

**California State Standards for Second Grade
Indian Land Tenure Curriculum
Standard One, Lesson Six**

California Content Standards for English-Language Arts

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.3 Paraphrase information that has been shared orally by others.
- 1.4 Give and follow three- and four-step oral directions.

Organization and Delivery of Oral Communication

- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 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)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1 Recount experiences or present 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.

Content Standards for History-Social Studies

People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply

goods and services aids in understanding the complex interdependence in our free-market system.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today ,including the roles of farmers, processors, distributors, weather, and land and water resources.

3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

Content Standards for Science

Life Sciences

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

a. *Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.

f. *Students know* flowers and fruits are associated with reproduction in plants.

Earth Sciences

3. Earth is made 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:

c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).