

Grade 2 - all TransitPeople trips Related State Content Standards

English-Language Arts

READING

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

2.7 Interpret information from diagrams, charts and graphs.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

1.7 Recount experiences in a logical sequence.

1.9 Report on a topic with supportive facts and details.

2.0 Speaking Applications (Genres and Their Characteristics)

2.1 Recount experiences or personal stories:

a. Move through a logical sequence of events.

2.2 Report on a topic with facts and details, drawing from several sources of information.

Science

EARTH SCIENCES

3. Earth is made up of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

e. Students know rock, water, plants and soil provide many resources, including food, fuel, and building materials, that humans use.

INVESTIGATION AND EXPERIMENTATION

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Make predictions based on observed patterns and not random guessing.
- c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).

Visual Arts

(Δ = Standards that can be taught in trips including stops at metro rail stations, which include public art)

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
- 1.2 Perceive and discuss differences in mood created by warm and cool colors.

Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- Δ 3.1 Explain how artists use their work to share experiences or communicate ideas.

4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- Δ 4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.
- Δ 4.2 Compare different responses to the same work of art.

Make Informed Judgments

Δ4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Δ5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).