



Kindergarten

LANGUAGE ARTS

Students will be able to....

- Hear, identify and manipulate individual sounds (phonemes) in spoken words.
- Recognize and say the names of all the letters of the alphabet, upper- and lower-case; say the corresponding sound(s) made by that letter.
- Retell a favorite story aloud, with the text in hand, recreating the text with fluent intonation and phrasing.
- Read aloud Level C books attending to each word in sequence and getting most of them right.
- Use knowledge of letter sounds to identify twenty-five simple, regularly spelled, single-syllable words.
- Respond to literal questions about story content after it has been read aloud.
- Make predictions based on illustrations.
- Draw creative and detailed pictures that match the important ideas expressed in print.
- Develop a single and original idea and stay focused on this idea with assistance.
- Print all uppercase and lowercase letters legibly and fluently.
- Attempt the correct phonetic spelling of words and demonstrate accurate spelling of high frequency words.
- Use interesting and relevant details to demonstrate knowledge of the chosen topic.
- Use some form of an end mark even if it is incorrect.
- Write a story with a beginning, middle and end.
- Listen and take turns to speak in a group.

Kindergarten

MATHEMATICS

Students will be able to....

- Count using one-to-one correspondence; understand the value of written numbers.
- Recognize, read, and write numbers 1 through 30.
- Read, interpret and write simple addition equations and add two sets together by counting on rather than starting at one every time.
- Compare whole versus part.
- Estimate the number of objects in a group of up to 30 and verify the results.
- Sort and classify objects by color, shape, size, number and other properties.
- Recognize, create, and extend visual patterns using pattern blocks, stamps, and other manipulatives.
- Recognize patterns in the calendar and on a hundreds chart.
- Recognize and name, describe, sort and draw simple shapes according to number of sides and corners.
- Compare and contrast three- and two-dimensional shapes.
- Use non-standard linear measurements to measure the height, length, and width of objects as well as the distance between them.
- Recognize and name pennies, nickles, dimes and quarters.
- Count 100 pennies/other objects using groups of tens and fives, recognizing the total equals one dollar.
- Identify bar graphs, line graphs, pictographs, and weather graphs to compare quantities using most, least, more, less and equal.
- Use single Venn diagrams to show commonalities of attributes in different objects.

Kindergarten

JEWISH STUDIES

Students will be able to....

- Know that the Torah tells the stories of the Jewish people.
- Be familiar with the Torah.
- Identify the holy items associated with the Torah.
- Demonstrate and articulate the need for respectful behaviors toward the Torah.
- Retell learned biblical narratives.
- Participate in conversations in response to learned biblical narratives.
- Demonstrate knowledge of the stories of Abraham, Sarah, Isaac, Rebecca, Jacob, Rachel, Leah, Joseph, Moses, Miriam and Aaron.
- Distinguish between Jewish secular and holy days.
- Demonstrate mastery of basic prayer melodies including *Kabbalat Shabbat*.
- Describe several Jewish customs and traditions.
- Identify basic holiday symbols.
- Recognize basic symbols of a Jewish home.
- Perform the various rituals associated with holidays.

Kindergarten

SOCIAL STUDIES

Students will be able to....

- Identify and describe the relationship between a map and a globe.
- Identify his/her street address, city or town, and Massachusetts as the state and the United States as the country in which he /she lives. Identify the Rashi School and the city in which it is located.
- Describe the location and features of places in the immediate neighborhood of his/her home or school.
- Create maps and 3-dimensional models to plan an ideal neighborhood, including at least 5 institutions such as grocery store, religious sites, firehouse, hospital, school, bank, and gas station.
- Identify and describe family or community members who promote the welfare and safety of children and adults.
- Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.
- Demonstrate understanding that there are important American symbols by identifying: the American flag, the melody of the national anthem, the picture and name of the current president, the words of the Pledge of Allegiance.
- Describe why and how Americans celebrate the holiday of Thanksgiving, explaining the struggles and needs of the early settlers and the role of Native Americans in helping them survive.
- Recognize and address the basic human need for food and how different people meet their needs, depending on different economic status.
- Describe the Jewish social responsibility to care for the needy, as delineated in the *mitzvot*.
- Identify multiple, specific ways to address the problems of hunger from both Jewish and civic perspectives.
- Describe how the food we eat is produced by tracing its origin from seed to table.
- Give examples of different kinds of jobs that people do, including the work they do at home.
- Explain why people work (e.g. to earn money in order to buy things they need/want).
- Give examples of things that people buy with the money they earn.

Kindergarten

SCIENCE

Students will be able to....

- Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
- Differentiate between living and nonliving things and group both living and nonliving things according to the characteristics that they share.
- Describe ways in which many plants and animals closely resemble their parents in observed appearance.
- Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.
- Recognize changes in appearance that animals and plants go through as the seasons change.
- Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).
- Describe the weather changes from day to day and over the seasons.
- Recognize that the sun supplies heat and light to the earth and is necessary for life.
- Sort objects by observable properties such as size, shape, color, weight, and texture.
- Identify objects and materials as solid, liquid, or gas and recognize that solids have a definite shape and that liquids and gases take the shape of their container.
- Describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

Kindergarten

HEBREW

Students will be able to....

- Name body parts and clothing.
- Count from one to twenty.
- Name classroom objects, colors, and family members.
- Use weather vocabulary in simple sentences.
- Recite the days of the week and use simple sentences in response to teacher questions such as: What day is today?
- Understand and respond to simple greetings such as “How are you?” and “Good morning.”
- Recite blessings, prayers and songs in Hebrew related to Jewish Holidays and Shabbat.
- Follow simple directions in Hebrew. (i.e. sit down, listen, clean up, look at the picture).
- Understand and use words and phrases related to secular studies i.e., Hunger Awareness: food, blessings; School play: animals and family; Science: chicks, caterpillars, owls.
- Identify repeating Hebrew words in the *Siddur*, i.e. *baruch*, *shalom*, *Yisrael*, *melech*.
- Recognize and name some of the letters of the Hebrew alphabet and their sounds.

Kindergarten

SOCIAL JUSTICE

Students will be able to....

- Know that the stories in the *Torah* teach us how to behave (to each other, to guests, to animals).
- Understand *Kavod* (respect) in the context of classroom behavior (listening when someone is speaking, waiting in line).
- Understand *Kehillah* (community) in the context of the classroom (group work, cooperation, taking turns, valuing others, having empathy).
- Identify areas of brokenness in basic human needs with a focus on hunger.
- Understand *Tzedakah* as an obligation to take what we have and share it, which is actualized through a connection with a food pantry.

Kindergarten

PHYSICAL EDUCATION

Students will be able to....

- Understand safety, respect and following directions; practice social skills that enhance group work such as taking turns and using words to express feelings.
- Explore how their words can create a positive learning environment.
- Participate in a variety of movement and rhythmic activities.
- Participate in a variety of lead-up games to practice the skills of the sports that are part of the Rashi PE curriculum in later grades.
- Participate in a variety of chasing and fleeing (tag) games.
- Participate in a variety of activities to improve strength, flexibility and imagination/creative thinking.
- Participate in a variety of fitness activities to improve strength and flexibility; begin exploring the connection between mind, body, and performance.

Kindergarten

ART

Students will be able to....

- Demonstrate understanding of how to clean and take care of materials and tools.
- Demonstrate understanding of how to use lines and shapes to create visual effects.
- Demonstrate interest and engagement in the artistic process through reflective response to verbal prompts about their work.
- Demonstrate understanding of various artistic styles and influences through questions and prompts.
- Demonstrate understanding of Jewish cultural and religious tradition by creating works of Judaica.
- Demonstrate independence and creative problem solving skills.

MUSIC

Students will be able to....

- Distinguish between high/low and upward/downward movement; demonstrate a beginning level of pitch accuracy through singing and playing a variety of songs with a two-note tonal center.
- Demonstrate understanding and mastery of beat and rhythm through written and aural exercises, songs, movement, and performance on pitched and unpitched instruments
- Distinguish between loud/soft, fast/slow, getting slower/faster, and different voice qualities (whisper, shout, speak, etc.)
- Distinguish between same/contrasting phrases; explain the meaning of song lyrics and/or identify the style/genre of the music.
- Explain the connection of a piece of music to culture/society (holidays) or history.

Grade One

LANGUAGE ARTS

Students will be able to....

- Read “just right” books silently with literal comprehension for sustained reading periods of at least 10 minutes.
- Read aloud with fluency and comprehension at the “K” level of guided reading.
- Decode long and short vowel patterns, blends and diagraphs to read one- and multi-syllable real and nonsense words.
- Use phonetic, semantic, and syntactic clues to identify unfamiliar words in grade level texts.
- Retell a story's beginning, middle, and end.
- Make predictions in stories about what will happen next and state whether they were confirmed or not.
- Make self-to-text connections.
- General their own topics to write about, such as identifying “small moments.”
- Participate in the writing process: prewriting, drafting, revising, editing, and publishing.
- Reread and revise, with assistance, selected drafts by focusing on word choices to make the thoughts clearer, more logical, or more expressive.
- Create simple sentences and, where necessary, organize writing using transition words to indicate passage of time or steps in a sequence.
- Learn to spell word families; understand and spell 100 grade appropriate words.
- Print written work legibly, fluently, and with correct letter formation for uppercase and lowercase letters.
- Write a simple sentence using the convention of a beginning capital and ending punctuation.
- Listen effectively – gaining meaning from what is heard during conversations, discussions, and read alouds.
- Arrange events in correct sequence when writing or dictating.

Grade One

MATHEMATICS

Students will be able to....

- Read and write two-digit numbers; compare their values using terms and symbols such as less than, greater than, and equal.
- Compare a whole to its equal parts.
- Solve equations totaling ten by using number grids, patterns, and base ten blocks.
- Recognize all of the equations in a fact family.
- Add and subtract two-digit numbers that do not require regrouping.
- Recognize and create patterns using tally marks, number lines, frames and arrows, and functions machines.
- Recognize geometric shapes and their length of sides.
- Explore lines of symmetry and perimeter.
- Recognize a penny, nickel, dime and quarter and know their value.
- Add coin combinations without quarters.
- Measure in inches and centimeters using rulers and tape measures.
- Recognize the hour and minute hand of a clock telling time to the hour and half hour.
- Read a thermometer in Fahrenheit.
- Read, interpret, and create bar graphs (with axes provided), line graphs, pictographs, and glyphs to compare exact numerical quantities.

Grade One

JEWISH STUDIES

Students will be able to....

- Be familiar with the narratives of the weekly Torah portions.
- Participate in conversations in response to learned biblical narratives.
- Retell the biblical narrative using key Hebrew places, words and names.
- Identify main events of the central Torah narratives.
- Identify good and bad choices in selected bible stories containing examples of people making good and bad choices in their treatment of others and the consequences of those choices.
- Draw comparisons between their own life and situations and the stories in Torah.
- Recite *brachot* (blessings) associated with each holiday.
- Identify key symbols relating to specific holidays.
- Discuss the concept of neighborhood as it relates to the land and people of Israel.
- Identify *Yom Ha'Atzma'ut* (Independence Day) with the founding of the state of Israel.
- Follow the service in the Siddur.
- Participate in morning *tefillah* and *Kabbalat Shabbat*.

Grade One

SOCIAL STUDIES

Students will be able to....

- Locate Washington DC on a map of the United States and identify it as the capital of the United States of America; locate Boston on a map of the United States and identify it as the capital of Massachusetts.
- Locate Israel on a world map and describe Israel as *Eretz Israel*. Locate Jerusalem on a map of Israel and identify it as the capital of Israel.
- Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people.
- Identify the current Prime Minister of Israel, describe what prime ministers do, and explain that they get their authority from a vote by the people, similar to the president of the United States.
- Recite the Pledge of Allegiance, explain its meaning, and sing national songs such as America the Beautiful, My Country 'Tis of Thee, God Bless America, and The Star Spangled Banner.
- Demonstrate the ability to sing *Hatikva* and other "Israel" songs.
- Describe the qualities and distinctive traits of famous Americans of different ethnic groups, faiths, and historical periods, after reading or listening to stories about them.
- Describe the qualities and distinctive traits of famous Israelis of different ethnic groups, faiths, and historical periods, after reading or listening to stories about them.
- Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.
- Recognize and address the basic human need for food, shelter and clothing, and describe how different people meet their needs, depending on different economic status and cultural/national identity.
- Describe the growth, distribution and consumption of apples and relate this to the significance of the Rosh Hashanah tradition of apples and honey.
- Describe the historical and contemporary methods of production for wool, textile and clothing.
- Describe the historical and contemporary methods of creating shelters and the variety of shelters in the world.
- Describe factors that impact how shelters are designed and built (i.e., weather, available materials and resources, cultural beliefs).
- Describe the social justice connection with the need for clothing.

Grade One

SCIENCE

Students will be able to....

- Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
- Recognize that fossils provide us with information about living things that inhabited the earth years ago.
- Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.
- Recognize changes in appearance that animals and plants go through as the seasons change.
- Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).
- Describe the weather changes from day to day and over the seasons.
- Recognize that the sun supplies heat and light to the earth and is necessary for life.
- Identify and describe characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, styrofoam).
- Identify and explain some possible uses for natural materials and human-made materials.
- Identify and describe the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.
- Describe how human beings use parts of the body as tools (e.g., teeth for cutting, hands for grasping and catching), and compare their use with the ways in which animals use those parts of their bodies.
- Sort objects by observable properties such as size, shape, color, weight, and texture.
- Recognize that under some conditions, objects can be balanced.

Grade One

HEBREW

Students will be able to....

- Follow simple teacher directions in Hebrew (sit down, stand).
- Respond to teacher prompts with short answers, using isolated words, short phrases, and nominal sentences.
- Talk about the weather and describe the clothing that worn in different seasons.
- Recognize the Hebrew alphabet.
- Blend all letters and vowels and read them phonetically.
- Read sight words.
- Read and comprehend whole words and short sentences with familiar vocabulary.
- Form all the Hebrew letters in print.
- Name objects in the classroom.
- Use greetings.
- Name the people in their immediate environment – family, school.
- Be familiar with stories and songs to use words and terms to name Jewish symbols, places, customs, foods, etc. that are distinct to Shabbat, Jewish holidays, synagogue life and Israeli neighborhoods.
- Know the appropriate blessings for food.

Grade One

SOCIAL JUSTICE

Students will be able to....

- Understand *mitzvot* as commandments that direct our behavior: love your neighbor as yourself; *Shalom Bayit*; *Rodef Shalom*, visiting the sick, honoring the elderly, honoring your parents; *Gemilut Chasidim*.
- Understand *Kavod* in the context of the larger community.
- Understand *Kehillah* in the context of the larger community.
- Identify areas of brokenness in basic human needs with a focus on shelter and clothing.
- Understand *Gemilut Chasidim* (acts of loving kindness) is one of the ways we practice *Tzedakah*, which is actualized with a connection to an organization that serves children's shelter and clothing needs.

Grade One

PHYSICAL EDUCATION

Students will be able to....

- Understand safety, respect and following directions; practice social skills that enhance group work such as taking turns and using words to express feelings.
- Explore how their words can create a positive learning environment.
- Participate in a variety of movement and rhythmic activities.
- Participate in a variety of lead-up games to practice the skills of the sports that are part of the Rashi PE curriculum in later grades.
- Participate in a variety of chasing and fleeing (tag) games.
- Participate in a variety of activities to improve strength, flexibility and imagination/creative thinking.
- Participate in a variety of fitness activities to improve strength and flexibility; begin exploring the connection between mind, body, and performance.

Grade One

ART

Students will be able to....

- Demonstrate understanding of how to clean and take care of materials and tools.
- Demonstrate understanding of how to use elements of design to create visual effects.
- Demonstrate interest and engagement in the artistic process through reflective response to verbal prompts about their work.
- Demonstrate understanding of various artistic styles and influences through questions and prompts.
- Demonstrate understanding of Jewish cultural and religious tradition by creating works of Judaica.
- Demonstrate independence and creative problem solving skills.

MUSIC

Students will be able to....

- Demonstrate understanding and mastery of beat and rhythm through written and aural exercises, songs, movement, and performance on pitched and unpitched instruments
- Distinguish between loud/soft, fast/slow, getting slower/faster, different tone qualities (vocal sounds, body percussion, instrument tone qualities).
- Identify musical form (verse-refrain, AB, same-different); explain the meaning of song lyrics and/or identify the style/genre of the music.
- Distinguish between more difficult examples of high/low and upward/downward movement; demonstrate an intermediate level of pitch accuracy through singing and playing a variety of songs with a two-note tonal center.
- Explain the connection of a piece of music to culture/society (holidays) or history.

Grade Two

LANGUAGE ARTS

Students will be able to....

- Read “just right” books silently with comprehension for sustained periods of 20 minutes.
- Read aloud with fluency and comprehension at the "N" level of guided reading.
- Decode multisyllabic words including suffixes and prefixes.
- Identify differences among the common forms of literature: fiction, nonfiction, drama, sacred literature, and poetry.
- Summarize the main events of individual chapters and a whole book.
- Make predictions in stories about what will happen next; use evidence from the text to explain whether they were confirmed.
- Describe the main elements of setting, plot, and characters.
- Make predictions, in non-fiction, about content of the text using prior knowledge and text features (headings, table of contents, key words); restate main ideas or facts; answer specific questions by pulling information from text.
- Write for different purposes and audiences (stories, response to literature, letters, poems, research report).
- Use “bold” beginnings, “mighty” middles and “exciting” endings in writing.
- Use a variety of sentence types to achieve rhythm and flow in their writing.
- Recognize that there are correct spellings and precise meanings for words; use these for 200 grade appropriate words (common contractions, homophones).
- Use correct standard English mechanics including: printing upper- and lowercase letters legibly; leaving space between words; capitalizing the beginning of a sentence and proper nouns; correct end marks.
- Generate research questions; gather information on a specific topic from several pre-selected sources; integrate research into a cohesive written report.
- Form all lowercase cursive letters correctly.
- Employ careful word choice and a personal writing voice to express their thoughts and feelings.
- Listen carefully and respectfully before adding relevant ideas and opinions.
- Give oral presentations using clear enunciation and adequate volume, and maintaining focus on the topic.

Grade Two

MATHEMATICS

Students will be able to....

- Count by twos, fives, and tens and incorporate tools such as tally marks and base 10 blocks.
- Use regrouping of base ten blocks to solve two- and three-digit addition and subtraction problems; apply conceptual knowledge to the standard written algorithm for addition/subtraction; apply place value knowledge to computational work.
- Construct fact families (addition/subtraction).
- Add three one-digit numbers mentally; solve addition and subtraction number stories; add and subtract by multiples of 10.
- Compare fractions up to eighths; compare fractions with like denominators without a picture.
- Identify place value in two- and three-digit numbers; read numbers into the thousands.
- Recognize fractions as names for equal parts of a region or set.
- Find and identify patterns in addition and subtraction, facts, doubling numbers, and complete patterns in a function machine, and solve frames and arrows problems with two rules.
- Identify two- and three-dimensional shapes, find common attributes, identify symmetrical figures and types of sides (parallel and non-parallel).
- Draw and identify parallel and non-parallel lines.
- Estimate costs and sums and make change for a dollar.
- Use appropriate units for measuring objects and perimeters accurately to the nearest half inch and centimeter using a ruler, tape measure, meter stick or yard stick, and recognize if measures are sensible.
- Identify specific coin values and coin combinations.
- Tell time to the minute, five minute, and quarter hour intervals.
- Read, interpret, and create bar (with axes provided), line, and pictographs as well as use these graphs to summarize and analyze data by answering questions about extreme values and the most represented value.

Grade Two

JEWISH STUDIES

Students will be able to....

- Raise questions about the stories of the Torah.
- Define and discuss the concept of *Bal Tashchit* – not destroying the earth.
- Describe various ways we show kindness to animals.
- Explain that *midrash* helps learners recognize lessons taught in Torah.
- Identify central themes of the Torah narratives as they relate to our ethical behavior.
- Identify behaviors associated with the recitation of biblical story.
- Identify people in our community who have had the courage to make ethical choices grounded in Torah.
- Connect biblical narrative to the holidays.
- Identify specific *mitzvot* associated with each holiday.
- Articulate the ethical behaviors associated with holiday *mitzvot*.
- Recite the *Eilu D'Varim* prayer in Hebrew.
- Demonstrate mastery of *Birkot Ha'Shachar* (morning blessings).

Grade Two

SOCIAL STUDIES

Students will be able to....

- Describe how maps, atlases, and globes are used to communicate information in different ways.
- Identify map features (compass rose, symbol key, scale) and use them to read maps and globes.
- Know that an atlas is a resource for geographic information and use the index correctly to find specific locations.
- Locate major rivers in the world, including the Mississippi, Amazon, Yangtze, and Nile, and describe similarities and differences among the cultures living along these rivers.
- Explain why Native Americans settled along the Charles River and how they met their basic needs for food, clothing, and shelter through the use of natural resources found in that environment.
- Explain why Colonists settled along the Charles River and contrast their riverside life to Native American culture.
- Describe how Colonial settlers and Native Americans along the Charles River related to – and made an impact on – one another.
- Compare and contrast Native American and early Colonial life in Massachusetts (to 1820) with our lives today.
- Identify and describe modern uses of the Charles River.
- Describe the impact of settlement on river environments in both ancient and modern times.
- Recognize water resource challenges around the world and identify people and organizations taking steps to make fresh, clean water available to all living things.
- Describe the Holocaust as a time when Jews and others lost their human rights.

Grade Two

SCIENCE

Students will be able to....

- Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
- Recognize changes in appearance that animals and plants go through as the seasons change.
- Identify the ways in which an organism's habitat provides for its basic needs.
- Recognize that water, rocks, soil, and living organisms are found on the earth's surface.
- Recognize that the sun supplies heat and light to earth and is necessary for life.
- Identify some events around us that have repeating patterns, including the seasons of the year, day and night.
- Identify and describe characteristics of natural materials.
- Identify and explain some possible uses for natural materials.
- Identify tools and simple machines used for a specific purpose.
- Sort objects by observable properties such as size, shape, color, weight, and texture.
- Demonstrate that the way to change the motion of an object is to apply force.
- Identify objects and materials as solid, liquid, gas and recognize properties of each.
- Describe how energy derived from the sun is used by plants to form sugars and is transferred in the food chain.

Grade Two

HEBREW

Students will be able to....

- Describe the simple actions using common verbs in the present tense and appropriate pronouns.
- Ask simple questions.
- List places in the school and at home.
- Utilize phonetic rules to sound out words as he/she reads.
- Read short stories (3-6 lines in picture books).
- Write the Hebrew alphabet in cursive/manuscript.
- Write short sentences to describe a picture or answer questions.
- Express likes/needs using the infinitive form of the word.
- Use common prepositions (such as on, under, in).
- Be familiar with stories and songs; use words that are distinct to *Shabbat*, Jewish holidays and Israel.
- Describe in simple sentences family events and traditions.
- Describe in simple sentences how holidays are celebrated in Israel.

Grade Two

SOCIAL JUSTICE

Students will be able to....

- Understand *mitzvot* as commandments that direct our behavior: everyone is created in God's image, *B'tzelem Elohim*; guardians of the Earth, *shomrei adamah*; and guardians of our speech, *shomrei lashon*.
- Understand that the morning blessings are a way of engaging with the world (*Ruach*).
- Understand *Ruach* by identifying a spark of God in each other. This *Ruach* is exemplified by *Tzedakah* heroes and their varied approaches to mending the world.
- Identify areas of brokenness in the environment.
- Understand the mitzvah of *Shomrei Adamah* (protecting or guarding the Earth) as actualized by responding to a community's issues related to water.

Grade Two

PHYSICAL EDUCATION

Students will be able to....

- Understand safety, respect and following directions; practice social skills that enhance group work such as taking turns and using words to express feelings.
- Enter into discussions of sportsmanship and self-esteem as some team sports are introduced.
- Participate in a variety of chasing and fleeing (tag) games.
- Participate in a variety of units including cooperative games, team sports, individual sports/activities like running/fitness-walking, gymnastics and dance; respect the preferences and differences of their classmates.
- Know the fundamental skills and rules of the team sports (such as soccer, team handball, basketball, etc.) and have the opportunity to demonstrate those skills in game as well as low-pressure settings.
- Work on gymnastics and dance skills at individual level: demonstrate balances, weight transfers, leaps and jumps, and rotations around an axis; demonstrate routines they have created.
- Participate in a variety of activities to improve strength and flexibility; begin exploring the connection between mind, body, and performance

Grade Two

ART

Students will be able to....

- Demonstrate understanding of how to clean and take care of materials and tools.
- Demonstrate understanding of how to use lines to create visual effects.
- Demonstrate interest and engagement in the artistic process through reflective response to verbal prompts about their work.
- Demonstrate understanding of various artistic styles and influences through questions and prompts.
- Demonstrate understanding of Jewish cultural and religious tradition by creating works of Judaica.
- Demonstrate understanding of their research and observations of the Charles River by creating a visual representation using various materials.
- Demonstrate independence and creative problem solving skills.

MUSIC

Students will be able to....

- Distinguish pitches, melodic contour, movement; sing and play patterns and ostinatos (harmony); distinguish modes; pentatonic melodies; demonstrate an advanced level of pitch and vocal technique in a choral setting; play songs on recorder and barred instruments.
- Identify and demonstrate meter; perform rhythmic patterns; demonstrate understanding of note names and values through written and aural exercises.
- Describe how dynamics and tempo affect music; understand and perform with different dynamics and tempi; identify and describe classroom and orchestra instruments and families.
- Identify musical form (introduction/coda, repetition-contrast: AB, ABA, *da capo al fine*, solo/chorus, call and response); explain the meaning of song lyrics and/or identify the style/genre of the music.
- Explain the connection of a piece of music to culture/society (holidays) or history (ie. music in the New England colonies).