

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS, K-12

The 2023 Indiana Academic Standards Kindergarten through 12th-grade English/Language Arts are the full-column headings are in the left column. They are listed by skill and not in chronological order. Therefore, the right column refers to the timing (coded *I* [Introduced], *D* [Developed], *M* [Mastered], and *R* [Reviewed]) of using the materials, texts, and Scope & Sequences from Abeka and the Hammond Baptist Curriculum. The teachers do follow the given Scope & Sequences from Abeka and Hammond Baptist!

SECOND GRADE: LANGUAGE ARTS/ENGLISH

READING		
<i>Guiding Principle:</i> Students read a wide range of fiction, nonfiction classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. The read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.		
READING FOUNDATIONS		
There are four key areas found in the Reading: Foundations for grades k-5 Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section students should be able to meet the Learning Outcome for Reading: Foundations.		
LEARNING OUTCOME		
2.RF.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	D— All Year using— S Phonics & Language 2 (pp. 1-170—whole book)
PRINT CONCEPTS		
2.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	R—August We review left-to-right also in math.
2.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made of sequences of letters.	R—August S—Phonics & Language p. 2
2.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation)	D—August S—Phonics & Language p. 13
2.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.	D—August S—Phonics & Language p. 13
PHONOLOGICAL AWARENESS		
2.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.1 Identify and produce rhyming words.	D—August+ (all year) S—Phonics & Language p. 30

2.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.	D—August+ S— <i>Phonics & Language</i> p. 3 The Abeka curriculum has us teach 132 “special sounds”—blends.
2.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.3 Add, delete, or substitute sounds to change single-syllable words.	D—August+ S <i>Phonics & Language</i> p. 11 We do this in a dictation section on their own papers
2.RF.3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words	D—August S— <i>Phonics & Language</i> p. 23
2.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.5 Segment the individual sounds in one-syllable words.	R—August S— <i>Phonics & Language</i> p. 12
PHONICS		
2.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and <i>r</i> -controlled vowels to decode phonetically regular words (e.g., cat, go black, boat, her), independent of context	R—August + S— <i>Phonics & Language</i> pp. 15, 19, 49+ We review as “special sounds” with pictured flash cards.
2.RF.4.2	Use knowledge of the six major syllable patterns (CVC,CVr, V, VV, Vce, Cle) to decode two-syllable words, independent of context.	D—October+ S— <i>Phonics & Language</i> pp. 71, 269
2.RF.4.3	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	R—August: Short vowels <i>Phonics & Language</i> p. 1 R—August: Long vowel sounds <i>Phonics & Language</i> p. 15
2.RF.4.4	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through tough; Jan., Fri.). <i>Further guidance for support will be provided in the Literacy Framework.</i>	D—January S— <i>Phonics & Language</i> pp. 85, 201
2.RF.4.5	Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock). <i>Further guidance for support will be provided in the Literacy Framework.</i>	D—October+: “Special Sounds” S— <i>Phonics & Language</i> pp. 55, 65
2.RF.4.6	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words. <i>Further guidance for support will be provided in the Literacy Framework.</i>	D—October+ S— <i>Phonics & Language</i> Root words p. 59 Contractions p. 211
FLUENCY		
2.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	D—All year in reading circles (See bibliography.)

READING: <i>LITERATURE</i>	
There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the learning Outcome for Reading: Literature.	
LEARNING OUTCOME	
2.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	D—August + We read a variety of books in reading groups. We read 10 books over the year in the reading groups. (See bibliography.)
KEY IDEAS AND TEXTUAL SUPPORT	
2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	D—August+ At the end of short stories in reading groups, the book has questions which we go over together. S— <i>Fun with Friends</i> (pp., 61, 68, 74)
2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folk tales from diverse cultures, and determine their central message, lesson, or moral. <i>Further guidance for support will be provided in the Literacy Framework.</i>	D—August + Short stories all have a character theme, i.e., courage, forgiveness, prayer. We have books that have information about countries and missionary stories, i.e., George Müller, Amy Carmichael.
2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.	D—August+ We learn history, biblical-lesson stories, i.e., the Wright Brothers didn't give up; Clara Barton's bravery. S— <i>Growing Up Around the World</i> pp. 50, 106) S— <i>Growing Up In Early America</i> pp. 102, 125
2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	D—August + S <i>Fun With Friends</i> p. 112 When we don't have time to finish a story, I have the students predict what might happen next.
STRUCTURAL ELEMENTS AND ORGANIZATION	
2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	R—October I review this concept when we start our first reading group book S <i>Fun With Friends</i> p. 2
2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	R—October The first story in our reading group has dialogue, so I remind the students what that [" & "] means. S <i>Fun With Friends</i> p. 2
CONNECTION OF IDEAS	
2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	D—August+ When we read stories of historical places, I show pictures from my travels, including Boston, Germany, and New York City. S <i>Growing Up Around the World</i> pp. 82, 94

2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	I—March: T <i>Charlotte's Web</i> by E.B White I read <i>Charlotte's Web</i> aloud to the class. When finished, the students dress as their favorite character, and we watch the film. We compare the book to the film and notice the differences.
READING: NONFICTION	
There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.	
LEARNING OUTCOME	
2.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	D—August+: 2/3 of the stories we read are nonfiction: history, science, culture, Bible stories S— <i>Growing Up in Early America & Growing Up Where Jesus Lived</i>
KEY IDEAS AND TEXTUAL SUPPORT	
2.RN.2.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	D—August+ We do this with all stories and poems we read. S— <i>Across the Meadows</i> p. 13
2.RN.2.2 Identify the main idea of a multi-paragraph text and the topic of each paragraph.	D—August+ I randomly call on students to ask what is happening/has happened so far in the story. S— <i>Quests for Adventure</i> p. 4
2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	I—February We “connect the dots” between both the Bible and history stories (<i>Becoming a Nation</i>) S— <i>Growing Up in Early America</i> pp. 38, 68, 86
STRUCTURAL ELEMENTS AND ORGANIZATION	
2.RN.3.1 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	R—August+ All 10 of our reading group books have a table of contents which we refer to. S— <i>Fun With Friends; Through the Skies</i>
2.RN.3.2 Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	D—August+ We discuss Bible stories and how having Christ in our lives effects us S— <i>Through the Skies</i> p. 53
2.RN.3.3 Identify what the author wants the reader to answer, explain, or describe in the text.	D—August+ Upon finishing a Bible story we have read, I will ask, “What is God teaching us in this Bible story?” S— <i>Across the Meadows</i> p. 46
CONNECTION OF IDEAS	

2.RN.4.1	Describe how an author uses facts to support specific points in a text.	D—March We look in the Bible to check Bible facts. We read stories about countries, & I will look up facts to be ready to answer the students' questions. S—Bible, <i>Growing Up Around the World</i> p. 42
2.RN.4.2	Compare and contrast the most important points presented by two texts on the same topic.	I—October+ We compare books in a series when I read aloud in class T— <i>The Secret of the Hidden Scrolls</i>
2.RN.4.3	Standard begins at sixth grade. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another author.	D—October+ We compare a fictional story to another story in the Bible S— <i>Fun With Friends</i> p. 51
READING: VOCABULARY		
There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.		
LEARNING OUTCOME		
2.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	I—March I enjoy reading <i>Charlotte's Web</i> to my class because it is said to be 3 rd - to 5 th -grade reading level. I stop along the way to explain bigger words and meanings. T/S— <i>Charlotte's Web</i> by E. B. White
Vocabulary Building		
2.RV.2.1	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	D—August+ We do this in many short stories we read. S— <i>Across the Meadow</i> p. 32
2.RV.2.2	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	D—August+ We discuss these types of words in stories: <i>plain</i> or <i>plane</i> , etc. S— <i>Through the Skies</i> p. 66
2.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.	D—August+ S— <i>Fun With Friends</i> p. 41
2.RV.2.4	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word. <i>Further guidance for support will be provided in the Literacy Framework.</i>	D—August+ S— <i>Across the Meadow</i> p. 71
2.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	D—August+ We often look up words in the dictionary to fully understand its meaning in the story. S— <i>Quests for Adventure</i> p. 41
Vocabulary in Literature and Nonfiction Texts		

2RV.3.1	Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.	R—August+ Our books have many short poems. We discuss the rhyming patterns. S— <i>Quests for Adventure</i> p. 28
2RV.3.2	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	I—August+ We discuss word meanings from the historical and biblical times S— <i>Growing Up in Early America</i> p. 86
2RV.3.3	Standard begins at third grade: 3.RV.3.3: Recognize the meanings of idioms in context.	I—October+ I explain sarcastic idioms that are in the books I read to the class. S— <i>Secret of the Hidden Scrolls</i> p. 34

WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

WRITING

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

LEARNING OUTCOME

2.W.1	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	D—August+ Students practice writing spelling words and Bible memory verses each week. S— <i>Writing With Phonics 2</i>
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Handwriting

2.W.2.1	Write legibly by forming letters correctly and spacing words and sentences properly.	D—August+ Students are expected to write legibly in manuscript (print) at the beginning of the year, progressing to fluent cursive by the end of the year. S— <i>Writing With Phonics 2</i>
2.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.	R—August We review this the first few weeks of school, although it's not in the curriculum to do so.

Writing Genres

2.W.3.1	Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	Not paragraphs: The Abeka curriculum focuses on writing sentences in 2 nd grade. However: I—March: I teach my class how to write a paragraph using the “hamburger method”: 1. Bun: Topic sentence 2. Lettuce, tomato, & meat: Juicy details 3. Bottom bun: Closing sentence
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2.W.3.2 Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide concluding statement.	<i>I—April</i> Abeka doesn't focus on this but I have had my class find out information and do a project about a country, focusing on facts.
2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that— - Include a beginning. - Use temporal words to signal event order (e.g., first of all). - Provide details to describe actions, thoughts, and feelings. - Provide an ending	<i>I—November+</i> We work on how to write a letter (not in curriculum) for birthdays and thank you cards. They also learn how to write poetry in Library Class.
<i>The Writing Process</i>	
2.W.4 Apply the writing process to— - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. - Use available technology to produce and publish legible documents.	<i>I—April</i> When writing a paragraph, they use the “Hamburger Method” on one paper to help guide them. Then we look for spelling, punctuation, and capitalization mistakes before rewriting on a new piece of paper.
<i>The Research Process</i>	
2.W.5 With support, conduct short research on a topic. - Find information on a topic of interest (e.g., cardinals). - Identify various visual and text reference sources. - Organize, summarize and present the information choosing from a variety of formats.	<i>I—December</i> We have done this to learn about countries. They have to research certain facts at home. This is not in the curriculum. I do this as an extra history grade.

Conventions of Standard English	
2.W.6.1 Demonstrate command of English grammar and usage, focusing on: 2.W.6.1a Nouns/Pronouns—Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. 2.W.6.1b Verbs— - Writing sentences that use the past tense of frequently occurring irregular verbs. - Understanding the functions of different types of verbs (e.g., action, linking) in sentences. 2.W.6.1c Adjectives/Adverbs—Writing sentences that use adjectives and adverbs. 2.W.6.1d Prepositions—Standard begins at fourth grade. 4.W.6.1d Prepositions—Writing sentences that include prepositions, explaining their functions in the sentence. 2.W.6.1e Usage—Writing correctly complete simple and compound declarative, interrogative, imperative and exclamatory sentences.	I—November: Nouns/Pronouns—S <i>Phonics & Language 2</i> worksheet p. 121 I—December: Verbs—S <i>Phonics & Language 2</i> worksheet p. 183 I—April: Adjectives—S <i>Phonics & Language 2</i> worksheet p. 251 I—April: Adverbs—S <i>Phonics & Language 2</i> worksheet p. 281 Prepositions are introduced in 3rd grade. Usage/Sentence types—I make special visuals to teach these. I—September: Declarative S <i>Phonics & Language 2</i> worksheet p. 29 I—September: Interrogative S <i>Phonics & Language 2</i> worksheet p. 33 I—October: Exclamatory S <i>Phonics & Language 2</i> worksheet p. 99 I—October: Imperative S <i>Phonics & Language 2</i> worksheet p. 109
2.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: 2.W.6.2a Capitalization—Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. 2.W.6.2b Punctuation— - Correctly using a period, question mark, or exclamation mark at the end of a sentence. - Using an apostrophe to form contractions and singular possessive nouns. - Using commas in greetings and closings of letters, dates, and to separate items in a series. 2.W.6.2c Spelling— - Correctly spelling words with short and long vowel sounds, <i>r</i>-controlled vowels, and consonant-blend patterns. - Generalizing learned spelling patterns (e.g., word families) when writing words. - Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	Capitalization: D—September: Beginnings of sentences S <i>Phonics & Language 2</i> worksheets p. 23 I—November: Days, Months, Holidays S <i>Phonics & Language 2</i> worksheets p. 163 Punctuation: R—September: The Period S <i>Phonics & Language 2</i> worksheets p. 29 I—September: The Question Mark S <i>Phonics & Language 2</i> worksheets p. 33 I—October: The Exclamation Point S <i>Phonics & Language 2</i> worksheets p. 99 I—October: The Apostrophe S <i>Phonics & Language 2</i> worksheets p. 149 Spelling: August+ S—<i>Spelling & Poetry 2</i> book Weekly spelling lists are grouped by special sounds, i.e., words beginning with <i>spr-</i> & <i>squ-</i> are in one list. I also teach spelling rules, i.e., <i>-c/k</i>, <i>-k</i>, or <i>-ck</i>; <i>-ch</i> or <i>-tch</i>

SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

2.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	D—August+ During reading groups, we work on speaking up and with good inflection. During class discussions, we work on speaking up and speaking clearly to be heard and understood by all.
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Discussion and Collaboration

2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	D—August+ I review the Bible and history lessons from the day before. I ask, "What did we learn from this?"
2.SL.2.2 Standard begins at third grade: 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	D—August+ Sometimes I have my students draw a picture of a story we have read.
2.SL.2.3 Listen to others, take turns in respectful ways, and speak one at a time about the topics and text under discussion.	D—August+ We work on this daily during our reading groups.
2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion.	D—August+ We do this during reading groups.
2.SL.2.5 Build on others' talk in conversations by linking comments to the remarks of others.	D—August+ We also work on this during reading groups and history.

Comprehension

2.SL.3.1 Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	D—August+ I give listening grades in both history and science.
2.SL.3.2 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	D—August+ The class asks questions to students when they do "Show & Tell"

Presentation of Knowledge and Ideas

2.SL.4.1 Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	D—August+ We work weekly to memorize poems and weekly Bible verses S— <i>Spelling & Poetry 2</i>
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2.SL.4.2 Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	D—August+ We act out Bible stories and do this in art projects (ex., “Disguise the Turkey” project).
2.SL.4.3 Give and follow multi-step directions.	D—August+ This is worked on every day, in every subject and every classroom activity.
MEDIA LITERACY <i>Guiding Principle:</i> Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.	
MEDIA LITERACY	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
2.ML.1 Recognize the role of the media in informing, persuading, entertaining and transmitting culture.	R—August+ I teach in Bible class that media can be used for good (a great tool) and for bad (a waste of time).
Media Literacy	
2.ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	D—August+ I show video clips to teach history and science.
2.ML.2.2 Standard begins in fifth grade: 5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.	D—August+ We discuss that sometimes television and social media can tell false information and spread gossip and lies.