Standards of Learning for Owney the Dog Curriculum guide for Teachers

Please note, these SOL’s were derived by the teachers who created this curriculum. They all teach in the DC/MD/VA area and the SOL’s they selected reflect their geographic location. If you have identified other regional SOL’s to share with teachers, please contact us through our website to add them to this list: www.npm.si.edu

Unit 1: Maps

Local (DC)
Geography Broad Concept: Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe’s legend, scale, and symbolic representations.

Geography 2.1.1. Understand how maps and globes depict geographical information in different way.

Geography 2.1.4 Explain the human characteristics of places, including houses, schools, communities, neighborhoods, and businesses.

Geography 2.1.3 Identify the location and significance of well-known sites, events, or landmarks in different countries and regions from which Washington, DC, students’ families hail.

Life Science 2.8.11. Recognize and explain that living things are found almost everywhere in the world in habitats such as the oceans, rivers, rain forests, mountain ranges, arctic tundra, farms, cities, and other environments. Recognize that some habitats are extreme, such as the very deepest parts of the oceans or inside hot springs.

Common Core Standards:
IKI-9: Compare and contrast the most important points presented by two texts on the same topic.
Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

ISTE/NETS:
Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
Independently apply digital tools and resources to address a variety of tasks and problems.

Smithsonian
National Postal Museum
In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.

Unit 2: Jobs

Local (DC/MD/VA)
DC 1. Understand different kinds of jobs that people do, including the work they do at home.
2. Tell why people work.

DC 2.7. Broad Concept: Living things depend on one another and their environment for survival. As a basis or understanding this concept, Observe and explain that plants and animals both need to take in water, animals need to take in food, and green plants need light.

DC 2.2. Broad Concept:
Although each of the human enterprises of science and technology has a character and history of its own, each is dependent on and reinforces the other. Students:
1. Give examples of how our lives would be different without such technologies as automobiles, computers, and electric motors.

VA SOL 2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

MD SOL 2. Explain the production process

MD Identify the natural, capital, and human resources used in the production of a good of Service. Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers.
Unit 3: Tags

Local (DC)

2.4. Broad Concept: Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in others’ lives and have achieved the status of heroes in the remote and recent past.

Common Core Standards
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Work with equal groups of objects to gain foundations for multiplication.
3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Understand place value.
2. Count within 1000; skip-count by 5s

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.

4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Represent and interpret data
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

**Unit 4: Our Stories**

**DCPS standards**
2.4. Broad Concept: Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in others’ lives and have achieved the status of heroes in the remote and recent past.

**Common Core Standards**
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

VAU.5 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

PDW-5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

PDW-6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

TTAP-3: Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

RBPK-8: Recall information from experiences or gather information from provided sources to answer a question.

**ISTE/NETS:**
Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1,2)
Our Stories is a derivative of the ReadThinkWrite.org lesson series entitled: *Telling a Story about Me: Young Children Write Autobiographies*


**Lessons for Students with Special Needs in Reading**

VA. SOL 2.8 The student will read and demonstrate comprehension of fiction and nonfiction. (a) Make predictions about content. (b) Read to confirm predictions. (c) Relate previous experiences to the topic. (d) Ask and answer questions about what is read. RL. 2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

**Lessons for Students with Special Needs in Writing**

VA. SOL 2.11 The student will write stories, letters, and simple stories, letters, and simple explanations. The student will generate ideas before writing, organizing writing to include a beginning, middle, and end, revise writing for clarity, and use available technology. VA. SOL 2.12. The student will edit writing for correct grammar, capitalization, punctuation, and spelling. The student will recognize and use complete sentences, use and punctuate declarative, interrogative, and exclamatory sentences, capitalization all proper nouns and pronouns, use apostrophes in contractions, including don’t, isn’t, and can’t, use correct spelling for high-frequency sight words, including compound words and regular plurals.

**Lessons for Students with Special Needs in Math**
**Common Core Standards:** 2. G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 1. G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circle, and quarter-circles), or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**Virginia SOLs--Geometry Focus: Characteristics of Plane Figures**

2.16 The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).