pluribus unum” (a national motto you can see on the back of coins)</li> <li>• Ellis Island and the significance of the Statue of Liberty</li> <li>• Millions of newcomers to America             <ul style="list-style-type: none"> <li>Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)</li> </ul> </li> <li>• The idea of citizenship             <ul style="list-style-type: none"> <li>What it means to be a citizen of a nation</li> <li>American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes)</li> </ul> </li> <li>• Becoming an American citizen (by birth,naturalization)</li> </ul> <p><b>VI. Civil Rights</b></p> <ul style="list-style-type: none"> <li>• Susan B. Anthony and the right to vote</li> <li>• Eleanor Roosevelt and civil rights and human rights</li> <li>• Mary McLeod Bethune and educational opportunity</li> <li>• Jackie Robinson and the integration of major league baseball</li> <li>• Rosa Parks and the bus boycott in Montgomery, Alabama</li> <li>• Martin Luther King, Jr. and the dream of equal rights for all</li> <li>• Cesar Chavez and the rights of migrant worker</li> </ul>
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	<p>provided by government.</p> <p>GC.VII.D.2. Students will name people involved in government, including current and past government leaders, employees, and volunteers.</p>	
	<p>GC.VII.B.B. 1. Students will recognize the symbols, songs, locations that uniquely identify our nation.</p> <p>GC.VII.B.B. 2. Students will recognize symbols that are significant for the state of Minnesota.</p> <p>GC.VII.B.B. 3. Students will describe key national holidays and explain why people celebrate them.</p>	<p><b>VIII. Symbols and Figures</b></p> <ul style="list-style-type: none"> <li>Recognize and become familiar with the significance of U. S. flag: current and earlier versions                     <ul style="list-style-type: none"> <li>Statue of Liberty</li> <li>Lincoln Memorial</li> </ul> </li> </ul>
	<p>HS.IV.A.1. Students will define and use terms for concepts of historical time.</p> <p>HS.IV.A.2. Students will place events in chronological order and construct timelines.</p> <p>HS.IV.A.1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.</p> <p>GC.VII.A.1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.</p> <p>GC.VII.A.A.1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others' lives.</p> <p>GC.VII.A.A.2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority.</p>	<p><i>These are social studies process skills that can be used with any Core Knowledge social studies topic.</i></p>
<b>Visual Arts</b>	<p>AE.VA.D.1. understand the elements of visual art, including color, line, shape, form, texture, and space;</p>	<p><b>I. Elements of Art</b></p> <ul style="list-style-type: none"> <li>Recognize lines as horizontal, vertical, or diagonal.</li> <li>Observe the use of line in                     <ul style="list-style-type: none"> <li>Pablo Picasso, Mother and Child</li> <li>Katsushika Hokusai, The Great Wave at Kanagawa Nami-Ura from Thirty-six Views of Mt. Fuji</li> </ul> </li> </ul>

	<p>AE.VA.D.2. understand the characteristics of visual art from a variety of cultures and historical times;</p>	<p><b>II. Sculpture</b></p> <ul style="list-style-type: none"> <li>• Observe shape, mass, and line in sculptures, including  <i>The Discus Thrower</i>  <i>Flying Horse</i> (from Wu-Wei, China)                      Auguste Rodin, <i>The Thinker</i></li> </ul> <p><b>III. Kinds of Pictures: Landscapes</b></p> <ul style="list-style-type: none"> <li>• Recognize as landscapes and discuss                      Thomas Cole, <i>The Oxbow</i> (also known as <i>View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm</i>)                      El Greco, <i>View of Toledo</i> (also known as <i>Toledo in a Storm</i>)                      Henri Rousseau, <i>Virgin Forest</i>                      Vincent van Gogh, <i>The Starry Night</i></li> </ul> <p><b>IV. Abstract Art</b></p> <ul style="list-style-type: none"> <li>• Compare lifelike and abstract animals, including                      Paintings of birds by John James Audubon                      Albrecht Dürer, <i>Young Hare</i>                      Paul Klee, <i>Cat and Bird</i>                      Pablo Picasso, <i>Bull's Head</i> (made from bicycle seat and handlebars)                      Henri Matisse, <i>The Snail</i> (also known as <i>Chromatic Composition</i>)</li> <li>• Observe and discuss examples of abstract painting and sculpture, including                      Marc Chagall, <i>I and the Village</i>                      Constantin Brancusi, <i>Bird in Space</i></li> </ul> <p><b>V. Architecture</b></p> <ul style="list-style-type: none"> <li>• Understand architecture as the art of designing buildings.</li> <li>• Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon).</li> <li>• Noting line, shape, and special features (such as columns and domes), look at                      The Parthenon                      Great Stupa (Buddhist temple in Sanchi, India)                      Himeji Castle (also known as “White Heron Castle,” Japan)                      The Guggenheim Museum (New York City)</li> </ul>
	<p>AE.VA.D.3. use the tools, basic skills, and techniques of at least three different mediums;</p>	<p><i>These are skill that can be used across the visual arts content.</i></p>

	AE.VA.D.4. create original works of art to communicate ideas.	
<b>Music</b>	<p>AE.Mu.I.B. 1. understand the elements of music, including melody, rhythm, harmony, dynamics, tone color, texture, and form;</p> <p>AE.Mu.I.B. 4. improvise and compose on classroom instruments to communicate an idea;</p> <p>AE.Mu.I.B. 5. play simple rhythms and melodies on classroom instruments; and</p> <p>AE.Mu.I.B. 6. read and write music using a system of notation.</p>	<p><b>I. Elements of Music</b></p> <ul style="list-style-type: none"> <li>• Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). <ul style="list-style-type: none"> <li>Recognize a steady beat, accents, and the downbeat; play a steady beat.</li> <li>Move responsively to music (marching, walking, hopping, swaying, etc.).</li> <li>Recognize short and long sounds.</li> <li>Discriminate between fast and slow; gradually slowing down and getting faster.</li> <li>Discriminate between differences in pitch: high and low.</li> <li>Discriminate between loud and quiet; gradually increasing and decreasing volume.</li> <li>Understand that melody can move up and down.</li> <li>Hum the melody while listening to music.</li> <li>Echo short rhythms and melodic patterns.</li> <li>Play simple rhythms and melodies.</li> <li>Recognize like and unlike phrases.</li> <li>Recognize timbre (tone color).</li> <li>Sing unaccompanied, accompanied, and in unison.</li> <li>Recognize verse and refrain.</li> <li>Recognize that musical notes have names.</li> <li>Recognize a scale as a series of notes.</li> <li>Sing the C major scale using “do re mi” etc.</li> </ul> </li> <li>• Understand the following notation: <ul style="list-style-type: none"> <li>staff, treble clef, names of lines and spaces in the treble clef, whole note, half note, quarter note, whole rest, half rest, quarter rest</li> </ul> </li> </ul>
	<p>AE.Mu.I.B. 2. understand the characteristics of music from a variety of cultures and historical times;</p> <p>AE.Mu.I.B. 3. sing a varied repertoire of songs in a group;</p>	<p><b>II. Listening and Understanding</b></p> <p><b>A. The Orchestra</b></p> <ul style="list-style-type: none"> <li>• Review families of instruments: strings, brass, woodwinds, percussion.</li> <li>• Become familiar with instruments in the string family—violin, viola, cello, double bass—and listen to <ul style="list-style-type: none"> <li>Camille Saint-Saëns, from <i>Carnival of the Animals</i>: “The Swan” (cello) and</li> </ul> </li> </ul>

		<p>“Elephants” (double bass)          Antonio Vivaldi, <i>The Four Seasons</i> (see below, Composers and Their Music)</p> <ul style="list-style-type: none"> <li>• Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to Carlos Chavez, <i>Toccata for Percussion</i>, third movement.</li> </ul> <p><b>B. Keyboard Instruments</b></p> <ul style="list-style-type: none"> <li>• Recognize that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including:              Wolfgang Amadeus Mozart, <i>Rondo Alla turca</i> from <i>Piano Sonata K. 331</i>              Ludwig van Beethoven, <i>Für Elise</i>              Felix Mendelssohn, from <i>Songs without Words</i>, “Spring Song”</li> </ul> <p><b>C. Composers and Their Music</b></p> <ul style="list-style-type: none"> <li>• Antonio Vivaldi, <i>The Four Seasons</i></li> <li>• Johann Sebastian Bach, Minuet in G major (collected by Bach in the Anna Magdalena Notebook); Jesu, Joy of Man’s Desiring; Toccata and Fugue in D minor</li> <li>• Ludwig van Beethoven, <i>Symphony No. 6 (“Pastoral”)</i>: first movement and from final movement, “Thunderstorm” to end of symphony</li> </ul> <p><b>III. Songs</b></p> <p>Buffalo Gals          Casey Jones (chorus only)          Clementine          Dixie          Do-Re-Mi          The Erie Canal          Follow the Drinking Gourd          Good Bye Old Paint          Home on the Range          I’ve Been Working on the Railroad          John Henry          Old Dan Tucker          The Star-Spangled Banner          Swing Low Sweet Chariot</p>
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		This Land Is Your Land When Johnny Comes Marching Home
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. It is also critically important to establish a similar sequential program in Mathematics, structured to provide guided practice in various formats and frequent review throughout the year. Mathematics programs that follow sound cognitive principles and therefore lead to greater student mastery are: Singapore Math, Saxon Math, and Direct Instruction Mathematics.</i></p>		
<b>Mathematics</b>	<p>II.A.1. Read, write with numerals, compare and order numbers to 999.</p> <p>II.A.2. Count by 2s, 5s, 10s from any given whole number.</p> <p>II.A.3. Understand and demonstrate the significance of groups of 10 in the base 10 number system.</p> <p>II.A.4. Represent numbers in equivalent ways.</p> <p>III.A.1. Recognize, create and extend repeating, growing and shrinking patterns using numbers, concrete objects and pictures.</p> <p>IV.A.1. Collect and record categorical data.</p> <p>IV.A.2. Create pictographs and real-object graphs to represent data.</p> <p>IV.A.3. Identify patterns in graphs or data sets.</p>	<p><b>I. Numbers and Number Sense</b></p> <ul style="list-style-type: none"> <li>• Recognize and write numbers to 1,000.</li> <li>• Read and write words for numbers from one to one-hundred.</li> <li>• Order and compare numbers to 1,000, using the signs <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> <li>• Count             <ul style="list-style-type: none"> <li>by twos, threes, fives, and tens</li> <li>by tens from any given number</li> <li>by hundreds to 1,000; by fifties to 1,000</li> <li>forward and backward</li> </ul> </li> <li>• Use a number line.</li> <li>• Use tallies.</li> <li>• Identify even and odd numbers.</li> <li>• Identify dozen; half-dozen; pair.</li> <li>• Recognize place value: ones, tens, hundreds, thousands.</li> <li>• Given a number, identify one more and one less; ten more and ten less.</li> <li>• Round to the nearest ten.</li> <li>• Create and interpret simple bar graphs.</li> <li>• Identify and extend numerical and symbolic patterns.</li> <li>• Record numeric data systematically and find the lowest and highest values in a data set.</li> <li>• Identify ordinal position, 1st to 20th, and write words for ordinal numbers, first to twentieth.</li> <li>• Write numbers up to hundreds in expanded form (for example <math>64 = 60 + 4</math>; <math>367 = 300 + 60 + 7</math>).</li> </ul>
	<p>II.A.5. Recognize, name, compare and represent unit fractions with drawings or concrete materials.</p>	<p><b>II. Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognize these fractions as part of a whole set or region and write the corresponding numerical symbols <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{6}</math>, <math>\frac{1}{7}</math>, <math>\frac{1}{8}</math>, <math>\frac{1}{10}</math>.</li> <li>• Recognize fractions that are equal to 1.</li> </ul>
	<p>V.C.4. Read and write amounts of money using \$ for dollar, ¢</p>	<p><b>III. Money</b></p>

	<p>for cents, and proper placement of the decimal point with amounts of money.  V.C.5. Combine coins to create amounts up to one dollar.</p>	<ul style="list-style-type: none"> <li>• Recognize relative values of a penny, nickel, dime, quarter, and dollar.</li> <li>• Write amounts of money using \$ and ¢ signs, and the decimal point.</li> <li>• Show how different combinations of coins equal the same amounts of money.</li> <li>• Add and subtract amounts of money</li> </ul>
	<p>II.B.1. Use one- and two-digit addition and subtraction to solve real-world and mathematical problems.  II.B.2. Demonstrate understanding of the relationships between odd and even numbers in addition and subtraction such as, odd + odd = even or odd - even = odd.  II.B.3. Understand the concept of multiplication as repeated addition or in rectangular arrays.  II.B.4. Understand the concept of division as repeated subtraction or sharing equally.   III.B.1. Describe what happens when zero is added to a number or subtracted from a number.   III.B.4. Understand that adding two numbers in any order results in the same sum.  III.B.5. Understand that grouping numbers in multiple addend problems, in any order, results in the same sum.</p>	<p><b>IV. Computation</b></p> <p><b>A. Addition</b></p> <ul style="list-style-type: none"> <li>• Achieve timed mastery of addition facts (2 seconds).</li> <li>• Recognize what an addend is.</li> <li>• Know how to write addition problems horizontally and vertically.</li> <li>• Know how to add in any order and check a sum by changing the order of the addends.</li> <li>• Estimate the sum.</li> <li>• Solve two-digit and three-digit addition problems with and without regrouping.</li> <li>• Find the sum (up to 999) of any two whole numbers.</li> <li>• Add three two-digit numbers.</li> <li>• Practice doubling (adding a number to itself).</li> </ul> <p><b>B. Subtraction</b></p> <ul style="list-style-type: none"> <li>• Understand the inverse relation between addition and subtraction; use addition to check subtraction.</li> <li>• Know addition and subtraction “fact families.”</li> <li>• Achieve mastery of subtraction facts.</li> <li>• Estimate the difference.</li> <li>• Know how to write subtraction problems horizontally and vertically.</li> <li>• Solve two-digit and three-digit subtraction problems with and without regrouping.</li> <li>• Given two whole numbers of 999 or less, find the difference.</li> </ul> <p><b>C. Introduction to Multiplication</b></p> <ul style="list-style-type: none"> <li>• Recognize the “times” sign (x).</li> <li>• Know what “factor” and “product” mean.</li> <li>• Understand that you can multiply numbers in any order.</li> <li>• Multiplication facts: know the product of any single-digit number x 1, 2, 3, 4, 5.</li> <li>• Know what happens when you multiply by 1, by 0, and by 10.</li> <li>• Practice simple word problems involving multiplication.</li> </ul>

	<p>I.1. Create and solve word problems using actions, objects, words, pictures or numbers.                  I.2. Estimate and check that answers are reasonable.                  I.3. Explain to others how a problem was solved.</p> <p>III.B.2. Generate equivalent expressions for a given number such as <math>24 = 17 + 7</math> or <math>24 = 100 - 76</math>.                  III.B.3. Determine the truth-value of an equation such as: true or false? <math>7 = 5 + 1</math>.</p>	<p><b>D. Solving Problems and Equations</b></p> <ul style="list-style-type: none"> <li>• Solve basic word problems.</li> <li>• Write and solve simple equations in the form of <math>\_\_\_ - 9 = 7</math>; <math>7 + \_\_\_ = 16</math>; <math>4 \times \_\_\_ = 8</math>.</li> </ul>
	<p>V.C.1. Estimate standard and nonstandard linear measurements, then measure to check answer.                  V.C.2. Tell time to the quarter hour, half hour and hour using analog and digital clocks, distinguishing between a.m. and p.m.                  V.C.3. Know relationships among units of time such as minutes in an hour, days in a month and weeks in a year.</p>	<p><b>V. Measurement</b></p> <p><b>A. Linear Measure</b></p> <ul style="list-style-type: none"> <li>• Make linear measurements in feet and inches, and in centimeters.</li> <li>• Estimate linear measurements, then measure to check estimates.</li> <li>• Know that one foot = 12 inches.</li> <li>• Know abbreviations: ft., in.</li> <li>• Measure and draw line segments in inches to 1/2 inch, and in centimeters.</li> </ul> <p><b>B. Weight (mass)</b></p> <ul style="list-style-type: none"> <li>• Compare weights of objects using a balance scale.</li> <li>• Estimate and measure weight in pounds, and know abbreviation: lb.</li> </ul> <p><b>C. Capacity (volume)</b></p> <ul style="list-style-type: none"> <li>• Estimate and measure capacity in cups.</li> <li>• Measure liquid volumes: cups, pints, quarts, gallons.</li> <li>• Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).</li> </ul> <p><b>D. Temperature</b></p> <ul style="list-style-type: none"> <li>• Measure and record temperature in degrees Fahrenheit to the nearest 2 degrees.</li> <li>• Know the degree sign: °</li> </ul> <p><b>E. Time</b></p> <ul style="list-style-type: none"> <li>• Read a clock face and tell time to five-minute intervals.</li> <li>• Solve problems on elapsed time (how much time has passed?).</li> <li>• Using a calendar, identify the date, day of the week, month, and year.</li> <li>• Write the date using words and numbers.</li> </ul>
	<p>V.A.1. Create symmetrical patterns and designs.                  V.B.1. Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.</p>	<p><b>VI. Geometry</b></p> <ul style="list-style-type: none"> <li>• Identify and draw basic plane figures: square, rectangle, triangle, circle.</li> <li>• Describe square, rectangle, triangle according to number of sides; distinguish between square and rectangle as regards length of sides</li> </ul>

	<p>V.B.2. Sort, classify, compare and describe two- and three-dimensional objects according to their geometrical attributes.</p>	<p>(a square has sides of equal length).</p> <ul style="list-style-type: none"> <li>• Measure perimeter in inches of squares and rectangles.</li> <li>• Identify solid figures—sphere, cube, pyramid, cone, cylinder—and associate solid figures with planar shapes: sphere (circle), cube (square), pyramid (triangle).</li> <li>• Make congruent shapes and designs.</li> <li>• Identify lines as horizontal; vertical; perpendicular; parallel.</li> <li>• Name lines and line segments (for example, line AB; segment CD).</li> <li>• Identify a line of symmetry, and create simple symmetric figures.</li> </ul>
<p><b>Science</b></p>		<p><b>I. Cycles in Nature</b></p> <p><b>A. Seasonal Cycles</b></p> <ul style="list-style-type: none"> <li>• The four seasons and earth’s orbit around the sun (one year)</li> <li>• Seasons and life processes <ul style="list-style-type: none"> <li>Spring: sprouting, sap flow in plants, mating and hatching</li> <li>Summer: growth</li> <li>Fall: ripening, migration</li> <li>Winter: plant dormancy, animal hibernation</li> </ul> </li> </ul>
	<p>IV.B.1. The student will describe life cycles of plants and animals.</p> <p>IV.C.1. The student will observe and describe some features of plants and animals that allow them to live in specific environments.</p> <p>IV.E.1. The student will know that some kinds of organisms that once lived on Earth are now extinct, including, but not limited to, dinosaurs, trilobites, mammoths, giant tree ferns and horsetail trees.</p> <p>IV.F.1. The student will observe and describe predator and prey relationships.</p> <p>IV.F.2. The student will compare and contrast plant eaters and meat eaters.</p> <p>IV.G.1. The student will know that people need water, food, air, waste removal and a particular range of temperature in their environment, just like other animals.</p>	<p><b>I. Cycles in Nature</b></p> <p><b>B. Life Cycles</b></p> <ul style="list-style-type: none"> <li>• The life cycle: birth, growth, reproduction, death</li> <li>• Reproduction in plants and animals <ul style="list-style-type: none"> <li>From seed to seed with a plant</li> <li>From egg to egg with a chicken</li> <li>From frog to frog</li> <li>From butterfly to butterfly: metamorphosis</li> </ul> </li> </ul> <p><b>II. Insects</b></p> <ul style="list-style-type: none"> <li>• Insects can be helpful and harmful to people. <ul style="list-style-type: none"> <li>Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects</li> <li>Harmful: destroy crops, trees, wooden buildings, clothes; carry disease; bite or sting</li> </ul> </li> <li>• Distinguishing characteristics <ul style="list-style-type: none"> <li>Exoskeleton, chitin</li> <li>Six legs and three body parts: head, thorax and abdomen</li> <li>Most but not all insects have wings.</li> </ul> </li> <li>• Life cycles: metamorphosis</li> </ul>

		<p>Some insects look like miniature adults when born from eggs, and they molt to grow (examples: grasshopper, cricket). Some insects go through distinct stages of egg, larva, pupa, adult (examples: butterflies, ants).</p> <ul style="list-style-type: none"> <li>• Social insects                     <ul style="list-style-type: none"> <li>Most insects live solitary lives, but some are social (such as ants, honeybees, termites, wasps).</li> <li>Ants: colonies</li> <li>Honeybees: workers, drones, queen</li> </ul> </li> </ul>
	II.A.1. The student will observe and describe rocks, soils, water and air.	<p><b>C. The Water Cycle</b></p> <ul style="list-style-type: none"> <li>• Most of the earth’s surface is covered by water.</li> <li>• The water cycle                     <ul style="list-style-type: none"> <li>Evaporation and condensation</li> <li>Water vapor in the air, humidity</li> <li>Clouds: cirrus, cumulus, stratus</li> <li>Precipitation, groundwater</li> </ul> </li> </ul>
		<p><b>III. The Human Body</b></p> <p><b>A. Cells</b></p> <ul style="list-style-type: none"> <li>• All living things are made up of cells, too small to be seen without a microscope.                     <ul style="list-style-type: none"> <li>Cells make up tissues.</li> <li>Tissues make up organs.</li> <li>Organs work in systems.</li> </ul> </li> </ul> <p><b>B. The Digestive and Excretory Systems</b></p> <ul style="list-style-type: none"> <li>• Salivary glands, taste buds</li> <li>• Teeth: incisors, bicuspids, molars</li> <li>• Esophagus, stomach, liver, small intestine, large intestine</li> <li>• Kidneys, urine, bladder, urethra, anus, appendix</li> </ul> <p><b>C. Taking Care of Your Body: A Healthy Diet</b></p> <ul style="list-style-type: none"> <li>• The “food pyramid”</li> <li>• Vitamins and minerals</li> </ul> <p><b>VI. Science Biographies</b></p> <ul style="list-style-type: none"> <li>Anton van Leeuwenhoek</li> <li>Florence Nightingale</li> <li>Daniel Hale Williams</li> </ul>
		<p><b>IV. Magnetism</b></p> <ul style="list-style-type: none"> <li>• Magnetism demonstrates that there are forces we cannot see that act upon</li> </ul>

		<p>objects.</p> <ul style="list-style-type: none"> <li>• Most magnets contain iron.</li> <li>• Lodestones: naturally occurring magnets</li> <li>• Magnetic poles: north-seeking and south-seeking poles</li> <li>• Magnetic field (strongest at the poles)</li> <li>• Law of magnetic attraction: unlike poles attract, like poles repel</li> <li>• The earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole)</li> <li>• Orienteering: use of a magnetized needle in a compass, which will always point to the north</li> </ul>
	<p>II.D.1. The student will observe and describe how objects move in a variety of ways, including, but not limited to, a straight line, a curve, a circle, back and forth and at different speeds.</p> <p>II.D.2. The student will observe that push and pull forces can make objects move.</p>	<p><b>V. Simple Machines</b></p> <ul style="list-style-type: none"> <li>• Simple machines             <ul style="list-style-type: none"> <li>lever</li> <li>pulley</li> <li>wheel-and-axle                 <ul style="list-style-type: none"> <li>gears: wheels with teeth and notches</li> <li>how gears work, and familiar uses (for example, in bicycles)</li> </ul> </li> <li>inclined plane</li> <li>wedge</li> <li>screw</li> </ul> </li> <li>• Friction, and ways to reduce friction (lubricants, rollers, etc.)</li> </ul> <p><b>VI. Science Biographies</b></p> <p>Elijah McCoy</p>
	<p>I.A.1. The student will recognize that repeating a scientific investigation will lead to very similar results.</p> <p>I.A.2. The student will recognize that scientific investigations generally work the same way in different places.</p> <p>I.A.3. The student will give examples of scientific advances throughout history.</p> <p>I.A.4. The student will recognize that everyone can do science and invent things and ideas.</p> <p>I.B.1. The student will use appropriate tools to gather and organize data.</p> <p>I.B.2. The student will recognize and describe patterns in data.</p> <p>II.A.1. The student will sort and classify objects in terms of</p>	<p><i>These are science process skills that can be used with any Core Knowledge science topic.</i></p>

	<p>color, size, shape, weight, texture, flexibility and attraction to magnets.</p>	
	<p>II.A.2. The student will classify a substance as a solid, liquid or gas.                  II.A.3. The student will know that solids have a definite shape and that liquids take the shape of their container.                  II.A.4. The student will observe that water can be a solid or liquid and can change from one state to the other.</p>	<p><b><i>MOVED FROM GRADE 1 CORE KNOWLEDGE.</i></b></p> <p><b>III. Matter</b></p> <ul style="list-style-type: none"> <li>• Basic concept of atoms</li> <li>• Names and common examples of three states of matter:                         <ul style="list-style-type: none"> <li>solid (for example, wood, rocks)</li> <li>liquid (for example, water)</li> <li>gas (for example, air, steam)</li> </ul> </li> <li>• Water as an example of changing states of matter of a single substance</li> </ul> <p><b>IV. Properties of Matter: Measurement</b></p> <ul style="list-style-type: none"> <li>• Units of measurement:                         <ul style="list-style-type: none"> <li>Length: centimeter, inch, foot</li> <li>Volume: gallon, quart</li> </ul> </li> <li>• Temperature: degrees Fahrenheit</li> </ul>