

# HISTORIC CAHILL SCHOOL / HISTORIC 1879 MINNEHAHA GRANGE HALL STANDARDS INDEX

## *Standards represented in all lessons:*

### Social Studies

#### History

- Grade 1:**      **1.4.1.2.1** Ask basic historical questions about a past event in one's family, school or local community.
- 1.4.1.2.2** Describe how people lived at a particular time in the past based on information found in historical records and artifacts.
- 1.4.2.4.1** Compare and contrast family life from earlier times and today.
- Grade 2:**      **2.4.1.2.1** Use historical records and artifacts to describe how people's lives have changed over time.

### English Language Arts

- Grade 1:**      **1.8.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- a.** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c.** Ask questions to clear up any confusion about the topics and texts under discussion.
- d.** Listen to others' ideas and identify others' points of view. **e.** Follow two-step oral directions.
- 1.8.2.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
- 1.8.3.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.8.4.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.8.6.6** Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.
- Grade 2:**      **2.8.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b.** Build on others' talk in conversations by linking their comments to the remarks of others.
- c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- d.** Cooperate for productive group discussion. **e.** Follow two- and three-step oral directions.

**2.8.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**2.8.3.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.

**2.8.4.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.

**2.8.6.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## *At School, Then and Now – Additional Standards Represented*

### Social Studies

#### Gov't/Citizenship

- Grade 1:** 1.1.1.1.1 Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.
- 1.1.2.2.1 Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette and other demonstrations of patriotism.
- 1.1.4.7.1 Identify characteristics of effective rules; participate in a process to establish rules.
- Grade 2:** 2.1.4.7.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules

#### History

- Grade 1:** 1.4.2.4.2 Compare and contrast buildings and other technologies from earlier times and today.

### English Language Arts

- Grade 2:** 2.2.3.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.2.6.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### Science

#### Engineering

- Grade 1:** 1.1.3.2.1 Recognize that tools are used by people, including scientists and engineers, to gather information and solve problems. For example: Magnifier, snowplow, calculator.
- Grade 2:** 2.1.2.2.2 Describe why some materials are better than others for making a particular object and how materials that are better in some ways may be worse in other ways.
- 2.1.2.2.3 Explain how engineered or designed items from everyday life benefit people.
- 2.2.1.1.1 Describe objects in terms of color, size, shape, weight, texture, flexibility, strength and the types of materials in the object.

## ***It's Chore Time! – Additional Standards Represented***

### **Social Studies**

#### Economics

**Grade 1:** 1.2.3.3.1 Define scarcity as not having enough of something to satisfy everyone's wants; give examples.

#### History

**Grade 1:** 1.4.2.4.2 Compare and contrast buildings and other technologies from earlier times and today.

**Grade 2:** 2.2.1.1.1 Given a goal and several alternative choices to reach that goal, select the best choice and explain why.

### **Mathematics**

**Grade 1:** 1.1.1.6 Use words to describe the relative size of numbers.

1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.

1.3.1.2 Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders.

**Grade 2:** 2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.

2.3.1.1 Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).

2.3.1.2 Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.

2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.

2.3.2.2 Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.

### **Science**

#### Engineering

**Grade 2:** 2.1.2.2.3 Explain how engineered or designed items from everyday life benefit people.

## ***Junior Grange Drill – Additional Standards Represented***

### **Social Studies:**

#### History

- Grade 2:** 2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.

### **Arts:**

#### Dance

- Grade 1:**
- 1.1.2.2.1 Demonstrate movement inspired by a variety of stimuli.
  - 1.1.2.2.2 Connect a series of locomotor and non-locomotor movements.
  - 1.1.2.3.1 Improvise movement that has a beginning, middle and end.
  - 1.1.2.4.1 Apply suggestions to change movement in a guided improvisation.
  - 1.1.4.7.2 Describe dance movements principles from a specific genre or culture.
  - 1.1.5.10.2 Generate ideas for dance movement based on another content area.
- Grade 2:**
- 1.2.2.2.1 Demonstrate locomotor and non-locomotor movements inspired by a given stimuli.
  - 1.2.2.2.2 Combine a variety of movements while changing the elements of dance.
  - 1.2.2.3.1 Improvise movement within a simple dance structure and identify the structure.
  - 1.2.2.4.1 Apply suggestions and make choices to change movement in guided improvisation and in original dance phrases.
  - 1.2.4.7.2 Describe movements in dances from various genres and cultures.
  - 1.2.4.8.1 Discuss an observed dance using a feedback protocol.
  - 1.2.5.10.1 Relate a dance to the people or environment from which it originates, including dances of Minnesota American Indian tribes and communities.
  - 1.2.5.10.2 Create a dance based on a concept of another content area

#### Music

- Grade 1:** 3.1.4.7.1 Identify steady beat while listening to and interacting with a variety of music.

#### Drama

- Grade 1:**
- 4.1.2.3.2 Participate and work with peers in a guided drama experience.
  - 4.1.5.10.1 Analyze skills and knowledge from other areas of study to a guided drama experience.

- Grade 2:**      **4.2.3.5.1** Contribute to group guided drama experiences and informally explain your contributions with peers.
- 4.2.5.10.1** Apply appropriate skills and knowledge from other areas of study and arts areas to a guided drama experience.

**Physical Education and Health:**

- Grade 1:**      **1.1.1.4** Combine locomotor and non-locomotor skills in educational dance while maintaining balance.
- 1.3.1.1** Identify basic benefits of being physically active outside of physical education class, both indoors and outdoors.
- 1.3.2.1** Actively participates in physical activities with minimal teacher prompting
- 1.4.1.1** Follow class rules and protocols related to self, space and equipment with minimal teacher prompting.
- 1.4.5.1** Move safely in general space with minimal reminders.
- 1.5.2.1** Recognize that learning something new can be challenging, but practice and effort can lead to success.
- 1.5.3.1** Identify physical activities that can be played alone and with others that are personally enjoyable.
- Grade 2:**      **2.1.1.4** Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.
- 2.1.2.5** Combine balances, non-locomotor skills and locomotor skills to perform a three-part educational dance and an educational gymnastics sequence.
- 2.3.1.1** Identify physical activity recommendations and recognize indoor and outdoor physical activities that could be used to meet these recommendations outside of physical education class.
- 2.3.2.1** Actively participates in physical activities without teacher prompting.
- 2.4.1.1** Follow class rules and protocols related to self, space and equipment.
- 2.4.3.1** Work respectfully in small or large group activities while sharing equipment and space.
- 2.4.5.1** Move safely using equipment in personal space with minimal reminders.
- 2.5.3.1** Describe positive feelings associated with participation in physical activities that are done alone and with others.

## ***What's Going on Here? – Additional Standards Represented***

### **Social Studies**

#### Economics

**Grade 2:**     **2.2.3.3.1** Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.

#### Geography

**Grade 2:**     **2.3.4.9.1** Identify causes and consequences of human impact on the environment and ways that the environment influences people.

### **English Language Arts**

**Grade 1:**     **1.1.1.1** Ask and answer questions about key details in a text.

**1.1.3.3** Describe characters, settings, and major events in a story, using key details.

**1.1.7.7** Use illustrations and details in a story to describe its characters, setting, or events.

**Grade 2:**     **2.1.1.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**2.1.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**2.1.3.3** Describe how characters in a story respond to major events and challenges.

**2.1.7.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.