

Morton District 709

2<sup>nd</sup> Grade Curriculum Guides

Fine Arts

Physical Education

Social Science

Science

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# SCIENCE

*Teachers are encouraged to emphasize the changing nature of scientific knowledge and understanding in their instruction. Students should learn how scientific theories have changed over time and should understand that most theories while supported by the preponderance of the current evidence have missing pieces of evidence or pieces of evidence that appear contradictory to the theory. Students should recognize that some scientific advancements have occurred as a result of individuals who have taken a different or somewhat unique view of the available data, offering a new explanation based on their interpretation of the evidence. While our curriculum will teach the currently accepted scientific theories and students will be expected to demonstrate their knowledge and understanding of those theories, we will respect individual beliefs and views. Our goal is to develop creative, critical-thinking students of science who can contribute to a greater knowledge of the truth about the universe in which we live.*

## **STATE GOAL FOR LEARNING ELEVEN**

*UNDERSTAND THE PROCESSES OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN TO INVESTIGATE QUESTIONS, CONDUCT EXPERIMENTS, AND SOLVE PROBLEMS.*

### **Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) know and apply concepts, principles, and processes of scientific inquiry.
- B) know and apply concepts, principles, and processes of technological design.

## **STATE GOAL FOR LEARNING TWELVE**

*UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES, AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.*

### **Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) know and apply concepts that explain how living things function, adapt, and change.
- B) know and apply concepts that describe how living things interact with each other and their environments.
- C) know and apply concepts that describe properties of matter and energy and the interactions between them.
- D) know and apply concepts that describe force and motion and the principles that explain them.
- E) know and apply concepts that describe the features and processes of the Earth and its resources.
- F) know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

### **District Objectives**

#### **Interaction of Living Things**

12A.203 Compare and contrast living, once living, and non-living things. **D**

#### **What Makes Me Sick**

12A.109 Explain how sickness can be prevented. **M**

12A.110 Describe the ways germs can be spread. **M**

#### **Light**

12C.205 Identify sources of light. **M**

12C.206 Recognize that light sources can produce heat. **M**

12C.207 Explain and demonstrate how objects cast shadows. **M**

#### **Solids, Liquids, Gasses**

12C.208 Identify the forms of matter as solids, liquids, and gases. **D**

#### **Earth Through Time**

12E.210 Explain how fossil imprints provide clues to understand the features of once living plants and animals. **M**

#### **Outer Space**

12F.211 Recognize that Earth is a planet in our solar system. **M**

**STATE GOAL FOR LEARNING THIRTEEN**

*UNDERSTAND THE RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY IN HISTORICAL AND CONTEMPORARY CONTEXTS.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- a) know and apply the accepted practices of science.
- b) know and apply concepts that describe the interaction between science, technology, and society.

# SOCIAL STUDIES

## STATE GOAL FOR LEARNING FOURTEEN

*UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.*

### Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) understand and explain basic principles of the United States government.
- B) understand the structures and functions of the political systems of Illinois, the United States and other nations.
- C) understand election processes and responsibilities of citizens.
- D) understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- E) understand United States foreign policy as it relates to other nations and international issues.
- F) understand the development of United States political ideas and traditions.

### District Objectives

14A.304 Explain why rules are important in communities. **I**

14A.504 Describe the characteristics of a democracy. **I**

14A.303 Discuss and determine class rules and American citizens' rights and responsibilities. **D**

14F.002 Recite the Pledge of Allegiance and show respect. **D/M**

14B.201 Understand the importance that Americans vote for leaders to make laws. **D/M**

## STATE GOAL FOR LEARNING FIFTEEN

*UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.*

### Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- B) understand that scarcity necessitates choices by consumers.
- C) understand that scarcity necessitates choices by producers.
- D) understand trade as an exchange of goods or services.
- E) understand the impact of government policies and decisions on production and consumption in the economy.

### District Objectives

15A.309 Identify specific jobs people do to be able to earn a living and save money. **I**

15C.310 Recognize why we celebrate the Morton Pumpkin Festival, with emphasis on the pumpkin crop and the production of canned pumpkin at Libby's. **D**

15A.202 Recognize what products are produced in the Morton area such as (corn and soybeans). **I/D/M**

15A.203 Demonstrates a knowledge of how health professionals help us. **D/M**

## STATE GOAL FOR LEARNING SIXTEEN

*UNDERSTAND EVENTS, TRENDS, INDIVIDUALS AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.*

### Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) apply the skills of historical analysis and interpretation.
- B) understand the development of significant political events.
- C) understand the development of economic systems.
- D) understand Illinois, United States and world social history.
- E) understand Illinois, United States and world environmental history.

**District Objectives**

- 16B.204 Identify the contributions of George Washington. **I/D/M**  
16A.205 Compare and contrast Pilgrim children to children of today. **I/D/M**  
16B.312 Recognize why we observe American holidays such as, but not limited to: Martin Luther King, Jr., Veteran’s Day, Thanksgiving, Independence Day, Memorial Day, Casimir Pulaski Day, and birthdays of Abraham Lincoln and George Washington. **D**  
16B.313 Identify why we celebrate Thanksgiving, the various groups who took part in the first Thanksgiving, and the contributions of each. **D**  
16B.314 Identify some common symbols of America, for example, but not limited to: the Liberty Bell, the Statue of Liberty, the White House, and the Bald Eagle. **D**

**STATE GOAL FOR LEARNING SEVENTEEN**

*UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) locate, describe and explain places, regions and features on the Earth.
- B) analyze and explain characteristics and interactions of the Earth’s physical systems.
- C) understand relationships between geographic factors and society.
- D) understand the historical significance of geography.

**District Objectives**

- 17A.516 Identify the location of the United States in relation to other nations of the world. **I**  
17A.206 Identify significant locations when given a map of a neighborhood. **I/D/M**  
17A.115 Develop a variety of map skills according to the map skills chart. **D/M**  
17A.116 Identify and label directions, north, south, east and west on a map. **D/M**

**STATE GOAL FOR LEARNING EIGHTEEN**

*UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- B) understand the roles and interactions of individuals and groups in society.
- C) understand how social systems form and develop over time.

**District Objectives**

- 18C.207 Recognize that neighborhoods have similarities and differences. **I/D/M**  
18B.208 Recognize the value of working together to develop a decision making plan. **I/D/M**  
18B.209 Demonstrate an understanding of the institution of the family as it functions in neighborhoods as part of the community. **I/D/M**  
18A.210 Demonstrate an understanding that all families have a history. **I/D/M**  
18B.323 Know the basic traditional needs and wants of all people, for example, but not limited to: food, shelter, clothing, love, safety, and belonging, and how the people of Morton meet these needs. **D**  
18B.117 Recognize his/her responsibility as a member of society. **D/M**  
18B.118 Discuss and understand the impact of current events as they relate to their community. **D/M**  
18B.119 Discuss current events and how these events may affect their lives. **D/M**  
18B.211 Have an understanding of neighborhoods, which are parts of communities as places where people live, work, and play. **D/M**  
18B.212 Identify what a good citizen does and demonstrate an understanding that every course of action has consequences. **D/M**  
18A.213 Demonstrate ways of showing respect for their country’s flag. **D/M**  
18B.214 Identify responsibilities that people must have to work together to achieve their goals. **D/M**

# PHYSICAL DEVELOPMENT AND HEALTH

## STATE GOAL FOR LEARNING NINETEEN

*ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.*

### Illinois Learning Standard

As a result of their schooling, students will be able to...

- A) demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.
- B) analyze various movement concepts and applications.
- C) demonstrate knowledge of rules, safety and strategies during physical activity.

### District Objectives Physical Development

- 19A.200 Demonstrate the ability to perform various locomotor movements such as walk, run, jump, hop, skip, gallop, slide, and leap. **M**
- 19A.201 Demonstrate the ability to perform various non-locomotor movements such as swing, bend, twist, rock, sway, and stretch. **M**
- 19A.202 Demonstrate basic tumbling, balances, and rolls. **M**
- 19A.203 Demonstrate acceptable movements while working with balls and equipment in your own space and shared space. Supporting activities include: throwing, catching, striking, kicking, shooting, Frisbees, bean bags, balls, balloons, hula-hoops, ribbons, and scarves. **M**
- 19B.204 Understand body and space in relationship to other objects and people. (i.e. identify own space, parachute, movement experiences with apparatus(balance beam, bars, ropes, etc.) **M**
- 19C.205 Develop a sense of safety practices used during physical activity. **M**

## STATE GOAL FOR LEARNING TWENTY

*ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.*

### Illinois Learning Standard

As a result of their schooling, students will be able to...

- A) know and apply the principles and components of health-related fitness.
- B) assess individual fitness levels.
- C) set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

### District Objectives Physical Development

- 20A.200 Students will engage in physical fitness activities that encourage strengthening, flexibility, and range of movement such as jumping rope, exercises (sit ups, jumping jacks, etc.) and climbing, hanging and stretching. **M**
- 20B.201 Develop a positive attitude toward maintaining a healthy body through physical activities. **M**

## STATE GOAL FOR LEARNING TWENTY-ONE

*DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY.*

### Illinois Learning Standard Physical Development

As a result of their schooling, students will be able to...

- A) demonstrate individual responsibility during group physical activities.
- B) demonstrate cooperative skills during structured group physical activity.

### District Objectives Physical Development

- 21A.200 Learn to follow directions and get along with classmates while participating in physical activities. **M**
- 21B.200 Learn to follow safety guidelines while performing physical activity. **M**

**STATE GOAL FOR LEARNING TWENTY-TWO**

*UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.*

**Illinois Learning Standard Health**

As a result of their schooling, students will be able to....

- A) explain the basic principles of health promotion, illness prevention and safety.
- B) describe and explain the factors that influence health among individuals, groups and communities.
- C) explain how the environment can affect health.

**District Objectives**

- 22A.201 Identify fever, rashes, coughs, and congestion as general signs and symptoms of illness. **M**  
(Addressed in Science – 2<sup>nd</sup> Grade – 12A.201)
- 22B.201 Explain the importance of healthy eating habits and keeping your body clean. **M**  
(Addressed in Science – 1st Grade – 12A.101)

**STATE GOAL FOR LEARNING TWENTY-THREE**

*UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.*

**Illinois Learning Standard**

As a result of their schooling, students will be able to....

- A) describe and explain the structure and functions of the human body systems and how they interrelate.
- B) explain the effects of health-related actions on the body systems.
- C) describe factors that affect growth and development.

**District Objectives Health**

- 23A.201 Identify functions of the heart, lungs, and the eyes. **M**
- 23B.201 Explain how keeping clean, exercise, and a proper diet influence our health. **M**  
(Addressed in 1st Grade – 12A.101)

**STATE GOAL FOR LEARNING TWENTY-FOUR**

*PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.*

**Illinois Learning Standard**

As a result of their schooling, students will be able to.....

- A) demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B) apply decision-making skills related to the protection and promotion of individual health.
- C) demonstrate skills essential to enhancing health and avoiding dangerous situations.

**District Objective Physical Development**

- 24A.200 Students will demonstrate the practices of Good Sportsmanship in daily activities such as waiting their turn, no pushing, and making good choices regarding the truth (honesty vs lying). **M**
- 24A.201 Demonstrate positive verbal and nonverbal communication skills (listening, cheering others on, etc.). **M**

**FINE ARTS**  
**DANCE/DRAMA/MUSIC/VISUAL ARTS**

**STATE GOAL FOR LEARNING TWENTY-FIVE**

*KNOW THE LANGUAGE OF THE ARTS.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) understand the sensory elements, organizational principals and expressive qualities of the arts.
- B) understand the similarities, distinctions and connections in and among the arts.

**District Objectives Dance**

- 25A.402 Perform movement patterns that show sequence. **D**
- 25A.201 Duplicate the beat/rhythm presented by using (i.e. hand clapping, rhythm sticks, etc.). **M**
- 25A.202 Understand and perform the elements of personal and shared space. **M**

**District Objectives Drama**

- 25A.301 Read a selection and act out the key events of the story. **D**
- 25A.401 Understand how changes in posture, walk, and vocal quality affect characterization. **D**

**District Objectives Music-Vocal**

- 25A.403 Identify AB, ABA, AABA. **I**
- 25A.404 Identify major and minor tonality. **I**
- 25A.205 Identify introduction and coda. **I/D/M**
- 25A.207 Identify tempo – gradual change and sudden changes. **I/D/M**
- 25A.301 Differentiate between strong and weak beats in twos and threes. **D**
- 25A.302 Identify and demonstrate melodic movement by repeats, steps, and leaps. **D**
- 25A.401 Identify the patterns in a piece of music: rhythmic, melodic. **D**
- 25A.402 Identify rhythm patterns of lyrics, echoes, melody, line, and names. **D**
- 25A.606 Identify conducting patterns. **D**
- 25A.202 Differentiate between melodic rhythm and steady beat. **D/M**
- 25A.203 Identify silent beat. **D/M**
- 25A.103 Describe and perform the elements of music: melody, rhythm, mood, pitch, harmony, duration, tonality, dynamics, and form. **D/M**
- 25B.105 Identify and perform a skit, combining the properties of music, visual art, and drama and describe how each worked together for the success of the skit. **D/M**
- 25A.201 Identify and create a steady beat, patterns of long and short sounds, repeated, and even and uneven. **M**
- 25A.204 Discriminate between loud/soft and fast/slow. **M**
- 25A.206 Identify how many phrases to a song and same and different phrases. **M**

**District Objectives Visual Arts**

- 25A.301 Identify type of lines (straight, curved, jagged, and broken) and properties of line (dark-light, thick-thin). **I/D**
- 25A.302 Differentiate between dark and light. **I/D**
- 25A.303 Identify primary and secondary colors. **I/D**
- 25A.304 Identify natural and man- made forms in environment. **I/D**
- 25A.305 Identify depth as the distance between objects in space. **I/D**
- 25A.306 Identify use of facial expression in an artwork. **I/D**
- 25A.201 Identify types of lines. **M**
- 25A.202 Know that texture is how things feel. **M**
- 25A.203 Identify forms (i.e. having thickness or substance). **M**
- 25A.204 Identify space as the area around shape and forms. **M**
- 25A.205 Identify the dominant center of interest in an artwork. **M**
- 25B.206 Use descriptor to convey mood of a piece (i.e. happy, sad, angry, scary, friendly, etc). **M**
- 25B.207 Use descriptive words to describe mood in an artwork. **M**
- 25B.103 Build visual memory by using familiar scenes and objects in artwork (i.e. after fieldtrip, vacation, etc.) **M**
- 25B.208 Identify the artists use of technique in expressing a visual concept (i.e. curved lines for feathers) **M**
- 25B.104 Create imaginary images of creatures, objects, and places. **M**

**STATE GOAL FOR LEARNING TWENTY-SIX**

*THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) understand processes, traditional tools and modern technologies used in the arts.
- B) apply skills and knowledge necessary to create and perform in one or more of the arts.

**District Objectives Dance**

- 26B.302 Understand and perform selected dance steps in time to music. **I**
- 26A.203 Understand dance terms and be able to perform the movements. **D/M**
- 26B.204 Perform an activity with locomotor and nonlocomotor skills and changing body levels to a musical or rhythmic accompaniment. **M**

**District Objectives Drama**

- 26B.302 Use combined skills including expressive speech, pantomime, dance and/or movement to convey emotions. **I**
- 26B.303 Create characters based on a verbal stimulus, costume piece, and/or prop. **I**
- 26B.201 Demonstrate the basic steps and skills needed to create a play or scene. **D/M**

**District Objectives Music-Vocal**

- 26A.609 Identify and describe meters of  $\begin{matrix} 2 & 6 & 3 & 4 \\ , & , & , & . \\ 4 & 8 & 4 & 4 \end{matrix}$ . **I**
- 26B.304 Create a simple four measure melody line, beginning and ending on “Do”, using a pentatonic scale. **I**
- 26B.615 Create a simple 8 measure melody line using correct rhythm and notation on the piano, keyboard, or tone bells. **I**
- 26B.210 Create a one measure rhythmic ostinato to play with any given song for two instruments. **I/D/M**
- 26A.209 Differentiate between vocal tone color of male vs female and chord verses single note. **I/D/M**
- 26B.303 Create a simple rhythmic pattern for percussion instruments to accompany a song. **D**
- 26B.614 Identify how to create sound and perform simple pieces on the choir chimes. **D**
- 26B.814 Demonstrate appropriate styles of singing to a given piece of music i.e. legato singing vs bouncy, short sound, etc.. **D**
- 26A.208 Identify, perform, and create simple notations: quarter note, quarter rest, half note, eighth note, whole note, dotted half note, and sixteenth note. **D/M**
- 26B.211 Identify and perform harmony, no harmony, and harmonic ostinato. **D/M**

**District Objectives Visual Arts**

- 26A.311 Create a visual image using drawing tools. **I/D**
- 26A.309 Create a visual image using paints and brushes. **I/D**
- 26A.310 Use line and color to create pattern. **I/D**
- 26A.308 Demonstrate simple paper construction processes (folding, cutting, curling, and tearing). **D**
- 26A.411 Using hand-building techniques create a work from clay. **D**
- 26A.209 Create a visual image using drawing materials (i.e. crayon, pencil). **M**
- 26A.210 Create a piece involving paper construction process(es). **M**
- 26B.211 Create a visual image with emphasis on using a specific or a variety of line, shape, texture, and/or color. **M**

**STATE GOAL FOR LEARNING TWENTY-SEVEN**

*UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS, PAST AND PRESENT.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) analyze how the arts function in history, society and everyday life.
- B) understand how the arts shape and reflect history, society, and everyday life.

**District Objectives Dance**

- 27A.303 Perform dances from various cultures around the world. **I**

**District Objectives Music-Vocal**

- 27A.108 Identify music from a variety of styles, cultures, and moods. **D/M**

**District Objectives Visual Arts**

- 27A.212 Identify universal emotions and experiences expressed in selective visual images. **M**
- 27A.213 Identify given significant visual images. **M**

## APPENDIX A

### SOCIAL STUDIES: KINDERGARTEN THROUGH SIXTH MAP SKILLS SCOPE AND SEQUENCE

The following helps students:

#### MAP AND GLOBE SKILLS

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>understanding globes</b>	•	•	•	•	•	•	•
North and South Poles		•	•	•	•	•	•
equator			•	•	•	•	•
hemispheres			•	•	•	•	•
prime meridian					•	•	•
Tropics of Cancer and Capricorn					•	•	•
Arctic and Antarctic Circles					•	•	•
<b>identify the purpose and use of maps</b>	•	•	•	•	•	•	•
map title		•	•	•	•	•	•
time zones		•	•	•	•	•	•
map key (legend)		•	•	•	•	•	•
compass rose (direction indicator)		•	•	•	•	•	•
map scale (miles, kilometers)				•	•	•	•
grid scale (longitude, latitude)			•	•	•	•	•
<b>comparing maps with globes</b>	•	•	•	•	•	•	•
<b>comparing maps with photographs</b>		•	•	•	•	•	•
<b>understanding map symbols</b>	•	•	•	•	•	•	•
land and water	•	•	•	•	•	•	•
colors, tints, and patterns		•	•	•	•	•	•
object and picture symbols		•	•	•	•	•	•
lines and borders			•	•	•	•	•
road, routes, and arrows		•	•	•	•	•	•
location symbols			•	•	•	•	•
relief and elevation					•	•	•
<b>understanding directional terms and finding direction (top, bottom, left, right)</b>	•	•	•	•	•	•	•
cardinal directions (N., S., E., W.)		•	•	•	•	•	•
intermediate directions				•	•	•	•
<b>understanding and measuring distance</b>				•	•	•	•
miles and kilometers				•	•	•	•
map insets				•	•	•	•
<b>understanding and finding location</b>		•	•	•	•	•	•
number and letter grids			•	•	•	•	•
lines of latitude and longitude (parallels and meridians)					•	•	•
measurements in degrees					•	•	•
<b>understanding map projections and distortions</b>						•	•
<b>understanding cartograms</b>							•

## APPENDIX B

### SOCIAL STUDIES: CHARTS AND GRAPH SKILLS

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>
understanding and using pictographs	•	•	•	•	•	•	•
understanding and using charts and diagrams	•	•	•	•	•	•	•
understanding and using bar graphs	•	•	•	•	•	•	•
understanding and using calendars and time lines	•	•	•	•	•	•	•
understanding and using tables and schedules		•	•	•	•	•	•
understanding and using line graphs					•	•	•
understanding and using circle (pie) graphs						•	•
understanding and using climographs							•