



# GRADE TWO



# ENGLISH LANGUAGE ARTS/READING

## GRADE TWO

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **WORD ANALYSIS: CONTENT STANDARD 1.0**

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

*All indicators include both literary and expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

#### **PHONEMIC AWARENESS**

*It is expected that students will:*

- (2) 1.2 A. demonstrate phonemic awareness of spoken words through initial sounds, medial sounds, and final sounds
  1. matching sounds [NS 1.2.2]
  2. isolating sounds [NS 1.2.2]
  3. blending sounds [NS 1.2.2]
  4. segmenting sounds [NS 1.2.2]

## ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

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5. deleting sounds [NS 1.2.2]
6. substituting sounds [NS 1.2.2]

### PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)

*It is expected that students will:*

- (2) 1.3 A. decode words in text through
  1. letter-sound relationships [NS 1.2.3]
  2. short/long vowels [PS/NS 1.2.3]
  3. vowel sounds of y
  4. r-controlled vowels (e.g., ar, er, ir, or, ur) [PS 1.2.3]
  5. digraphs
    - a. consonant digraphs (e.g., th, sh, ch, wh) [PS/NS 1.2.3]
    - b. vowel digraphs (e.g., ow (low), oo (too), oo (look), au/aw (saw), ea (heat), ei (weigh), ei (receive), ie (field)) [PS/NS 1.2.3]
  6. blends
    - a. final (e.g., nd, nk, ng, nt, sk) [PS/NS 1.2.3]
    - b. initial (e.g., bl, st, fl) [PS/NS 1.2.3]
  7. diphthongs (e.g., ou/ow cloud, oi/oy toy, ew blew) [PS/NS 1.2.3]
  8. word families [PS/NS 1.2.3]
  9. spelling patterns (e.g., V/CV=su/per, VC/CV=sup/per) [PS/NS 1.2.3]
  10. rhyming words with different spelling patterns (e.g., fly/pie)
  11. silent letters (e.g., kn, wr, sc, mb, gh, dge)
- B. decode words through structural analysis using
  1. base words [PS/NS 1.2.3]
  2. suffixes (e.g., ~ly, ~ful, ~er, ~less, ~est) [PS/NS 1.2.3]
  3. prefixes (e.g., un~, re~, dis~) [PS/NS 1.2.3]
  4. contractions
  5. syllables [PS/NS 1.2.3]
  6. compound words [PS/NS 1.2.3]
  7. plurals (regular, irregular)
  8. possessives (singular, plural)
- C. self-correct decoding errors
- D. decode multisyllabic words using syllabication rules and patterns with assistance

### VOCABULARY DEVELOPMENT

*It is expected that students will:*

- (2) 1.4 A. comprehend vocabulary using
  1. homographs (e.g., bow of ship, bow and arrow) [PS/NS 1.2.4]
  2. homophones (e.g., tail/tale, hair/hare) [PS/NS 1.2.4]
  3. abbreviations [PS/NS 1.2.4]
  4. synonyms [PS/NS 1.2.4]
  5. antonyms [PS/NS 1.2.4]
  6. context clues (e.g., definitions, examples) [PS/NS 1.2.4]
  7. structural analysis (e.g., regular plurals, singular/plural possessives, comparatives/superlatives, contractions) [PS/NS 1.2.4]

## ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

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8. compound words
9. content area words
- B. comprehend vocabulary, with assistance, using
  1. syntax [NS 1.2.4]
  2. parts of speech [NS 1.2.4]
- C. identify the meanings of prefixes and suffixes in context
- D. apply alphabetic order to locate words using the first and/or second letter of each word [NS 1.2.4]
- E. identify connotative and denotative meaning in text with assistance [NS 1.2.4]
- F. build vocabulary using
  1. pictures [NS 1.2.4]
  2. symbols [NS 1.2.4]
  3. classification and categorizing
- G. use resources to find and/or confirm meaning of unknown words encountered in text with assistance (e.g., glossary, dictionary, thesaurus) [NS 1.2.4]
- H. develop and expand vocabulary (reading, writing, speaking, listening) through meaningful experiences (e.g., listening to and discussing text read aloud, wide reading, examples and non-examples, word-learning strategies) [PS 1.2.A1]

### FLUENCY AND COMPREHENSION

*It is expected that students will:*

- (2) 1.5
- A. apply knowledge of high frequency words (regular/irregular) in text to build fluency and comprehension [PS/NS 1.2.5]
  - B. read aloud with a focus on
    1. prosody [PS/NS 1.2.5]
    2. accuracy [PS/NS 1.2.5]
    3. automaticity [PS/NS 1.2.5]
    4. reading rate (see fluency chart in Resource Section) [PS/NS 1.2.5]
  - C. identify content-specific vocabulary in text with assistance [NS 1.2.5]
  - D. participate actively in reading from a variety of literary and expository selections (e.g., stories, plays, poetry, articles, realistic fictions, electronic resources)
    1. read independently daily
    2. select books of choice appropriate to purpose and reading ability
  - E. listen to, read, and discuss a variety of literary and expository text
  - F. read decodable text with fluency
  - G. participate in differentiated, small-group instruction regularly

### READING STRATEGIES: CONTENT STANDARD 2.0

Students use reading process skills and strategies to build comprehension.

*All indicators include both literary and expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

## ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

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### BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

*It is expected that students will:*

- (2) 2.1 A. use before-reading strategies, with assistance, based on text and purpose to
1. preview text (e.g., author/illustrator, key vocabulary, text features) [PS/NS 2.2.1]
  2. access prior knowledge [PS/NS 2.2.1]
  3. build background knowledge [PS/NS 2.2.1]
  4. set purpose for reading (e.g., entertain, skim for content, answer questions) [PS/NS 2.2.1]
  5. make predictions [PS/NS 2.2.1]
  6. determine text type (e.g., literary/fiction, expository/non-fiction) [PS/NS 2.2.1]
  7. determine reading rate [NS 2.2.1]
  8. choose appropriate graphic organizer

### DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

*It is expected that students will:*

- (2) 2.2 A. use during-reading strategies, with assistance, based on text and purpose to
1. use self-correcting strategies (e.g., self-question, reread, use context clues) [PS/NS 2.2.2]
  2. make, confirm, and revise predictions [PS/NS 2.2.2]
  3. understand and use key vocabulary [PS/NS 2.2.2]
  4. identify main idea and supporting details [PS/NS 2.2.2]
  5. make inferences [PS/NS 2.2.2]
  6. know when meaning is lost
  7. adjust reading rate [PS/NS 2.2.2]
  8. apply knowledge of text type [PS/NS 2.2.2]
  9. make connections to personal experiences and knowledge
  10. visualize/create mental images
  11. use appropriate graphic organizer

### AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

*It is expected that students will:*

- (2) 2.3 A. use after-reading strategies, with assistance, based on text and purpose to
1. recall details/facts [PS/NS 2.2.3]
  2. restate main ideas [PS/NS 2.2.3]
  3. organize information (e.g., graphic organizer) [PS/NS 2.2.3]
  4. record information [PS/NS 2.2.3]
  5. synthesize text [PS/NS 2.2.3]
  6. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.2.3]
  7. evaluate the effectiveness of reading strategies [PS/NS 2.2.3]
  8. connect, compare, and contrast story elements

## ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

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### LITERARY TEXT: CONTENT STANDARD 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.  
*All indicators include literary text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### SETTING AND PLOT

*It is expected that students will:*

- (2) 3.1 A. identify
  - 1. setting [PS/NS 3.2.1]
  - 2. sequence of events [PS/NS 3.2.1]
- B. identify, with assistance,
  - 1. conflict [PS/NS 3.2.1]
  - 2. resolution [PS/NS 3.2.1]
  - 3. how one event may cause another event [PS/NS 3.2.1]
- C. compare and contrast different versions of the same stories [PS 3.2.A1]
- D. make inferences and draw conclusions about setting and plot based on evidence with assistance [PS/NS 3.2.1]

### CHARACTERIZATION

*It is expected that students will:*

- (2) 3.2 A. describe physical and personality traits [PS/NS 3.2.2]
- B. make inferences and draw conclusions about a character(s) based on evidence with assistance [PS/NS 3.2.2]
- C. identify a lesson learned based on a character's actions with assistance [NS 3.2.2]

### THEME

*It is expected that students will:*

- (2) 3.3 A. explain the main idea [PS/NS 3.2.3]
- B. identify theme with assistance [NS 3.2.3]
- C. identify a lesson learned based on events and/or a character's action with assistance

### POINT OF VIEW

*It is expected that students will:*

- (2) 3.4 A. identify first-person point of view with assistance [NS 3.2.4]

### LANGUAGE

*It is expected that students will:*

- (2) 3.5 A. identify examples of
  - 1. imagery [NS 3.2.5]

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2. sensory words [NS 3.2.5]
3. similes [NS 3.2.5]
- B. identify the effects of rhythm and rhyme in text [NS 3.2.5]
- C. identify, with assistance,
  1. dialect [NS 3.2.5]
  2. slang [NS 3.2.5]
  3. personification [NS 3.2.5]
  4. examples of alliteration [NS 3.2.5]
  5. idioms [NS 3.2.5]

### **tone, mood, and irony**

*It is expected that students will:*

- (2) 3.6 A. listen to and identify words and phrases that reveal tone with assistance [NS 3.2.6]

### **Cultures and Time Periods**

*It is expected that students will:*

- (2) 3.7 A. read and discuss text from different
  1. cultures [PS/NS 3.2.7]
  2. time periods [PS/NS 3.2.7]
- B. compare, with assistance, text from different
  1. cultures [NS 3.2.7]
  2. time periods [NS 3.2.7]
- C. compare language, oral traditions, and literature that reflects customs and cultures

### **Predictions**

*It is expected that students will:*

- (2) 3.8 A. make predictions based on evidence [PS/NS 3.2.8]
- B. confirm/negate predictions

### **Responding to Text**

*It is expected that students will:*

- (2) 3.9 A. make connections to self, other text, and/or the world [PS/NS 3.2.9]
- B. use information to answer and generate specific questions (e.g., literal and inferential questions) [PS/NS 3.2.9]
- C. retell stories
- D. restate main ideas [PS/NS 2.2.3]
- E. make inferences and draw conclusions with assistance
- F. confirm/negate predictions
- G. organize information (e.g., graphic organizer) [PS/NS 2.2.3]
- H. synthesize text [PS/NS 2.2.3]
- I. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.2.3]
- J. connect, compare, and contrast story elements

## ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

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### **EXPOSITORY TEXT: CONTENT STANDARD 4.0**

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

*All indicators include expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **TEXT FEATURES**

*It is expected that students will:*

- (2) 4.1 A. identify the purpose of and gain information from text features
  - 1. text boxes (e.g., labels, captions) [PS/NS 4.2.1]
  - 2. illustrations [PS/NS 4.2.1]
  - 3. diagrams [PS/NS 4.2.1]
  - 4. headings [PS/NS 4.2.1]
  - 5. titles [PS/NS 4.2.1]
  - 6. graphs [PS/NS 4.2.1]
  - 7. charts [PS/NS 4.2.1]
  - 8. tables of contents [PS/NS 4.2.1]
  - 9. timelines
- B. identify and explain the use of text features
  - 1. bold-faced words [PS/NS 4.2.1]
  - 2. underlined words [PS/NS 4.2.1]
  - 3. highlighted words [PS/NS 4.2.1]
  - 4. italicized words [PS/NS 4.2.1]
  - 5. abbreviations [PS/NS 4.2.1]
- C. identify and explain the use of acronyms with assistance [NS 4.2.1]
- D. gain information, with assistance, from text features
  - 1. glossaries [NS 4.2.1]
  - 2. indices [NS 4.2.1]
  - 3. maps [NS 4.2.1]
- E. identify the purpose of and gain information from multimedia sources (e.g., text, Internet, video streaming)

### **LANGUAGE**

*It is expected that students will:*

- (2) 4.2 A. identify, with assistance,
  - 1. dialect [NS 4.2.2]
  - 2. slang [NS 4.2.2]
  - 3. alliteration [NS 4.2.2]
- B. identify metaphors with assistance [NS 4.2.2]
- C. identify words and phrases that reveal tone with assistance [NS 4.2.2]

### ORGANIZATIONAL AND STRUCTURAL PATTERNS

*It is expected that students will:*

- (2) 4.3
  - A. explain the topic [PS/NS 4.2.3]
  - B. identify a main idea based on evidence [PS/NS 4.2.3]
  - C. describe sequential order [PS/NS 4.2.3]
  - D. describe chronological order [PS/NS 4.2.3]
  - E. identify cause and effect [PS/NS 4.2.3]
  - F. identify theme with assistance [NS 4.2.3]
  - G. identify a cause and its effect on events and/or relationships with assistance [NS 4.2.3]
  - H. identify problems and solutions with assistance [NS 4.2.3]
  - I. identify what the character wants and the solution with assistance

### CULTURES AND TIMES

*It is expected that students will:*

- (2) 4.4
  - A. read and discuss text from different
    - 1. cultures [PS/NS 4.2.4]
    - 2. time periods [PS/NS 4.2.4]
  - B. compare, with assistance, text from different
    - 1. cultures [NS 4.2.4]
    - 2. time periods [NS 4.2.4]
  - C. compare language, oral traditions, and literature that reflect customs and cultures

### RESPONDING TO TEXT

*It is expected that students will:*

- (2) 4.5
  - A. use information to answer specific questions [PS/NS 4.2.5]
  - B. make connections to self, other text, and/or the world [NS 4.2.5]
  - C. ask questions to gain understanding of important information in a text
  - D. recall details/facts [PS/NS 2.2.3]
  - E. restate main ideas [PS/NS 2.2.3]
  - F. organize information (e.g., graphic organizer) [PS/NS 2.2.3]
  - G. record information [PS/NS 2.2.3]
  - H. synthesize text [PS/NS 2.2.3]
  - I. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.2.3]

### PREDICTIONS, INFERENCES, AND CONCLUSIONS

*It is expected that students will:*

- (2) 4.6
  - A. make predictions based on evidence [PS/NS 4.2.6]
  - B. make inferences based on evidence [PS/NS 4.2.6]
  - C. draw conclusions based on evidence [PS/NS 4.2.6]

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- D. identify fact and opinion [PS/NS 4.2.6]
- E. confirm/negate predictions

### **DIRECTIONS**

*It is expected that students will:*

- (2) 4.7 A. read and follow directions to complete tasks [PS/NS 4.2.7]

### **EFFECTIVE WRITING: CONTENT STANDARD 5.0**

Students write a variety of texts using the writing process.

*All indicators are based on grade-appropriate text and skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **PREWRITING**

It is expected that students will:

- (2) 5.1 A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., graphic organizer, brainstorming, list) [PS/NS 5.2.1]
- B. consider audience and purpose
- C. ask questions to expand knowledge
- D. explore a topic to plan written work [NS 5.2.1]
- E. choose and narrow a topic to organize ideas (e.g., graphic organizers, lists) [PS/NS 5.2.1]

### **DRAFTING**

*It is expected that students will:*

- (2) 5.2 A. draft sentences, both independently and collaboratively with peers, about a single topic that address
  - 1. audience and purpose [PS/NS 5.2.1]
  - 2. supporting details [PS/NS 5.2.1]
- B. write complete sentences
  - 1. declarative (telling sentences)
  - 2. interrogative (asking questions)
  - 3. exclamatory (sentences showing excitement)
- C. use appropriate, simple transitions to relate ideas
- D. draft paragraphs, with assistance, about a single topic that address
  - 1. audience and purpose [NS 5.2.1]
  - 2. supporting details [NS 5.2.1]
- E. participate in daily writing activities (e.g., journals, learning logs, lists, computer generated documents)
- F. use patterns and structure rules to correctly spell words
  - 1. diphthongs
  - 2. long and short vowels
  - 3. blends

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4. vowel digraphs
5. r-controlled vowels
6. plurals (e.g., ~s, ~es)
7. inflectional suffixes (e.g., ~ed, ~ing, ~er, ~est)

### REVISING (EVALUATING AND REFINING)

*It is expected that students will:*

- (2) 5.3
- A. revise drafts, both independently and collaboratively with peers, for
    1. audience and purpose [PS/NS 5.2.3]
    2. focused ideas (e.g., clear, detailed, specific) [PS/NS 5.2.3]
    3. logical progression of ideas
    4. organization (e.g., logical, sequential) [PS/NS 5.2.3]
    5. relevant details [PS/NS 5.2.3]
    6. voice [PS/NS 5.2.3]
    7. word choice (e.g., exact/precise words, vivid words) [NS 5.2.3]
    8. sentence fluency [NS 5.2.3]
    9. combined sentences
  - B. add, delete, rearrange text in draft
  - C. create and revise drafts using simple word processing skills
  - D. share writing with others and consider making revisions based upon feedback (e.g., peer review, teacher conference)
  - E. revise using a writing rubric

### EDITING FOR MECHANICS

*It is expected that students will:*

- (2) 5.4
- A. edit punctuation, both independently and collaboratively with peers, for
    1. end punctuation [PS/NS 5.2.4]
    2. commas (e.g., greetings, closings, dates, items in a series, cities and states) [PS/NS 5.2.4]
    3. periods (e.g., abbreviations, initials)
    4. apostrophes (e.g., contractions, singular/plural possessives) [PS/NS 5.2.4]
  - B. edit capitalization, both independently and collaboratively with peers, for
    1. first and last names [PS/NS 5.2.4]
    2. beginnings of sentences [PS/NS 5.2.4]
    3. days of the week [PS/NS 5.2.4]
    4. initials [PS/NS 5.2.4]
    5. months [PS/NS 5.2.4]
    6. pronoun “I”
  - C. edit, with assistance, capitalization for
    1. titles [NS 5.2.4]
    2. proper nouns [NS 5.2.4]
  - D. edit sentences, both independently and collaboratively with peers, to ensure correct spelling of
    1. high frequency words (regular/irregular) [PS/NS 5.2.4]
    2. content words [PS/NS 5.2.4]

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3. patterned words [PS/NS 5.2.4]

### EDITING FOR USAGE OF WORDS

*It is expected that students will:*

- (2) 5.5 A. edit, both independently and collaboratively with peers, for correct use of
  1. nouns (e.g., singular, plural, proper) [PS/NS 5.2.5]
  2. pronouns [PS/NS 5.2.5]
  3. verbs [PS/NS 5.2.5]
  4. adjectives (e.g., comparative/superlative) [PS/NS 5.2.5]
  5. verb tenses (e.g., past, present, future) [PS/NS 5.2.5]
  6. subject/verb agreement [PS/NS 5.2.5]
  7. adverbs
  8. prepositions

### EDITING FOR SENTENCE STRUCTURE

*It is expected that students will:*

- (2) 5.6 A. edit sentence structure, both independently and collaboratively with peers, for complete sentences [PS/NS 5.2.6]
- B. identify, both independently and collaboratively with peers, correct word order in sentences
- C. edit sentences for combining sentences with assistance [NS 5.2.6]

### PUBLISHING

*It is expected that students will:*

- (2) 5.7 A. prepare a legible final draft to display or share [PS/NS 5.2.7]
- B. use informal/formal publication
  1. form manuscript (ball and stick) letters correctly
  2. use correct spacing between words in a sentence
  3. adhere to margins and indentations
  4. use basic word processing skills

### TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

*All indicators are based on grade-appropriate skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### EXPOSITORY

*It is expected that students will:*

- (2) 6.1 A. write expository sentences using a topic sentence
  1. generated by the teacher [PS/NS 6.2.1]
  2. generated by the student [PS/NS 6.2.1]
- B. write expository paragraphs, with assistance, that include

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1. a topic sentence [PS/NS 6.2.1]
  2. supporting details from a variety of sources [PS/NS 6.2.1]
  3. a concluding statement [PS/NS 6.2.1]
- C. write to a given prompt about an event, place, object, or person (e.g., to inform, to explain, to describe)

### **NARRATIVE/DESCRIPTIVE**

*It is expected that students will:*

- (2) 6.2
- A. write narrative/descriptive sentences about experiences and/or events appropriate to audience and purpose [PS/NS 6.2.2]
  - B. write simple stories or other compositions [PS 6.2.A1]
  - C. write paragraphs, with assistance, about experiences and/or events appropriate to audience and purpose that include
    1. logical sequence [PS/NS 6.2.2]
    2. character [PS/NS 6.2.2]
    3. setting [PS/NS 6.2.2]
  - D. write to a given prompt (e.g., to entertain, to describe, to tell a story)

### **POETRY**

*It is expected that students will:*

- (2) 6.3
- A. write poetry (e.g., acrostic, couplet, haiku, cinquain) [NS 6.2.3]
  - B. become familiar with vocabulary related to poetry (e.g., line, stanza, verse, rhyme)
  - C. distinguish between poetry and prose

### **RESPONSES TO LITERATURE**

*It is expected that students will:*

- (2) 6.4
- A. write responses to literary text [PS/NS 6.2.4]
  - B. summarize information from literary text with assistance

### **RESPONSES TO EXPOSITORY TEXT**

*It is expected that students will:*

- (2) 6.5
- A. write responses to expository text [PS/NS 6.2.5]
  - B. summarize information from expository text with assistance

### **PERSUASIVE**

*It is expected that students will:*

- (2) 6.6
- A. write an opinion statement [NS 6.2.6]
  - B. write persuasive paragraphs that include supporting evidence with assistance [NS 6.2.6]

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### PERSONAL AND PROFESSIONAL COMMUNICATION

*It is expected that students will:*

- (2) 6.7 A. write friendly letters following an established format [PS/NS 6.2.7]  
B. write in a variety of formats (e.g., thank you letters, invitations, reports, emails)

### DIRECTIONS

*It is expected that students will:*

- (2) 6.8 A. write directions to complete tasks with assistance [NS 6.2.8]

### RESEARCH

*It is expected that students will:*

- (2) 6.9 A. write sentences that
1. formulate a question based upon areas of interest [PS/NS 6.2.9]
  2. answer a research question [PS/NS 6.2.9]
  3. record information from at least two sources (e.g., library resources, media, technology) [PS/NS 6.2.9]
- B. identify
1. title [NS 6.2.9]
  2. author [NS 6.2.9]
- C. construct simple graphic organizers to show relationships of ideas (e.g., story map, semantic map, web, chart, graph, diagram)

### LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

*All indicators are based on grade-appropriate skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### MESSAGE

*It is expected that students will:*

- (2) 7.1 A. listen for a variety of purposes including
1. gaining information [PS/NS 7.2.1]
  2. being entertained [PS/NS 7.2.1]
  3. understanding and following directions [PS/NS 7.2.1]
  4. solving problems
- B. listen for and identify, with assistance,
1. main idea [NS 7.2.1]
  2. purpose [NS 7.2.1]
  3. messages [NS 7.2.1]
  4. mood [NS 7.2.1]
  5. tone [NS 7.2.1]

## ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

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- C. listen to and retell ideas with supporting details with assistance [NS 7.2.1]
- D. listen to and summarize ideas and supporting details with assistance [NS 7.2.1]
- E. activate prior knowledge and link to new information

### CONTENT AND DELIVERY

*It is expected that students will:*

- (2) 7.2 A. listen and respond to oral communication (e.g., poems, readers' theater, informational speakers) [PS/NS 7.2.2]

### VOCABULARY DEVELOPMENT

*It is expected that students will:*

- (2) 7.3 A. expand vocabulary through listening [PS/NS 7.2.3]

### LANGUAGE

*It is expected that students will:*

- (2) 7.4 A. listen for and identify dialect [NS 7.2.4]
- B. listen for and identify the use of formal and informal language [NS 7.2.4]
- C. listen for and identify social language [NS 7.2.4]
- D. listen for and identify academic language with assistance [NS 7.2.4]

### CONVERSATIONS AND GROUP DISCUSSIONS

*It is expected that students will:*

- (2) 7.5 A. actively listen to a speaker [NS 7.2.5]
- B. listen to and participate in conversations [NS 7.2.5]

### SPEAKING: CONTENT STANDARD 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

*All indicators are based on grade-appropriate skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### GIVING DIRECTIONS

*It is expected that students will:*

- (2) 8.1 A. give directions to complete simple tasks [PS/NS 8.2.1]
- B. ask questions to clarify directions [NS 8.2.1]

### LANGUAGE

*It is expected that students will:*

- (2) 8.2 A. use precise language to describe

## ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

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1. feelings [PS/NS 8.2.2]
  2. experiences [PS/NS 8.2.2]
  3. observations [PS/NS 8.2.2]
  4. ideas [PS/NS 8.2.2]
- B. use specific vocabulary and apply Standard English to communicate ideas with assistance [NS 8.2.2.]

### PRESENTATIONS

*It is expected that students will:*

- (2) 8.3
- A. communicate information by maintaining a clear focus [PS/NS 8.2.3]
  - B. speak clearly with prosody [PS/NS 8.2.3]
  - C. use public speaking techniques, with assistance, to deliver presentations with appropriate
    1. volume [NS 8.2.3]
    2. eye contact [NS 8.2.3]
    3. enunciation [NS 8.2.3]
    4. posture [NS 8.2.3]
    5. expression [NS 8.2.3]
    6. audience [NS 8.2.3]
    7. purpose [NS 8.2.3]
  - D. communicate information in a logical sequence with assistance [NS 8.2.3]
  - E. communicate statements that express an opinion [NS 8.2.3]
  - F. participate in various forms of oral communication (e.g., informal dialogue, music, plays, book talks, oral reports, speeches)
  - G. read aloud and/or recite (e.g., literary, expository, and original works)

### GROUP DISCUSSIONS

*It is expected that students will:*

- (2) 8.4
- A. ask relevant questions to clarify and gather information [PS/NS 8.2.4]
  - B. answer questions to provide information
  - C. participate in group discussions following the turn-taking process [NS 8.2.4]
  - D. use strategies to contribute to group conversations (e.g., recounting personal experiences, initiating conversation, asking questions, reporting on personal knowledge of topic)

### PHONOLOGY

*It is expected that students will:*

- (2) 8.5
- A. demonstrate phonemic awareness of spoken words through
    1. matching sounds [NS 8.2.5]
    2. isolating sounds [NS 8.2.5]
    3. blending sounds [NS 8.2.5]
    4. segmenting sounds [NS 8.2.5]
    5. deleting sounds [NS 8.2.5]
    6. substituting sounds [NS 8.2.5]
  - B. repeat random strings of digits, words, sounds, or letters presented once auditorily

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# FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)

## “ESPAÑOL PARA TI” VIDEO/DVD PROGRAM

### GRADE TWO

#### GOALS

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The goals of the second grade “Español para ti” Video/DVD Program are to continue to develop listening and speaking proficiency in Spanish and to widen students’ awareness of Hispanic cultures. This second-grade video/DVD program is based on the principles of spiral learning which states that language acquisition takes place over time when there is ample opportunity for review and practice, and that mastery of concepts requires constant repetition. Therefore, the second-grade lessons will revisit the entire curriculum taught in the first-grade program and present new vocabulary, structures, and cultural concepts. The structures are always practiced with vocabulary the students have learned.

When **listening**, the children will augment basic vocabulary, structures, and expressions essential for everyday communication. When **speaking**, the children will respond to more simple questions, statements, and commands using words, phrases, songs, and in some instances short sentences. For the study of **culture**, the students will continue their exploration of Hispanic customs. The FLES Video/DVD Guide provides a complete overview of the second grade Spanish curriculum which includes: listening, speaking, and cultural objectives for every lesson; accompanying reinforcement activities; and music activities. All activities are designed to be interactive and to accommodate various learning styles.

#### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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##### TARGET VOCABULARY

- 7 positive commands
- 4 negative commands
- The last six months of the year
- The four seasons
- “Rapidly” and “slowly”
- 6 rooms of the school
- Numbers 50-100
- 3 expressions for feelings
- 8 school personnel
- Telephone communication
- 7 traffic safety items
- 9 vehicles
- 4 destinations
- 5 recreational activities
- 5 vowel sounds

### STRUCTURES

- Answer “¿Cómo estás tú?” (How are you?) with:  
Estoy enojado(a)/triste/contento(a). (I am angry, sad, happy.)
- Answer “¿Dónde está\_\_\_?” (Where is \_\_\_?) with objects or people.
- Answer “¿Adónde va?” (Where is he/she you going?) and “¿Cómo va?” (How is he/she going? ) with: “Va a\_\_\_ en \_\_\_\_\_” (He/she is going to\_\_\_ by \_\_\_\_\_).
- Answer “¿Cuál es la fecha?” (What is the date?)
- Answer “¿Qué estación es?” (What is the season?)
- Express “Tengo, Necesito, Me gusta” (I have, I need, and I like).
- Express “Miro” (I look) with “a la derecha/izquierda” (to the right/left).
- Express “Cruzo la calle.” (I cross the street.)
- Express “Juego” (I play) with recreational activities.
- Express “Voy a \_\_\_\_\_” (I’m going to\_\_\_\_) with actions.

# HEALTH

## GRADE TWO

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2.0 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3.0 Students will demonstrate the ability to access reliable health information, products and services to enhance health.
- 4.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.
- 5.0 Students will demonstrate the ability to use decision-making skills to enhance health.
- 6.0 Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7.0 Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- 8.0 Students will demonstrate the ability to support/promote family, personal, and community health.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **PERSONAL HEALTH**

*It is expected that students will:*

- (2) 1.1 identify personal health practices that promote physical, mental, and social health
  - sleep
  - healthy eating
  - exercise
  - personal hygiene
  - good posture
- (2) 1.2 identify various pressures which shapes a student's idea about personal health and distinguish between wise and poor choices
  - advertising
  - parents
  - friends
  - peers
  - community members
- (2) 1.3 apply the decision-making process to address various personal health topics
  - consumer product choices
  - hygiene
  - choosing friends

## HEALTH GRADE TWO (continued)

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- choosing dress
- (2) 1.4 compare health advertising in a variety of forms
  - billboards
  - television
  - public service announcements
  - print media

### **GROWTH AND DEVELOPMENT**

*It is expected that students will:*

- (2) 2.1 identify major organs of the body
  - skin
  - heart
  - lungs
  - brain
  - stomach
- (2) 2.2 relate the five senses to the various body systems
- (2) 2.3 explain the differences of physical characteristics among people
  - height
  - weight
  - body size
  - body type
  - body shape
  - hair color
  - eye color
- (2) 2.4 identify and respect different intellectual decisions

### **NUTRITION AND PHYSICAL ACTIVITY**

*It is expected that students will:*

- (2) 3.1 categorize a variety of foods into the six food groups in the food pyramid
  - grains
  - vegetables
  - fruits
  - oils
  - milk
  - meat and beans
- (2) 3.2 demonstrate healthy choices when given a variety of food options
- (2) 3.3 create a healthy meal using proper portion size
  - meat = deck of cards
  - fresh or canned fruit = fist
  - grains = computer mouse
  - milk (cheese) = 6 dice
  - raw or cooked vegetables = light bulb
- (2) 3.4 apply physically active alternatives to watching television or playing video games using an activity log

## HEALTH GRADE TWO (continued)

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- hiking
- biking
- swimming
- individual/team sports
- walking/running
- house cleaning

(2)7.4 identify positive health choices [NS 7.2.1]

### SUBSTANCE USE AND ABUSE

*It is expected that students will:*

- (2) 4.1 identify and name some poisonous household substances and create an action plan in case of emergency i.e. poison control center, “911”, fire department
- bleach
  - floor cleaner
  - radiator fluid
  - fertilizer
- (2) 4.2 discuss when helpful drugs can be harmful
- not following directions on medicine
  - not following doctor’s directions
  - using someone else’s medication
  - consuming more than the prescribed amount
- (2) 4.3 identify potentially harmful situations and demonstrate basic refusal skills

### SAFETY

*It is expected that students will:*

- (2) 5.1 identify address, major cross streets, and telephone number and the use of “911” for emergencies
- (2)5.2 identify hazardous conditions related to personal health and safety
- floods
  - accident scene
  - busy streets
  - bicycle safety precautions
- (2) 5.3 distinguish between strangers and trusted people who can be approached when in need of assistance
- (2) 5.4 explain basic first-aid procedures for superficial wound care (e.g., cuts, bumps, scrapes)

### DISEASE PREVENTION

*It is expected that students will:*

- (2) 6.1 name common contagious diseases spread by germs
- cold
  - flu
  - pink eye
  - chicken pox

## HEALTH GRADE TWO (continued)

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- (2) 6.2 practice daily health habits to maintain proper hygiene
- (2) 6.3 demonstrate proper hand washing techniques to prevent the spread of germs and illness
- (2) 6.4 practice ways to communicate symptoms to an adult or a doctor when feeling sick
- (2) 6.5 recognize common health professionals who help treat common illnesses
  - eye doctor
  - nurse
  - dentist
  - pediatrician

### ENVIRONMENTAL/CONSUMER HEALTH

*It is expected that students will:*

- (2) 7.1 investigate community resources which emphasize environmental health awareness
  - water district
  - energy department
  - Springs Preserve
  - recycling program
  - farmers' markets
- (2) 7.2 identify positive and negative health behaviors that may impact personal health and the environment
  - throwing away trash/littering
  - conserving water/wasting water
  - conserving electricity/wasting electricity
- (2) 7.3 identify environmental safety issues found within our local community
  - flood channels
  - pools
  - vacant homes
  - public parks
  - mine shafts
  - land with construction equipment

# LIBRARY

## GRADE TWO

### STATE OF NEVADA INFORMATION LITERACY STANDARDS

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- 1.0 The student who is information literate accesses information efficiently and effectively.
- 2.0 The student who is information literate evaluates information critically and competently.
- 3.0 The student who is information literate uses information accurately and creatively.
- 4.0 The student who is an independent learner is information literate and pursues information relating to personal interest.
- 5.0 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- 6.0 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
- 7.0 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- 8.0 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- 9.0 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### INFORMATION ACCESS

*It is expected that students will:*

- (2)1.1 identify situations in which additional information (beyond one's own knowledge) is needed to resolve an information problem or question [NS 1.A.1]; [ELA/PS 4.2.5, 6.2.9]
- (2)1.2 select examples of accurate and inaccurate information and of complete and incomplete information for decision-making [NS 1.B.1]; [ELA/PS 2.2.3, 3.2.9, 4.2.5]
- (2)1.3 ask broad questions that will help in locating needed information [ELA/PS 8.2.4]
- (2)1.4 list several sources of information and explain the kind of information found in each [ELA/PS 4.2.1, 4.2.3, 6.2.9]
  - a. identify materials using the library catalog; search by title, author, or subject
  - b. locate materials using the library catalog; search by title, author, or subject
- (2)1.5 explain how to identify and find needed information [ELA/PS 8.2.1]
  - a. use the library classification system, locate materials in the library including fiction and non-fiction
  - b. use the library classification system, locate materials in the library including, reference and periodicals

## LIBRARY GRADE TWO (continued)

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### INFORMATION EVALUATION

*It is expected that students will:*

- (2)2.1 define and give examples of the terms “accuracy” and “relevance” [NS 2.A.1]; [ELA/PS 7.2.3]
- (2)2.2 recognize fact, opinion and point-of-view [NS 2.B.1]; [ELA/PS 2.2.3, 4.2.6]
- (2)2.3 recognize inaccurate, biased and misleading information in various information sources and products [NS 2.C.1]; [ELA/PS 2.2.3, 4.2.6]
- (2)2.4 select information that is applicable to a specific information problem or question [ELA/PS 2.2.3]

### INFORMATION USE

*It is expected that students will:*

- (2)3.1 describe several ways to organize information – for example, chronologically, hierarchically, and topically [NS 3.A.1]; [ELA/PS 4.2.3]
- (2)3.2 recognize and understand new information and ideas and combine with what is already known about a topic [NS 3.B.1]; [ELA/PS 2.2.1, 2.2.3, 4.2.6]
- (2)3.3 use information from a variety of sources to resolve an information problem or question [NS 3.C.2]; [ELA/PS 3.2.9, 4.2.5, 6.2.9, 8.2.2]
  - a. share biographical information on authors
  - b. share biographical information on illustrators
- (2)3.4 name a variety of different formats for presenting different kinds of information [NS 3.D.0]; [ELA/PS 6.2.4, 6.2.5, 8.2.3]

### INFORMATION PURSUIT

*It is expected that students will:*

- (2)4.1 occasionally seek information about aspects of personal interest or well-being [NS 4.A.1]; [ELA/PS 3.2.9]
- (2)4.2 create information products relating to topics of personal interest [NS 4.B.2]; [ELA/PS 6.2.4, 6.2.5, 6.2.9, 6.2.A1]

### LITERATURE APPRECIATION

*It is expected that students will:*

- (2)5.1 choose fiction and other kinds of literature to read and discuss [NS 5.A.2]; [ELA/PS 3.2.7, 4.2.4, 7.2.2]
  - a. Recognize and read a variety of literature (fiction and non-fiction) from various cultures and genres including folktales, poetry, fiction, and non-fiction
  - b. Interpret different kinds of stories and illustrations, including Caldecott, NYRA, and award-winning books
  - c. Recognize that books are written and illustrated by authors and illustrators from many cultures

## LIBRARY GRADE TWO (continued)

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- (2)5.2 explore and discuss films, plays, and other creative presentations of information [NS 5.B.1]; [ELA/PS 7.2.1, 7.2.2, 8.2.2]
- (2)5.3 express information and ideas creatively in a variety of simple formats [NS 5.C.1]; [ELA/PS 6.2.4, 6.2.5, 6.2.A1, 8.2.2]

### INFORMATION SEEKING

*It is expected that students will:*

- (2)6.1 retrace the steps taken to find information and explain which were most useful in resolving an information problem or question [NS 6.A.1]; [ELA/PS 6.2.9]
- (2)6.2 with teacher's assistance explain basic strategies for revising, improving and updating work [NS 6.B.1]; [ELA/PS 5.2.3, 6.2.9]

### INFORMATION LITERACY

*It is expected that students will:*

- (2)7.1 identify several appropriate sources of information from diverse cultures, disciplines and contexts [NS 7.A.0]; [ELA/PS 3.2.7, 4.2.4]
  - a. recognize that books are written by authors from many cultures
  - b. recognize that books are illustrated by illustrators from many cultures
- (2)7.2 share access to limited resources and explain why it's important for all classmates to have access to information, to information sources, and to information technology [NS 7.B.1]; [ELA/PS 7.2.1]

### ETHICAL BEHAVIOR REGARDING INFORMATION AND INFORMATION TECHNOLOGY

*It is expected that students will:*

- (2)8.1 define and give examples of "intellectual freedom" [NS 8.A.1]; [ELA/PS 7.2.3, 8.2.2]
- (2)8.2 give examples of what it means to respect intellectual property rights and give credit to sources of information in their products [NS 8.B.1]; [ELA/PS 6.2.9, 7.2.3, 8.2.2]
- (2)8.3 state the main points of school policy of using computing and communications hardware, software, and networks [ELA/PS 8.2.3]

### GROUP PARTICIPATION

*It is expected that students will:*

- (2)9.1 contribute to group efforts by seeking and communicating specific facts, opinions, and points of view related to information problems or questions [NS 9.A.1]; [ELA/PS 4.2.6, 7.2.2]
- (2)9.2 affirm and discuss others' ideas within a group [ELA/PS 7.2.2]

## LIBRARY GRADE TWO (continued)

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- (2)9.3 express one's own ideas appropriately and effectively, in person and with teacher's assistance, while working in groups to identify and resolve information problems [NS 9.C.1]; [ELA/PS 8.2.2, 8.2.3, 8.2.4]
- (2)9.4 create and evaluate simple information products, with teacher's assistance, while working with others, in person and remotely through technologies [NS 9.C.1]; [ELA/PS 2.2.3, 6.2.9]

# MATHEMATICS

## GRADE TWO

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.
- 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

#### ***Nevada Grades K-12 Process Standards***

- A Students will develop their ability to **solve problems** by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
- B Students will develop their ability to **communicate mathematically** by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
- C Students will develop their ability to **reason mathematically** by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
- D Students will develop the ability to make **mathematical connections** by solving problems where there is a need to view mathematics as an integrated whole.

## ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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### NUMBERS, NUMBER SENSE, AND COMPUTATION

*It is expected that students will:*

- (2)1.1 identify, use, and model place value positions of 1's, 10's, 100's, and 1000's [NS/PS 1.2.1]
- (2)1.2 identify the value of a given digit in the 1's, 10's, and 100's place [NS 1.2.1]
- (2)1.3 identify equal parts of a whole [NS 1.2.2]
- (2)1.4 identify and model the unit fractions  $\frac{1}{2}$  and  $\frac{1}{4}$  as equal parts of a whole or sets of objects [NS/PS 1.2.2]
- (2)1.5 read, write, compare, and order numbers from 0 - 999 [NS 1.2.3]
- (2)1.6 identify ordinal positions first to twentieth [NS/PS 1.2.3]
- (2)1.7 read and write number words to 20 [NS/PS 1.2.3]
- (2)1.8 create, compare, and describe sets of objects and numbers from 0 - 999 as greater than, less than, or equal to ( $>$ ,  $<$ ,  $=$ ) [NS 1.2.3]
- (2)1.9 identify odd and even numbers
- (2)1.10 use number patterns to skip count [NS/PS 1.2.4]
- (2)1.11 identify and model basic addition facts (sums to 18) and the corresponding subtraction facts [NS/PS 1.2.5]
- (2)1.12 immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts [NS/PS 1.2.5]
- (2)1.13 estimate the number of objects in a set to 20 and verify by counting [NS/PS 1.2.6]
- (2)1.14 use estimation and mental computation in appropriate situations to solve problems
- (2)1.15 add and subtract one- and two-digit numbers without regrouping [NS/PS 1.2.7]
- (2)1.16 generate and solve one-step addition and subtraction problems based on practical situations [NS/PS 1.2.8]
- (2)1.17 model addition and subtraction in a variety of ways using pictorial representations and symbols to illustrate subtraction of sets, comparison of sets, and missing addends [NS 1.2.8]
- (2)1.18 reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction, and equality [NS 1.2.8]
- (2)1.19 add and subtract money amounts
- (2)1.20 use a variety of appropriate strategies to compute and solve problems with whole numbers
- (2)1.21 describe and explain sequence of steps in addition and subtraction algorithms

### PATTERNS, FUNCTIONS, AND ALGEBRA

*It is expected that students will:*

- (2)2.1 recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives [NS/PS 2.2.1]
- (2)2.2 use patterns and their extensions to solve problems [NS/PS 2.2.1]
- (2)2.3 model, explain, and identify missing operations and missing numbers in open number sentences involving number facts in addition and subtraction [NS 2.2.2]

## MATHEMATICS GRADE TWO (continued)

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- (2)2.4 complete number sentences with the appropriate words and symbols (+, -, =)  
[NS/PS 2.2.3]
- (2)2.5 represent mathematical situations using numbers, symbols, and words [NS/PS 2.2.3]

### MEASUREMENT

*It is expected that students will:*

- (2)3.1 estimate and measure length, weight, and temperature of objects using a standard or non-standard unit of measure
- (2)3.2 compare, order, and describe objects by various measurable attributes for length, weight, and temperature [NS/PS 3.2.1]
- (2)3.3 compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit [NS/PS 3.2.2]
- (2)3.4 determine the value of any given set of coins [NS/PS 3.2.4]
- (2)3.5 read, write, and use money notations
- (2)3.6 use decimals to show money amounts [NS 3.2.4]
- (2)3.7 recognize equivalent combinations of coins [NS 3.2.4]
- (2)3.8 read time to nearest half-hour and quarter-hour [NS/PS 3.2.6]
- (2)3.9 use elapsed time in one hour increments, beginning on the hour, to determine start, end, and elapsed time [NS 3.2.6]
- (2)3.10 recognize that there are 12 months in 1 year, 7 days in 1 week, and 24 hours in 1 day [NS 3.2.6]

### SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

*It is expected that students will:*

- (2)4.1 describe, sketch, and compare two-dimensional shapes (circles, triangles, rectangles, including squares) regardless of orientation [NS/PS 4.2.1]
- (2)4.2 compare the size (larger and smaller) of similar two-dimensional figures such as circles and triangles
- (2)4.3 identify congruent and similar shapes (circles, triangles, and rectangles including squares) [NS/PS 4.2.2]
- (2)4.4 identify figures with symmetry as they appear in the environment [NS/PS 4.2.3]
- (2)4.5 create two-dimensional designs that contain a line of symmetry
- (2)4.6 identify, name, sort, and describe, two- and three-dimensional geometric figures and objects including circle/sphere and square/cube [NS/PS 4.2.4]
- (2)4.7 sort and classify objects by two or more attributes [NS 4.2.9]
- (2)4.8 compare and contrast attributes of objects, shapes, and numbers

### DATA ANALYSIS

*It is expected that students will:*

- (2)5.1 read, organize, tally, display, and interpret data in charts, tables, and graphs to solve problems

## MATHEMATICS GRADE TWO (continued)

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- (2)5.2 collect, record, and classify data in response to questions posed by teacher and/or students [NS/PS 5.2.1]
- (2)5.3 use tables, pictographs, and bar graphs to represent data [NS 5.2.1]
- (2)5.4 use informal concepts of probability (certain and impossible) to make predictions about future events [NS 5.2.5]

### PROBLEM SOLVING

*It is expected that students will:*

- (2)A.1 select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [NS/PS A.K-2]
- (2)A.2 apply previous experience and knowledge to new problem solving situations [NS/PS A.K-2]
- (2)A.3 formulate their own problems; use various approaches to investigate and solve problems [NS/PS A.K-2]
- (2)A.4 explain and verify results with respect to the original problem [NS/PS A.K-2]
- (2)A.5 try more than one strategy when the first strategy proves to be unproductive [NS A.K-2]
- (2)A.6 use technology, including calculators, to develop mathematical concepts (e.g., for skip counting and pattern exploration) [NS A.K-2]

### MATHEMATICAL COMMUNICATION

*It is expected that students will:*

- (2)B.1 discuss and exchange ideas about mathematics as a part of learning [NS B.K-2]
- (2)B.2 use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [NS B.K-2]
- (2)B.3 use physical materials, models, pictures, or writing to represent and communicate mathematical ideas [NS/PS B.K-2]
- (2)B.4 explain and justify thinking about mathematical ideas and solutions [NS/PS B.K-2]
- (2)B.5 use everyday language, both orally and in writing, to explain thinking about strategies and solutions to mathematical problems [NS B.K-2]
- (2)B.6 express mathematical ideas and use them to define, compare, and solve problems orally and in writing
- (2)B.7 use mathematical notation to communicate and explain mathematical situations [NS B.K-2]
- (2)B.8 read a variety of fiction and non-fiction texts to learn about mathematics [NS B.K-2]

### MATHEMATICAL REASONING

*It is expected that students will:*

- (2)C.1 justify and explain the solutions to problems using physical models [NS C.K-2]
- (2)C.2 use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [NS/PS C.K-2]
- (2)C.3 ask questions to reflect on, clarify, and extend their thinking [NS C.K-2]

## MATHEMATICS GRADE TWO (continued)

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- (2)C.4 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS C.K-2]
- (2)C.5 discuss the steps used to solve a mathematical problem [NS C.K-2]

### **MATHEMATICAL CONNECTIONS**

*It is expected that students will:*

- (2)D.1 link new concepts to prior knowledge [NS D.K-2]
- (2)D.2 integrate mathematics with other disciplines [NS D.K-2]
- (2)D.3 apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science [NS D.K-2]
- (2)D.4 identify, explain, and use mathematics in everyday life [NS/PS D.K-2]

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# MUSIC

## GRADE TWO

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students alone and with others sing a varied repertoire of music.
- 2.0 Students alone and with others perform a varied repertoire of music on instruments.
- 3.0 Students improvise melodies, variations, and accompaniments.
- 4.0 Students compose and arrange music within specified guidelines.
- 5.0 Students read and notate music.
- 6.0 Students listen to, analyze, and describe music.
- 7.0 Students evaluate music and music performances.
- 8.0 Students demonstrate relationships among music, the other arts, and disciplines outside the arts.
- 9.0 Students demonstrate knowledge of the historical periods and cultural diversity of music.
- 10.0 Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **RHYTHM**

*It is expected that students will:*

- (2)1.1 demonstrate the pulse/beat of duple (2/4, 4/4, 6/8) and triple meter (3/4) [NS 6.3.1, NS 10.3.1]
- (2)1.2 demonstrate patterns using rhythmic values ( ♩, ♪, ♫, ♮, ~ ) [NS 3.3.1, NS 4.3.2, NS 5.3.1, NS 5.3.5, NS 6.3.1, NS 7.3.1]

#### **MELODY**

*It is expected that students will:*

- (2)2.1 sing a simple melody with accurate pitch and good vocal tone production [NS 1.3.1, NS 7.3.2]
- (2)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi-La-Do-Re) [NS 1.3.1, NS 3.3.1, NS 4.3.2, NS 5.3.2, NS 5.3.5, NS 6.3.1, NS 7.3.1]
- (2)2.3 demonstrate a variety of repertoire songs in cultural/historical context including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.3.4]
- (2)2.4 demonstrate the relationship between the size of the sound source/instrument and its pitch

## MUSIC GRADE TWO (continued)

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- (2)2.7 demonstrate melodic contour [NS 6.3.1]
- (2)2.8 demonstrate skips/steps/repeats [NS 5.3.2, NS 5.3.5]

### HARMONY

*It is expected that students will:*

- (2)3.1 demonstrate tonality differences including major/minor and chord changes [NS 6.3.1]
- (2)3.2 demonstrate the ostinato [NS 1.3.3, NS 5.3.5, NS 6.3.1]
- (2)3.3 demonstrate two-part rounds [NS 1.3.3]
- (2)3.4 demonstrate a two-part rhythmic score [NS 5.3.1]
- (2)3.5 demonstrate correct mallet technique [NS 2.3.1]
- (2)3.6 demonstrate the simple chord bordun [NS 2.3.4]
- (2)3.7 demonstrate the broken bordun [NS 2.3.4]

### FORM

*It is expected that students will:*

- (2)4.1 demonstrate same and different phrases [NS 3.3.1, NS 6.3.1]
- (2)4.2 demonstrate AB and ABA form [NS 6.3.1, NS 10.3.1]
- (2)4.3 demonstrate introduction and coda [NS 6.3.1]
- (2)4.4 demonstrate rondo form [NS 6.3.1]

### EXPRESSIVE QUALITIES

*It is expected that students will:*

- (2)5.1 explore the space using creative movement [NS 7.3.2, NS 10.3.1]
- (2)5.2 demonstrate contrasts in tempo [NS 6.3.1]
- (2)5.3 demonstrate contrasts in dynamics [NS 6.3.1, NS 7.3.2]
- (2)5.4 demonstrate contrasts in timbre [NS 4.3.3, NS 6.3.1]
- (2)5.5 explore the music of many cultures including style, instruments, and traditions [NS 1.3.4, NS 2.3.4, NS 6.3.1, NS 7.3.2, NS 9.3.1, NS 10.3.1]
- (2)5.6 demonstrate unpitched percussion technique [NS 2.3.1]
- (2)5.7 demonstrate the single bar, double bar, and repeat sign [NS 5.3.3]
- (2)5.9 create movement and music to interpret stories, rhymes, and poetry [NS 4.3.1, NS 7.3.2, NS 10.3.1]
- (2)5.10 describe uses of music and dance in daily life [NS 9.3.2, NS 10.3.1]

# PHYSICAL EDUCATION

## GRADE TWO

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.
- 2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.
- 3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
- 4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
- 5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **OBJECT MOVEMENT SKILLS**

*It is expected that students will:*

- (2)1.1 identify the basic concepts/elements of simple object movement skills [NS 1.2.2]
- (2)1.2 perform a variety of basic level manipulative skills [NS 2.2.2]
  - a. throw an object with two hands simultaneously underhand and overhand, with weight transfer
  - b. throw an object with one hand, underhand, while stepping with the opposite foot
  - c. throw an object with one hand, overhand, while stepping with the opposite foot
  - d. catch various objects above and below the waist using proper techniques
  - e. dribble a ball with one or both hands
  - f. roll an object with one hand
  - g. strike a moving object using underhand and overhand techniques
  - h. strike a stationary object with an implement (e.g., paddle, racquet, bat)
  - i. develop foot-eye coordination by moving feet in various patterns (e.g., pathways, around obstacles, hopscotch)
  - j. kick, pass, and trap a ball with the dominant and non-dominant foot
  - k. dribble a ball with the feet
  - l. continuously jump a rope turned by others
  - m. continuously turn and jump an individual rope
- (2)1.4 participate in activities from diverse cultural and ethnic origins [NS 5.2.4]
- (2)1.5 develop a language vocabulary for object movement activities [NS 1.2.1]

## PHYSICAL EDUCATION GRADE TWO (continued)

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### LOCOMOTOR AND NONLOCOMOTOR MOVEMENT SKILLS

*It is expected that students will:*

- (2)2.1 identify the basic concepts/elements of simple locomotor and nonlocomotor movements [NS 1.2.2]
- (2)2.2 perform basic locomotor movements: walk, run, hop, jump, gallop, slide, skip, leap [NS 2.2.1]
- (2)2.3 perform basic nonlocomotor movements (e.g., push/pull, sway, turn)
- (2)2.4 move safely through the general space
- (2)2.5 identify and use body parts in relation to movement
- (2)2.6 demonstrate position in space/relationship qualities (e.g., up/down, over/under, around, in/out, through, near/far) [NS 3.2.2B]
- (2)2.7 gain and terminate a variety of balances with control
- (2)2.8 demonstrate simple transfer of weight movements
- (2)2.9 demonstrate simple combinations of weight transfer movements and balances [NS 2.2.3]
- (2)2.10 develop a language vocabulary for locomotor and nonlocomotor movement activities [NS 1.2.1]

### EXPRESSIVE MOVEMENT AND DANCE

*It is expected that students will:*

- (2)3.1 identify the basic concepts/elements of simple expressive movement skills [NS 1.2.2]
- (2)3.2 explore space as an element of movement: place, focus, pathway [NS 3.2.1]
- (2)3.3 explore force as an element of movement: sharp/smooth, tight/loose
- (2)3.4 explore time as an element of movement: speed, duration
- (2)3.5 communicate relationships/emotions/themes through movement [NS 3.2.3]
- (2)3.6 create and perform a movement sequence with a beginning, middle, and end [NS 3.2.2 A]
- (2)3.7 perform various movement patterns to a steady beat [NS 3.2.4]
- (2)3.8 use a prop to a steady beat in a stationary position [NS 3.2.4]
- (2)3.10 perform simple rhythmic activities/organized dances [NS 3.2.5]
- (2)3.11 develop a language vocabulary for expressive movement [NS 1.2.1]

### PHYSICAL FITNESS

*It is expected that students will:*

- (2)4.1 demonstrate safety in performance of various fitness activities and exercises [NS 4.2.4]
- (2)4.2 participate in a variety of activities that develop the physical fitness components: aerobic endurance, flexibility, muscular endurance, muscular strength [NS 4.2.2]
- (2)4.3 discuss the components of physical fitness [NS 4.2.1, NS 4.2.3]
- (2)4.4 identify physiological signs of moderate physical activity (e.g., muscular fatigue) [NS 1.2.4]

## PHYSICAL EDUCATION GRADE TWO (continued)

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- (2)4.5 discuss the implications of physical fitness for health
- (2)4.6 demonstrate techniques for personal fitness measurement and assessment (e.g., sit-ups, sit and reach test)
- (2)4.7 develop a language vocabulary for physical fitness

### **RESPONSIBILITY AND COOPERATION**

*It is expected that students will:*

- (2)5.1 apply classroom rules, procedures, and safe practices with little or no teacher reinforcement [NS 5.2.1]
- (2)5.2 share space and equipment with others [NS 5.2.2]
- (2)5.3 demonstrate respect for others during activities, regardless of personal differences [NS 5.2.3]
- (2)5.4 remain on task for short periods of time
- (2)5.6 respond appropriately to movement cues to enhance skill performance [NS 1.2.3]

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# SCIENCE

## GRADE TWO

### STANDARDS

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#### *Nevada Grades K-12 Content Standards*

#### **NATURE OF SCIENCE**

##### **Scientific Inquiry**

- N2A Students understand that science is an active process of systematically examining the natural world.
- N5A Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.
- N8A Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.
- N12A Students understand that a variety of communication methods can be used to share scientific information.

##### **Science, Technology, and Society**

- N2B Students understand that many people contribute to the field of science.
- N5B Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.
- N8B Students understand the interactions of science and society in an ever-changing world.
- N12B Students understand the impacts of science and technology in terms of costs and benefits to society.

#### **PHYSICAL SCIENCE**

##### **Matter**

- P2A Students understand that matter has observable properties.
- P5A Students understand properties of objects and materials.
- P8A Students understand the properties and changes of properties in matter.
- P12A Students understand that atomic structure explains the properties and behavior of matter.

##### **Forces and Motion**

- P2B Students understand that position and motion of objects can be described.
- P5A Students understand that forces can change the position and motion of an object.
- P8A Students understand that position and motion of an object result from the net effect of the different forces acting on it.
- P12A Students understand the interactions between force and motion.

## SCIENCE GRADE TWO (continued)

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### Energy

- P2C Students know heat, light, and sound can be produced.
- P5C Students understand that energy exists in different forms.
- P8C Students understand transfer of energy.
- P12C Students understand that there are some interactions between matter and energy.

### EARTH AND SPACE SCIENCE

#### Atmospheric Processes and the Water Cycle

- E2A Students understand that changes in weather often involve water changing from one state to another.
- E5A Students understand the water cycle's relationship to weather.
- E8A Students understand the relationship between the Earth's atmosphere, topography, weather, and climate.
- E12A Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.

#### Solar System and Universe

- E2B Students understand there are objects in the sky which display patterns.
- E5B Students understand that there are many components in the Solar System including Earth.
- E8B Students understand characteristics of our Solar System that are part of the Milky Way galaxy.
- E12B Students know scientific theories of origins and evolution of the universe.

#### Earth's Composition and Structure

- E2C Students understand that Earth materials include rocks, soils, and water.
- E5C Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.
- E8C Students understand that landforms result from a combination of constructive and destructive processes.
- E12C Students understand evidence for processes that take place on a geologic time scale.

### LIFE SCIENCE

#### Heredity

- L2A Students understand that offspring resemble their parents.
- L5A Students understand that some characteristics are inherited some are not.
- L8A Students understand the role of genetic information in the continuation of a species.
- L12A Students understand how genetic information is passed from one generation to another.

#### Structure of Life

- L2B Students understand that living things have identifiable characteristics.
- L5B Students understand that living things have specialized structures that perform a variety of life functions.

## SCIENCE GRADE TWO (continued)

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- L8B Students understand that living things are composed of cells, which are specialized in multi-cellular organisms to perform a variety of life functions.
- L12B Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.

### **Organisms and Their Environment**

- L2C Students understand that living things live in different places.
- L5C Students understand that there are a variety of ecosystems on Earth and organisms interact within their ecosystems.
- L8C Students understand how living and non-living components of ecosystems interact.
- L12C Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies between the living and non-living components of the Earth.

### **Diversity of Life**

- L2D Students understand that there are many kinds of living things on Earth
- L5D Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.
- L8D Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.
- L12D Students understand biological evolution and diversity of life.

## ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES \_\_\_\_\_

### **NATURE OF SCIENCE**

*(Nature and History of Science objectives should be embedded throughout the year in the contexts of life, earth, and physical science.)*

*It is expected that students will:*

- (2)1.1 record observations and explanations using words, numbers, charts, and pictures [N2A1]
- (2)1.2 keep a record in a science notebook of observations and measurements taken over time (weather, moon cycle, life cycle) [N2A1]
- (2)1.3 use equipment (pan balance, thermometer, funnel, ruler) to gather information [N2A2]
- (2)1.4 make and justify predictions based on observations [N2A3]
- (2)1.5 ask questions about the natural world [N2B2]
- (2)1.6 cooperate and contribute ideas within a group [N2B2]
- (2)1.7 explain that there are many kinds of scientists in the world [N2B1]
- (2)1.8 explain that many kinds of people do science [N2B1]
- (2)1.9 explain that we can do science in a classroom like scientists [N2B1]

## SCIENCE GRADE TWO (continued)

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### PHYSICAL SCIENCE

*It is expected that students will:*

- (2)2.1 sort solids and liquids according to similarities and differences [P2A1; P2A3]
- (2)2.2 observe and describe solids and liquids [P2A1; P2A3]
- (2)2.3 investigate and describe how water changes back and forth from solid to liquid [P2A2]
- (2)2.4 describe and sort materials in terms of their observable properties (shape, weight, color, texture) [P2A3; P2A4]
- (2)2.5 investigate and describe how properties of materials can be changed by heating, freezing, mixing, cutting, and bending [P2A2]
- (2)2.6 differentiate between hot and cold [P2C2]
- (2)2.7 investigate and describe that sound is produced by vibrating objects [P2C1]

### EARTH AND SPACE SCIENCE

*It is expected that students will:*

- (2)3.1 investigate and describe how the sun warms the land, air, and water [E2A1]
- (2)3.2 observe that water on Earth can be a liquid (rain) or a solid (snow and ice) and can go back and forth from one form to another [E2A2]
- (2)3.3 investigate, observe, describe and record how weather changes from day to day and seasonally throughout the year using measurable quantities (temperature, rainfall, wind speed and direction) [E2A3; E2A4]
- (2)3.4 observe, record over time, and describe patterns associated with the Sun and Moon [E2B1; E2B2; E2B3; E2B4]

### LIFE SCIENCE

*It is expected that students will:*

- (2)4.1 explain that many different kinds of living things exist on Earth [L2C3]
- (2)4.2 investigate and describe how animals have offspring that are the same kind of animal, and that differences exist among individuals of the same kinds of animals [L2A1] [L2A2]
- (2)4.3 investigate, observe, and describe how animals grow and change through their life cycles [L2A2]
- (2)4.4 investigate, observe, and describe how animals use their senses [L2B1]
- (2)4.5 investigate and describe how animals use plants and other animals for food [L2C1]
- (2)4.6 explain that habitats include food, water, shelter, and space [L2C2]
- (2)4.7 explain how particular features of plants and animals help them live in different kinds of habitats, and that some plants and animals are extinct [L2C3; L2D2]
- (2)4.8 identify and sort animals by observable characteristics and/or behaviors [L2D1]

# SOCIAL STUDIES

## GRADE TWO

### STANDARDS

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#### *Nevada Grades K-12 Content Standards*

- HISTORY 1.0**     **People, Cultures, and Civilizations** – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.
- HISTORY 2.0**     **Nation Building and Development** – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.
- HISTORY 3.0**     **Social Responsibility & Change** – Students understand how social ideas and individual action lead to social, political, economic, and technological change.
- GEOGRAPHY 5.0**   **The World in Spatial Terms** – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- GEOGRAPHY 6.0**   **Places & Regions** – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.
- GEOGRAPHY 7.0**   **Human Systems** – Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
- GEOGRAPHY 8.0**   **Environment and Society** – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
- ECONOMICS 9.0**   **The Market Economy** – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
- ECONOMICS 10.0**   **The U.S. Economy As A Whole** – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
- ECONOMICS 11.0**   **The Dynamic Economy** – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
- ECONOMICS 12.0**   **The International Economy** – Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.
- CIVICS 13.0**     **Citizenship and the Law** – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

## SOCIAL STUDIES GRADE TWO (continued)

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- CIVICS 14.0**      **The Federal System: U.S., State, and Local Governments** – Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
- CIVICS 15.0**      **The Political Process** – Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
- CIVICS 16.0**      **Global Relations** – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

## ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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### HISTORY

#### People, Cultures, and Civilizations

*It is expected that students will:*

- H1.2.1      Compare the local **community** with others around the nation.
- H1.2.2      Use **artifacts** to understand how people lived their daily lives.
- H1.2.3      Tell why important events, people, and/or customs are marked by holidays.
- H1.2.4      Recognize similarities and differences of earlier generations in areas such as work, dress, manners, stories, games, and festivals.
- H1.2.5      Compare **communities** around the world with the local **community**.
- H1.2.6      Explain why important events, people, and/or customs from around the world are marked by holidays.
- H1.2.7      Examine **artifacts** from around the world for important clues as to how people lived their daily lives.

#### Nation Building & Development

*It is expected that students will:*

- H2.2.1      Identify ways in which people cooperate to achieve a common goal.
- H2.2.2      Explore the importance of both local and national **landmarks**, and explain how they create a sense of **community** among **citizens**.

#### Social Responsibility & Change

*It is expected that students will:*

- H3.2.1      Identify public and private spaces within the **community**.
- H3.2.2      Compare and/or contrast their daily lives with children around the world.
- H3.2.3      Explain why people and events are honored in commemorative holidays.
- H3.2.4      Demonstrate respect for each other and people in the **community**.
- H3.2.5      Define **technology** and identify uses of **technology** in their daily lives.
- H3.2.6      Listen to and discuss news events in the **community**.
- H3.2.6A     Read and discuss news events in the **community**.

## SOCIAL STUDIES GRADE TWO (continued)

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### GEOGRAPHY

#### The World in Spatial Terms

*It is expected that students will:*

- G5.2.1 Identify titles and symbols on maps.
- G5.2.2 Recognize **spatial patterns**, i.e., **political units**, **physical features**, on a map and globe.
- G5.2.3 Construct a map key from given symbols and choose a map title.
- G5.2.3A Construct a simple map of the community.
- G5.2.4 Give and follow simple oral directions to move from one **location** to another.
- G5.2.5 Use a simple letter/number **grid** system to find a specific **location**.
- G5.2.6 Identify geographic information within media sources, i.e., maps, books, photographs.

#### Places & Regions

*It is expected that students will:*

- G6.2.1 Define **region** and provide examples of **regions**.
- G6.2.2 Describe neighborhoods and **communities** as places where people live, work, and play.
- G6.2.3 Identify traditions and customs that families practice.
- G6.2.4 Identify patterns of change in the **community**.
- G6.2.5 Provide examples of geographical uses of machines, tools, and technologies, i.e., surveying tools, map navigation programs.
- G6.2.6 Show that different **locations** have different addresses.
- G6.2.7 Locate his/her city and state on a map.

#### Human Systems

*It is expected that students will:*

- G7.2.1 Construct a visual model, i.e., graph, table, and/or **choropleth map** of population distribution.
- G7.2.2 Categorize different ways to move people, **goods**, and ideas, i.e., air, water, land, phone, and/or computer.
- G7.2.3 Define and compare **rural** and **urban communities**.
- G7.2.4 List types of social groups to which people belong.

#### Environment & Society

*It is expected that students will:*

- G8.2.1 Tell how the **physical environment** affects **community** activity, i.e., recreation, water usage.
- G8.2.2 Provide examples of tools that assist in finding geographic **locations**.
- G8.2.3 Identify how people shape the **physical environment**.
- G8.2.4 Define and provide examples of **natural hazards**.
- G8.2.5 Identify **natural resources** and where they can be found in the neighborhood.

## SOCIAL STUDIES GRADE TWO (continued)

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### ECONOMICS

#### The Market Economy

*It is expected that students will:*

- E9.2.1 Give examples of what is given up when choices are made.
- E9.2.2 Identify consumers and where they make purchases.
- E9.2.3 Identify producers in your neighborhood and community.
- E9.2.4 Discuss why people work.

#### The U.S. Economy as a Whole

*It is expected that students will:*

- E10.2.1 Discuss the concept that **money** is limited.
- E10.2.2 Identify reasons for saving **money**.
- E11.2.1 Identify businesses in the **community**.
- E11.2.2 Describe ways to share classroom **resources**.

#### The International Economy

*It is expected that students will:*

- E12.2.1 Demonstrate an understanding of **trade** by providing an example.

### CIVICS

#### Citizenship and the Law

*It is expected that students will:*

- C13.2.1 Identify and follow classroom and school rules that guide behavior and resolve conflicts.
- C13.2.2 Identify an individual's rights within the classroom and in school.
- C13.2.3 Participate in class decision-making, i.e., individual responsibilities in the classroom.
- C13.2.4 Recite and recognize the Pledge of Allegiance.
- C13.2.5 Describe traditional patriotic activities, holidays, or symbols from around the world.

#### The Federal System

*It is expected that students will:*

- C14.2.1 Name the current President of the United States.

#### The Political Process

*It is expected that students will:*

- C15.2.1 Identify sources of information.

#### Global Relations

*It is expected that students will:*

- C16.2.1 Name their school and **community**.

# TECHNOLOGY

## GRADE TWO

### STANDARDS

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- 1.0 **Problem Solving** — Students utilize problem-solving processes through the use of resources to reach a desired outcome.
- 2.0 **Productivity Tools** — Students use appropriate productivity tools including, but not limited to, word processing spreadsheet, database, multimedia and telecommunications.
- 3.0 **Research Tools** — Students use various technology tools to research information and evaluate its accuracy and appropriateness in order to solve problems and make decisions.
- 4.0 **Tools and Processes** — Students identify, apply concepts, and manage various tools and resources to evaluate their accuracy and appropriateness in solving problems and making decisions.
- 5.0 **Systems** — Students recognize that systems are made up of individual components and that each component affects the operation of the system and its relationship with other systems.
- 6.0 **Implications on Society** — Students evaluate the impact and ethical implications on individuals, society and the environment.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### PROBLEM SOLVING

*It is expected that students will:*

- (2)1.1 discuss a design/problem-solving method
- (2)1.2 utilize a design/problem-solving method

#### PRODUCTIVITY TOOLS

*It is expected that students will:*

- (2)2.1 identify parts of the computer
- (2)2.2 identify basic parts of a variety of technological learning tools
- (2)2.3 demonstrate proper care and handling of equipment (computers, cameras)
- (2)2.4 use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies
- (2)2.5 use a variety of media and technology resources for directed and independent learning activities
- (2)2.6 demonstrate proper keyboarding skills by locating and using letters, numbers, and special keys on a keyboard using the proper left or right hand [NS 2.3.1]
- (2)2.7 demonstrate proper navigation of the desktop, which includes:
  - a. appropriate cursor movement

## TECHNOLOGY GRADE TWO (continued)

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- b. opening and closing
- c. proper use of the task bar, other buttons, and functional icons
- (2)2.8 follow proper sequence to run programs and accessories, which includes:
  - a. starting and exiting programs and accessories
  - b. switching between multiple programs
- (2)2.9 create a document that demonstrates simple typing and editing skills [NS 2.3.2]
- (2)2.10 create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit and print [NS 2.5.2]:
  - a. type simple sentences using a word processor
  - b. use cut, copy, paste, save, open, format and print to edit a document
  - c. insert graphics into a document
  - d. use a basic drawing program to include preprogrammed graphics (inserting, selecting, sizing, cropping, editing, and importing)
  - e. demonstrate use and function of drawing tools
- (2)2.11 demonstrate proper management of files and folders, which includes:
  - a. viewing
  - b. creating
  - c. renaming
  - d. deleting
  - e. creating and saving files on various storage media [NS 2.3.6]
- (2)2.12 understand commands, procedures, and management of developmentally appropriate multimedia
  - a. use developmentally appropriate multimedia software
  - b. create a multimedia document or presentation with guided instruction, using text, graphics, and/or sound [NS 2.5.5]
- (2)2.13 search a database with guided instruction to locate specific information  
(e.g. electronic sources, telephone book, encyclopedia, and library card catalog)  
[NS 2.3.3]
- (2)2.14 use technological learning tools to enhance and extend learning and achievement through the development of effective communication skills
- (2)2.15 demonstrate responsible use of communication network applications
  - a. identify electronic communication devices [NS 2.3.7.1]
  - b. identify devices that require connectivity [NS 2.3.7.2]
  - c. demonstrate use of communication capabilities such as electronic mail, conferencing, etc.
  - d. create messages which integrate written, audio, and text information
  - e. describe the process of accessing a LAN and demonstrate the process as available [NS 2.5.7.1]
- (2)2.16 demonstrate sharing of data among a variety of programs through copying, linking, and/or embedding text and graphical objects [NS 2.3.5]
- (2)2.17 explain the purpose of a multimedia presentation using multimedia software [NS 2.3.5]
- (2)2.18 properly manage, maintain, and care for technological learning tools
- (2)2.19 utilize a pre-designed spreadsheet, demonstrate the ability to enter simple labels, values, and formulas [NS 2.3.4]

## TECHNOLOGY GRADE TWO (continued)

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### RESEARCH TOOLS

*It is expected that students will:*

- (2)3.1 select a research topic or define a problem using technology tools [NS 3.3.1]
- (2)3.2 generate keywords for a research topic search or problem with guided instruction using electronic based sources [NS 3.5.2]
- (2)3.3 select information for a research topic or problem from a resource; summarize and share the research process and its outcome [NS 3.5.7]
- (2)3.4 identify and examine organizational formats using a technology tool to arrange information
- (2)3.5 use technology to collect, organize, and analyze data, with guidance from the instructor
- (2)3.6 demonstrate an understanding of intellectual property

### TOOLS AND PROCESSES

*It is expected that students will:*

- (2)4.1 use technologies as an educational tool in all content areas
- (2)4.2 use technologies independently and collaboratively
- (2)4.3 recognize the importance of safety in computer and technology applications [NS 4.3.3]
- (2)4.4 demonstrate the importance of safety and ease of use in selecting appropriate tools [NS 4.5.3]
- (2)4.5 employ tools and materials to design or develop products or projects [NS 4.5.2]
- (2)4.6 use technology information processing skills to enhance and extend learning in all areas

### SYSTEMS

*It is expected that students will:*

- (2)5.1 define a system [NS 5.3.1]
- (2)5.2 identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system) [NS 5.3.2]
- (2)5.3 identify and categorize systems that provide food, clothing, shelter, entertainment, communications, health care, security, and other necessities and comforts of life [NS 5.3.3]

### IMPLICATIONS ON SOCIETY

*It is expected that students will:*

- (2)6.1 describe how technology is used in daily activities to meet personal needs
- (2)6.2 practice etiquette using technology
- (2)6.3 describe the relationship between careers and technological developments

## TECHNOLOGY GRADE TWO (continued)

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- (2)6.4 describe common uses of technology in daily life and how environments are changed  
[NS 6.3.4]
- (2)6.5 describe and use required district, school, and classroom procedures for use of technology

# VISUAL ARTS

## GRADE TWO

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students know and apply visual arts media, techniques, and processes.
- 2.0 Students use knowledge of visual characteristics, purposes, and functions.
- 3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.
- 4.0 Students understand the visual arts in relation to history and cultures.
- 5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.
- 6.0 Students demonstrate relationships among visual arts, the other arts, and disciplines outside the arts.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **ART CRITICISM**

*It is expected that students will:*

- (2)1.1 describe works of art, using appropriate vocabulary, e.g., list or name subject matter and/or symbols [NS 2.3.1]
- (2)1.2 analyze works of art, e.g., identify elements and principles of design; discuss media, forms, techniques, etc. [NS 2.3.1]
- (2)1.3 interpret works of art, e.g., describe possible meanings [NS 5.3.3]
- (2)1.4 judge works of art
  - a. share opinions
  - b. support opinions, points of view by citing artwork
- (2)1.5 evaluate/share own artwork

#### **ART HISTORY**

*It is expected that students will:*

- (2)2.1 examine historical/cultural context, e.g., observe works of art within their cultures, times, or places [NS 4.3.2]
- (2)2.2 discuss materials, processes, purposes, e.g., learn how artist's choices are influenced by culture, time, and place [NS 4.3.2]
- (2)2.3 discuss artistic styles, e.g., locate characteristics in works of art that identify individual artists, groups of artists, or cultures [NS 4.3.2]

## VISUAL ARTS GRADE TWO (continued)

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### AESTHETICS

*It is expected that students will:*

- (2)3.1 engage in aesthetic inquiry through various aesthetic issues/topics
  - a. artist's intent and viewer's interpretation
  - b. purposes for works of art
- (2)3.2 discuss aesthetic positions/stances
  - a. realism (art that is true to life)
  - b. expressionism (art that shows feelings)
  - c. functionalism (art with a practical purpose)

### ART PRODUCTION

*It is expected that students will:*

- (2)4.1 demonstrate elements of art: line, shape, color, texture, value [NS 2.3.4]
- (2)4.2 demonstrate design concepts & principles: repetition, pattern, symmetry, geometric shape, color theory (mix tints and shades), scale, contrast, overlapping, contours [NS 2.3.4]
- (2)4.3 demonstrate choice of subject matter and/or symbols to communicate an intended meaning [NS 3.3.2]
- (2)4.4 draw; using varied media, techniques, and processes [NS 1.3.3]
- (2)4.5 paint; using varied media, techniques, and processes [NS 1.3.3]
- (2)4.6 create a minimum of one three-dimensional art form using varied media, techniques, and processes
  - a. sculpture (fully three-dimensional) [NS 1.3.3] **or**
  - b. relief (raised elements on a background) [NS 1.3.3]  
(Media may be chosen from paper, papier maché, found objects, plaster, modeling clay, etc.)
- (2)4.7 create a ceramic object using varied media, techniques, and processes
  - a. clay modeling (manipulating in three-dimensions) e.g., forming human figures, animals, etc. [NS 1.3.3] **or**
  - b. pottery (functional vessels)e.g., pinch pots, coiled cups, slab bowls or boxes, etc. [NS 1.3.3]
- (2)4.8 make prints; using media, techniques, and processes for mono-prints [NS 1.3.3]
- (2)4.9 weave; using varied media, techniques, and processes [NS 1.3.3]
- (2)4.10 represent architecture; using two-dimensional or three-dimensional media, techniques, and processes [NS 1.3.3]
- (2)4.11 work in at least one mixed medium; using varied media, techniques, and processes, e.g., collage, wearable art (garments, head pieces, etc.), mask-making, puppetry, book-making, jewelry, animation, combined media, etc. [NS 1.3.3]
- (2)4.12 create a work of art that shows the influence of a particular historical period or culture [NS 4.3.3]