

Curriculum Grid for 2nd-3rd Grades

	2nd-3rd Grades									
	Character Education		Language Arts			Math	Science	Social Studies		
	Making Good Decisions	Respect	Exploring Points of View in a Story	Supporting a Point of View	Writing a Personal Letter	Tracking Time	Needs of Living Things	Solids and Liquids	Traditions and Celebrations	Urban, Suburban, and Rural Communities
English Language Arts (Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects)										
Reading for Literature										
Recount stories by determining the central message, moral, or lesson of a text with supporting details. (RL.2-3.2)				•						
Refer to parts of stories when speaking about a text using appropriate vocabulary. (RL.3.5)				•						
Distinguish one's own point of view from that of the narrator or those of the characters. (RL.3.6)				•						
Describe characters in a story and how their actions contribute to the sequence of events. (RL.3.3)			•							
Reading for Informational Text										
Determine the main idea of a text, recount the key details, and explain how they support the main idea. (RI.3.2)			•							
Reading: Foundation Skills										
Read on-level text with purpose and understanding. (RF.2-3.4a)			•	•						
Writing										
Compose an opinion on topics or texts, supporting a point of view with reasons and/or information. (W.2-3.1)			•							
Compose narratives to develop real or imagined experiences or events using descriptive details. (W.3.3)			•							
Recall information from experience or gather information from print and digital sources. (W.3.8)			•							
Speaking and Listening										
Engage effectively in a range of collaborative discussions. (SL.3.1)	•	•	•	•	•	•	•	•	•	•
Follow agreed-upon rules for discussions. (SL.3.1b)	•	•	•	•	•	•	•	•	•	•
Ask questions to check understanding of information presented. (SL.3.1c)	•	•	•	•	•	•	•	•	•	•

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Explain one's own ideas and understanding. (SL.3.1d)	•	•	•	•	•	•	•	•	•	•
Ask and answer questions about information from a speaker. (SL.3.3)	•	•	•	•	•	•	•	•	•	•
Add drawings or other visual displays to stories or recounts or experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)	•	•	•	•	•	•	•	•	•	•
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4)	•	•	•	•	•	•	•	•	•	•
Language										
Acquire and accurately use grade-appropriate, domain-specific words and phrases. (L.3.6)				•						
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3.5)					•					
Use knowledge of language and its conventions when writing, speaking, reading, and listening. (L.2-3.3)					•					
Mathematics (Common Core Standards for Mathematics)										
Measurement and Data										
Tell and record time. (MD.2.7/MD.3.1)						•				
Solve problems involving measurement and estimation of intervals of time. (3.MD.1)						•				
Science (A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas)										
Physical Sciences										
Understand that matter exists as different substances that can be either solid or liquid depending on temperature. (2.PS1.A)								•		
Describe the observable properties of solids and liquids. (2.PS1.A)								•		
Identify the purpose or use of different substances and make connections to their properties. (2.PS1.A)								•		
Life Sciences										
Understand that all organisms have basic needs and define some of those needs. (2.LS1.C)							•			

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Describe the different parts of an organism and understand that those parts have a purpose to help the organism survive and flourish. (2.LS1.A)							•			
Develop an understanding of organisms and their environments. (2.LS2.A-D)							•			
Social Studies (Compiled from State Standards in Texas, Florida, Georgia, and New York)										
History										
Identify and describe local historical traditions and celebrations and compare them with current traditions and celebrations that take place in the community or other communities.									•	
Geography										
Identify features of and differences between urban, suburban, and rural communities, including population size, transportation systems, industry, and wildlife.										•
Develop an understanding of one's own community and its population, transportation systems, industry, and wildlife.										•
Culture										
Develop an understanding of how the population of an area and its culture change over time and identify some factors that affect these changes.									•	
Develop an understanding about how the different people that live in a population contribute to shaping the community's beliefs, traditions, and celebrations.									•	
Character Education*										
Conflict Resolution and Mediation										
Understand the concept of responsibility for one's actions.	•									
Understand the concept of respect.		•								
Develop strategies for conflict resolution and mediation.		•								
Develop strategies to weigh options and possible outcomes in a given situation.	•									

*As Character Education is not yet part of a standardized curriculum, these curriculum strands have been developed by LEGO® Education using several leading educational resources, texts, programs and theories. These include: The 7 Habits of Highly Effective People by Stephen Covey, recommendations from the Collaborative for Academic, Social, and Emotional Learning, and the Tribes Learning Community approach.

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Reflection										
Evaluate one's own actions in a given situation.	•	•								
Evaluate the actions of another person or group in a given situation.	•	•								
Personal Expression										
Develop vocabulary to express one's thoughts and feelings effectively.	•	•								
Creative and Critical Thinking										
Evaluate possible outcomes in a given situation.	•	•								
Goal Setting										
Identify role models for positive behavior.		•								