INDIANA DEPARTMENT of EDUCATION

2024 INDIANA CONTENT CONNECTORS

INTEGRATED STEM

GRADE 2

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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for Grade 2 Integrated STEM are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana's Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state's alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana's K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these content connectors designed to prepare Indiana students for success after graduation.

Grade 2 Integrated STEM

Indiana Academic Standards	Content Connectors
Communication and Collaboration	
2.CC.1: Collect and document evidence to share information with others in pictures, diagrams, or text.	**2.CC.1a:** Share a piece of evidence with others visually, orally, or in writing.
2.CC.2: Communicate the solution(s) of a problem/analysis either orally, visually or in writing, which may include process steps, findings, or conclusions.	**2.CC.2a:** Identify process steps, findings, or conclusions used to solve a problem.
2.CC.3: Identify roles and responsibilities to collaborate in various group settings (i.e., online, onsite and/or hybrid) and situations.	**2.CC.3a:** Match a role with its responsibilities for students in various group settings.
Data Analysis and Measurement	
2.DM.1: Estimate to determine appropriate measurement tools and apply measurements (e.g., time, money) defined in grade level content standards to analyze real-world scenarios.	**2.DM.1a:** Select appropriate measurement tools to record measurements (e.g., time, money) defined in grade level content standards for real-world scenarios.
2.DM.2: Construct visual representations defined in grade level content standards (e.g., bar graphs, charts) to determine patterns.	**2.DM.2a:** Determine patterns in visual representations defined in grade level content connectors (e.g., bar charts, pictograph).
2.DM.3: Evaluate reasonableness of observations, results, and solutions throughout processes.	**2.DM.3a:** Follow the steps in a simple process.
Inquiry-Based Approaches and Problem Solving	
2.IPS.1: Form observations, ask questions, plan and conduct investigations to answer questions or solve problems.	**2.IPS.1a:** Form an observation about an investigation, ask and answer a question about that observation. Describe what is seen either visually, orally, or in writing.
2.IPS.2: Decompose a complex problem into smaller steps or sequences to evaluate (e.g., what should be done first, second) appropriate to grade-level content.	**2.IPS.2a:** Identify the steps and their order, from the beginning to the end in a problem.

2.IPS.3: Determine one or more viable solutions using data and information to resolve a given scenario.	**2.IPS.3a:** Select one viable solution using data or information to resolve a given scenario.
Applications and Modeling	
2.AM.1: Apply modeling to represent physical or conceptual objects (e.g., plants, animals, base-ten blocks).	**2.AM.1a:** Apply modeling to represent physical or conceptual objects (e.g., plants, animals, base-ten blocks).
2.AM.2: Apply symbols and relationships (e.g., place value, <, =, >, operations) to represent physical or conceptual objects (e.g., letters or numbers may represent objects).	**2.AM.2a:** Identify symbols and relationships (e.g., place value, <, =, >, operations) that represent physical or simple conceptual objects (e.g., letters or numbers may represent objects).
2.AM.3: Describe that systems have parts that work together to accomplish a goal (e.g., plant life cycle, computer hardware and software).	**2.AM.3a:** Describe a system in everyday life that has parts that work together and how those parts work together to accomplish a goal (e.g., letters or numbers may represent objects).
Information and Digital Literacy	
2.IDL.1: Consider how technology can both serve as a tool and/or create the problem to be solved.	**2.IDL.1a:** Identify one or more ways technology can help people or one way it can cause a problem for people.
2.IDL.2: Review and compile information from multiple sources to solve a problem.	**2.IDL.2a:** Review information from multiple sources to answer a question or solve a problem.