

# Curriculum Overview

ELEMENTARY  
GRADES

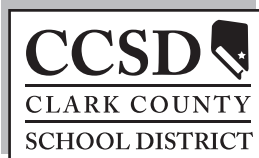
K-2

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CORE CURRICULUM

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**CCSD**   
CLARK COUNTY  
SCHOOL DISTRICT



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Dear Parents,

This curriculum overview has been developed to help parents understand what is expected of students at each grade level in the core subject areas of English Language Arts/Reading, Mathematics, Science, and Social Studies. It provides a listing of the K-12 Nevada Content Standards, and many of the specific skills and concepts to be taught at each grade level. Additionally, the Clark County School District POWER STANDARDS for English Language Art/Reading, Mathematics, and Science are included in this document. Power Standards are the most critical standards that students are held accountable for mastering. They are highly focused, specific areas of instructional emphasis and are essential for student proficiency in the identified K-12 subject areas. Those standards that are not designated as Power Standards are intended to be embedded in instruction throughout the year.

For more information regarding the curriculum you may access the District website at [www.ccsd.net/schools/curricOverviews.phtml](http://www.ccsd.net/schools/curricOverviews.phtml)

This information may serve as a guide to help you evaluate the progress of your child in these subjects. Furthermore, such benchmarks and Power Standards foster accountability in our schools and help ensure that we provide all children with a quality education. More comprehensive information about the curriculum for all subject areas may be obtained from your school's teachers and administrators.

It is recognized that effective educational programs depend upon a strong partnership between parents, the community, and the school. We believe that parental involvement enriches the academic experiences of children. Your participation is encouraged and welcomed, and you are invited to contact district staff, your school principal, or your child's teacher if you have any suggestions or questions.

Many thanks for your commitment to your child's education.

## **CLARK COUNTY SCHOOL DISTRICT STATEMENT OF NON-DISCRIMINATION**

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or participation in its programs and activities.

## 21<sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS

The Clark County School District expects all students to meet the requirements of the 21<sup>st</sup> Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students enrolling as freshmen in the fall of 2006 (graduating class of 2010), and each grade thereafter, will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.

The Clark County School District believes that all students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Community/Two-Year College
- Trade/Technical School
- Workforce

<b>21<sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS</b>	
<b>Areas of Study</b>	<b>Units</b>
English	4
Mathematics (Includes Algebra II)	4
Science (Includes Biology)	3
World History or Geography (Class of 2011)	1
U.S. History	1
U.S. Government	1
Physical Education	2
Health Education	½
Use of Computers	½
Electives (Includes one Arts and Humanities or Career and Technical Education course)	5 ½
<b>Total</b>	<b>22 ½</b>

The 21<sup>st</sup> Century Course of Study will provide the following for students:

- Opens Doors to Post-Secondary Education and Workforce Opportunities
- Meets Nevada System of Higher Education University Admissions Grade Point Average (GPA) and Core Curriculum Requirements including:
  - 3.00 GPA (weighted or unweighted) **in the core curriculum**
  - NSHE Approved Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares Students for the Governor Guinn Millennium Scholarship GPA and Core Curriculum Requirements including:
  - 3.25 **cumulative** GPA (weighted or unweighted) **and**
  - NSHE Approved Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)

# CODE OF HONOR

## NEVADA DEPARTMENT OF EDUCATION

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

### **WHAT IS CHEATING?**

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

### **WHAT IS PLAGIARISM?**

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

*Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.*

# NEVADA CONTENT STANDARDS

*Content Standards identify what students should know and be able to do by the end of high school. The skills and concepts for each grade level in the **Curriculum Overview** are aligned with the Nevada Content Standards.*

## ENGLISH LANGUAGE ARTS/READING

1. Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
2. Students use reading process skills and strategies to build comprehension.
3. Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
4. Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
5. Students write a variety of texts using the writing process.
6. 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. Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
8. 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.

## MATHEMATICS

1. **Numbers, Number Sense, and Computation:** 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. **Patterns, Functions, and Algebra:** 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. **Measurement:** 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. **Spatial Relationships, Geometry, and Logic:** 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. **Data Analysis:** 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 CONTENT STANDARDS

## **MATHEMATICS (CONT.)**

### *Nevada Process Standards*

- A. **Problem Solving:** 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. **Mathematical Communication:** 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. **Mathematical Reasoning:** 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. **Mathematical Connections:** Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

## **SCIENCE**

### *By the end of 2nd grade:*

#### *Nature of Science*

- 1. Students understand that science is an active process of systematically examining the natural world.
- 2. Students understand that many people contribute to the field of science.

#### *Physical Science*

- 1. Students understand that matter has observable properties.
- 2. Students understand that position and motion of objects can be described.
- 3. Students know heat, light, and sound can be produced.

#### *Earth and Space Science*

- 1. Students understand that changes in weather often involve water changing from one state to another.
- 2. Students understand there are objects in the sky, which display patterns.
- 3. Students understand that Earth materials include rocks, soils, and water.

#### *Life Science*

- 1. Students understand that offspring resemble their parents.
- 2. Students understand that living things have identifiable characteristics.
- 3. Students understand that living things live in different places.
- 4. Students understand that there are many kinds of living things on Earth.

# NEVADA CONTENT STANDARDS

## SOCIAL STUDIES

- 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.
- HISTORY 4.0** **International Relationships & Power:** Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.
- 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.

## NEVADA CONTENT STANDARDS

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### **SOCIAL STUDIES (CONT.)**

- 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.
- 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.

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## Tips for Parents

# ENGLISH LANGUAGE ARTS/READING KINDERGARTEN

Kindergarten students begin the complex process of learning to read and write. As they make the connection of the printed word with reading and writing, students begin to develop basic literacy skills.

## WORD ANALYSIS

*It is expected that students will:*

- ⦿ demonstrate phonological awareness of spoken words through concept of word, syllable awareness, and onset and rime
- ⦿ demonstrate phonemic awareness through matching, isolating, blending, segmenting, deleting, and substituting individual sounds in spoken words
- ⦿ recognize and name upper and lower case letters of the alphabet
- ⦿ identify and use letter-sound relationships to read simple words in text (e.g., dog, cat, run)
- ⦿ use pictures, symbols, and environmental print to build and comprehend vocabulary
- ⦿ read high frequency words to build fluency and construct meaning

## READING STRATEGIES

*It is expected that students will:*

- ⦿ use concept of print (e.g., top/bottom, left/right, story sense), and concept of word
  - recognize that print conveys a message
- ⦿ predict what a story will be about
- ⦿ retell beginning, middle, and end of familiar stories
- ⦿ restate the main idea of a story or text
- ⦿ identify author, illustrator, cover, and title

## LITERARY TEXT

*It is expected that students will:*

- ⦿ listen to and identify setting and sequence of events in a story
- ⦿ listen to and identify the main idea of a story
- ⦿ listen to stories from different cultures and time periods
- ⦿ respond to who, what, where, when, and why questions

## EXPOSITORY TEXT

*It is expected that students will:*

- ⦿ gain information from text using titles, illustrations, graphs, and charts
- ⦿ listen to, read, and discuss texts from different cultures and time periods
- ⦿ listen to and describe sequential order
- ⦿ listen to and use information to answer specific questions
- ⦿ listen to and use pictures and written directions to complete a task
- ⦿ distinguish between statements and questions

## ***ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (Continued)***

### **EFFECTIVE WRITING**

*It is expected that students will:*

- ⦿ select ideas for writing
- ⦿ draw or write simple stories to communicate ideas
- ⦿ revise drafts considering audience, ideas, and voice
- ⦿ edit for correct use of words and complete sentences
- ⦿ spell correctly and capitalize first and last names
- ⦿ write complete sentences to communicate
- ⦿ form letters correctly
- ⦿ create a final draft

### **TYPES OF WRITING**

*It is expected that students will:*

- ⦿ draw or write to inform and communicate
- ⦿ draw or write about familiar experiences or events
- ⦿ draw or write responses to literature or informational text
- ⦿ discuss, write or draw to ask a question, record information, and answer a research question
- ⦿ use simple reference materials and technology

### **LISTENING**

*It is expected that students will:*

- ⦿ listen for a variety of purposes (e.g., gaining information, being entertained, and understanding directions)
- ⦿ listen and respond to oral communication
- ⦿ expand vocabulary through listening

### **SPEAKING**

*It is expected that students will:*

- ⦿ give directions to complete tasks and ask questions to clarify
- ⦿ use precise language to describe feelings, experiences, observations, and ideas
- ⦿ retell stories and personal experiences by speaking clearly
- ⦿ participate in group discussions and follow the turn-taking process

# MATHEMATICS KINDERGARTEN

Kindergarten students begin to count, combine, sort, and compare sets of objects, describe simple patterns, and recognize shapes of figures and objects. Learning experiences in mathematics begin with the concrete and connect to symbols. Students learn concepts and skills which are necessary for understanding the mathematics of the next grade level.

## **NUMBERS, NUMBER SENSE, AND COMPUTATION**

*It is expected students will:*

- ⊙ count to 20
- describe sets of objects as more than, less than, and equal to
- ⊙ match the number of objects to the correct numeral 0-10
- ⊙ recognize, read, and write numbers from 0-10
- ⊙ use objects to model simple addition and subtraction
- ⊙ identify ordinal positions first to third
- use number sense, computation, and estimation to solve problems

## **Patterns, Functions, and Algebra**

*It is expected students will:*

- ⊙ identify similar characteristics (attributes) used to sort objects
- create and describe patterns using objects, words, and numbers
- recognize, replicate, and extend patterns
- ⊙ identify and create sets of objects with unequal amounts, describing them as greater than or less than

## **MEASUREMENT**

*It is expected students will:*

- ⊙ compare, order, and describe objects by size
- ⊙ identify and sort pennies, nickels, and dimes
- ⊙ recite in order the days of the week

## **SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC**

*It is expected students will:*

- ⊙ identify two-dimensional shapes (circles, triangles, rectangles including squares)
- ⊙ identify three-dimensional figures in the environment (sphere, cylinder, rectangular prism, cube, cone)
- ⊙ demonstrate an understanding of before/after, far/near, and over/under to place objects

## **MATHEMATICS KINDERGARTEN (Continued)**

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### **DATA ANALYSIS:**

*It is expected students will:*

- ⊙ collect, organize, and record data using objects and pictures
  - represent data in a variety of ways in response to questions posed by teachers
- ⊙ describe and compare information (data) on graphs made with objects, pictures, or numbers

### **PROBLEM SOLVING**

*It is expected students will:*

- ⊙ apply previous experience and knowledge to new problem solving situations
  - formulate their own problems
- ⊙ explain and verify results with respect to the original problem
- ⊙ try more than one strategy when the first strategy proves to be unproductive
- ⊙ use technology, including calculators, to develop mathematical concepts

### **MATHEMATICAL COMMUNICATION**

*It is expected students will:*

- ⊙ use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems
- ⊙ use inquiry techniques to solve mathematical problems (discussion, questioning, research, data gathering)
  - use mathematical notation to communicate and explain problems
- ⊙ use physical materials, models, pictures, or writing to represent and communicate mathematical ideas

### **MATHEMATICAL REASONING**

*It is expected students will:*

- ⊙ Justify and explain the solutions to problems using physical models
- ⊙ discuss the steps used to solve a mathematical problem
- ⊙ draw logical conclusions about mathematical problems

### **MATHEMATICAL CONNECTIONS**

*It is expected students will:*

- link new concepts to prior knowledge
- ⊙ identify, explain, and use mathematics in everyday life
- ⊙ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science
  - view mathematics as an integrated whole in order to identify mathematics used in everyday life

# SCIENCE KINDERGARTEN

Kindergarten students focus on exploring the world around them. They learn to make and share questions and observations. They interact with various materials and their characteristics. They collect and share information about animals. They keep records, over time, of weather patterns and seasonal changes. They are introduced to the concepts of measurement and recording. Nature and History of Science objectives are embedded throughout the year in the contexts of life, earth, and physical science.

## **NATURE OF SCIENCE**

*It is expected that students will:*

- ⦿ record observations and explanations using pictures, words, or numbers
- ⦿ use equipment (magnifying lens, funnel, eye dropper) to gather information
- ⦿ observe patterns in nature (leaves, feathers, night, day, weather conditions)
  - ask questions about the world
- ⦿ share information, observations, and ideas with others
- ⦿ recognize that science involves people of all ages and backgrounds

## **PHYSICAL SCIENCE**

*It is expected that students will:*

- ⦿ describe observable materials and properties of objects (size, shape, color)
- ⦿ compare objects/products made of different materials

## **EARTH AND SPACE SCIENCE**

*It is expected that students will:*

- ⦿ recognize that the sun is a source of heat and light
- ⦿ observe, describe, and record seasonal changes

## **LIFE SCIENCE**

*It is expected that students will:*

- identify observable characteristics and behaviors of animals
- ⦿ sort animals by observable characteristics
- ⦿ observe and explain that animals have offspring that are the same kind of animal
- ⦿ use five senses to investigate the natural world
- recognize and explain that animals live in different places

# SOCIAL STUDIES

## KINDERGARTEN

Kindergarten students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

### **HISTORY**

*It is expected that students will:*

- discuss the importance of working together to complete tasks
- listen to stories of family members, local residents, and prominent figures to highlight the human experience
- listen to stories of people and families around the world
- identify problems that occur when people live and work together
- recognize differences between home and school
- describe the importance of working together to complete tasks
- identify the occupations of people in their school
- demonstrate respect for each other in the classroom and school
- share events that are important to the students and their families

### **GEOGRAPHY**

*It is expected that students will:*

- recognize that a globe is a representation of earth and use vocabulary related to direction and location, i.e., up/down; left/right; near/far; above/beyond
- identify areas that have different purposes in the home, i.e., kitchen, bedroom; or the classroom, i.e., exit door, teacher desk
- describe self as a unique individual with characteristics similar to others
- recall from memory the street on which s/he lives
- identify the geographic setting of a picture or story
- explain that people move from one location to another
- recognize weather changes with the seasons and how people adapt to those changes

### **ECONOMICS**

*It is expected that students will:*

- show that resources are scarce, such as a limited number of crayons
- identify jobs in the community
- identify United States currency
- make decisions involving classroom resources

## ***SOCIAL STUDIES KINDERGARTEN (Continued)***

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### **CIVICS**

*It is expected that students will:*

- identify and follow classroom and school rules that guide behavior and resolve conflicts
- identify an individual's rights within the classroom
- recognize individual choices
- recognize the Pledge of Allegiance
- name a traditional United States patriotic activity, holiday, or symbol
- name their school

# ENGLISH LANGUAGE ARTS/READING

## GRADE ONE

First grade students develop communication skills in reading, writing, listening, and speaking. Students begin to broaden their oral language skills and their understanding of the printed word.

### WORD ANALYSIS

*It is expected that students will:*

- ⊙ demonstrate phonological awareness of spoken words through concept of word, syllable awareness, and onset and rime
- ⊙ demonstrate phonemic awareness through matching, isolating, blending, segmenting, deleting, and substituting individual sounds in spoken words
- ⊙ use phonics (e.g., letter/sound relationships, short/long vowels, digraphs, blends, diphthongs, word families, and spelling patterns) to decode words in text
- ⊙ understand vocabulary by using suffixes, synonyms, and antonyms
- ⊙ apply basic knowledge of alphabetic order
- ⊙ read high frequency words (regular and irregular) to build fluency and construct meaning
- ⊙ read decodable text aloud with fluency

### READING STRATEGIES

*It is expected that students will:*

- ⊙ use concepts of print and concept of word (e.g., top/bottom, left/right, and story sense)
- ⊙ identify author and illustrator
- ⊙ predict what a story will be about
  - use self-correcting strategies to aid comprehension
- ⊙ identify key vocabulary
- ⊙ retell details of a story or text
- ⊙ restate the main idea of a story or text

### LITERARY TEXT

*It is expected that students will:*

- ⊙ identify setting and sequence of events
- ⊙ make inferences and draw conclusions about characters, setting, and plot
- ⊙ describe physical and personality traits of characters
- ⊙ identify the main idea
- ⊙ listen to, read, and discuss texts from different cultures and time periods
- ⊙ make predications based on evidence
- ⊙ use information to answer specific questions
  - distinguish between fact and opinion
  - read literary text aloud with fluency

## ***ENGLISH LANGUAGE ARTS/READING GRADE ONE (Continued)***

### **EXPOSITORY TEXT**

*It is expected that students will:*

- ⊙ identify and gain information from text features (e.g., text boxes, illustrations, diagrams, headings, titles, graphs, charts, and tables of contents)
- ⊙ identify the topic
- ⊙ describe the sequential order of events found in text
- ⊙ listen to, read, and discuss texts from different cultures and time periods
- ⊙ use information to answer specific questions
- ⊙ make predictions
- ⊙ make inferences and draw conclusions
- ⊙ follow pictorial and written directions to complete tasks
  - read expository texts aloud with fluency

### **EFFECTIVE WRITING**

*It is expected that students will:*

- ⊙ plan written work
- ⊙ choose and narrow topic
- ⊙ organize ideas
- ⊙ write complete sentences with supporting details
- ⊙ revise writing (e.g., organization, ideas, word choice, sentence structure, and relevant details)
- ⊙ edit for correct use of end punctuation and capitalization
- ⊙ edit for correct word usage (e.g., nouns, verbs, and pronouns)
- ⊙ edit for complete sentences
  - print legibly using left-to-right, top-to-bottom directionality, and correct spacing between letters and words
- ⊙ prepare a legible final draft to display or share
- ⊙ use correct spelling of simple words (e.g., cat, sit, run) and high frequency words (e.g., the, is, my, are)

### **TYPES OF WRITING**

*It is expected that students will:*

- ⊙ write informational sentences using a topic
- ⊙ write sentences about experiences and/or events
- ⊙ write responses to a variety of texts
- ⊙ write sentences that answer a research question
- ⊙ record information from simple reference materials and technology
  - write poetry
- ⊙ participate in daily writing activities (e.g., stories, letters, and notes)

## ***ENGLISH LANGUAGE ARTS/READING GRADE ONE (Continued)***

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### **LISTENING**

*It is expected that students will:*

- ⊙ listen for a variety of purposes (e.g., gaining information, being entertained, and understanding directions)
- ⊙ listen and respond to oral communication
- ⊙ expand vocabulary through listening
  - link information to prior knowledge

### **SPEAKING**

*It is expected that students will:*

- ⊙ give directions to complete tasks
- ⊙ ask questions to clarify directions
- ⊙ use precise language to describe feelings, experiences, observations, and ideas
- ⊙ communicate in small and large groups
- ⊙ participate in group discussions using the turn-taking process
  - communicate clearly in complete sentences
  - use varied vocabulary to communicate ideas
  - recount experiences and retell stories in sequence

# MATHEMATICS

## GRADE ONE

First grade students learn the basic addition facts through sums of ten and the corresponding subtraction facts. The foundation for algebraic reasoning is built through sorting and patterning. They begin to learn about fractions, continue to develop geometry concepts, and use nonstandard units of measure.

### **NUMBERS, NUMBER SENSE, AND COMPUTATION**

*It is expected that students will:*

- ⊙ identify, model, read, and write place value positions of 1's and 10's
- ⊙ identify and model a whole
- ⊙ identify and model  $\frac{1}{2}$  as two equal parts of a whole or a set of objects
- ⊙ read, write, compare, and order numbers from 0-100
- ⊙ identify ordinal positions first to tenth
- ⊙ read and write number words to 10
- ⊙ use number patterns and models to count by 2's, 5's, and 10's to 100
- ⊙ identify and model basic addition facts (sums to 10) and the corresponding subtraction facts
- ⊙ estimate the number of objects in a set to 10 and verify by counting
- ⊙ demonstrate the joining and separating of sets with 20 or fewer objects
- ⊙ model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols
  - use mental computation in appropriate situations to solve problems
- ⊙ use number sense, computation, and estimation to solve mathematical and real-world problems
- ⊙ use mathematics vocabulary and symbols to describe addition, subtraction, and equality

### **PATTERNS, FUNCTIONS, AND ALGEBRA**

*It is expected that students will:*

- sort and categorize objects, shapes, and numbers in a variety of ways
- ⊙ recognize, describe, label, extend, and create simple repeating patterns using symbols, objects, and manipulatives
- ⊙ create, compare, and describe sets of objects as greater than, less than, or equal to
- ⊙ recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true
  - determine possible combinations for a given number (0-10)

### **MEASUREMENT**

*It is expected that students will:*

- ⊙ compare, order, describe, and represent objects by length and weight
- ⊙ compare and measure length and weight using non-standard measurement
- ⊙ determine the value of any set of pennies, nickels, and dimes

## **MATHEMATICS GRADE ONE (Continued)**

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- ⊙ recite in order the months of the year
- ⊙ use a calendar to identify days, weeks, months, and a year
- ⊙ read time to the nearest hour
  - identify and sort coins and bills

### **SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC**

*It is expected that students will:*

- ⊙ name, sort, and sketch two-dimensional geometric shapes (circles, triangles, rectangles, including squares) regardless of orientation
- ⊙ demonstrate an understanding of position words, including down/up, left/right, top/bottom, and between/middle, by describing the relative location of objects
- ⊙ identify and copy two-dimensional designs that contain a line of symmetry
- ⊙ identify and name three-dimensional figures in the environment
- ⊙ sort and classify objects by size or thickness
- ⊙ identify what comes next in a step-by-step story or event sequence

### **DATA ANALYSIS**

*It is expected that students will:*

- ⊙ collect, organize, and record data in response to questions posed by teacher and/or students
- ⊙ use tally marks to represent data
  - use data to make decisions and solve problems
  - read and interpret information on graphs made with objects, pictures, or numbers

### **PROBLEM SOLVING**

*It is expected that students will:*

- ⊙ apply previous experience and knowledge to new problem solving situations
  - formulate their own problems
- ⊙ explain and verify results with respect to the original problem
- ⊙ try more than one strategy when the first strategy proves to be unproductive
- ⊙ use technology, including calculators, to develop mathematical concepts.

### **MATHEMATICAL COMMUNICATION**

*It is expected that students will:*

- ⊙ use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems
- ⊙ use inquiry techniques to solve mathematical problems (discussion, questioning, research, data gathering)
  - use mathematical notation to communicate and explain problems
- ⊙ use physical materials, models, pictures, or writing to represent and communicate mathematical ideas

## ***MATHEMATICS GRADE ONE (Continued)***

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### **MATHEMATICAL REASONING**

*It is expected that students will:*

- ⦿ justify and explain the solutions to problems using physical models
- ⦿ discuss the steps used to solve a mathematical problem
- ⦿ draw logical conclusions about mathematical problems

### **MATHEMATICAL CONNECTIONS**

*It is expected that students will:*

- link new concepts to prior knowledge
- ⦿ identify, explain, and use mathematics in everyday life
- ⦿ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science
- view mathematics as an integrated whole in order to identify mathematics used in everyday life

# SCIENCE GRADE ONE

First-grade students share observations about the natural world. They ask questions, make predictions, and formulate explanations through science investigations. They collect information and keep records about plants and earth materials. They explore and describe motion. They use tools to collect information. Nature and History of Science objectives are embedded throughout the year in the contexts of life, earth, and physical science.

## **NATURE OF SCIENCE**

*It is expected that students will:*

- ⦿ record observations and explanations using pictures, words, and numbers
- ⦿ use equipment (eye dropper, magnifying lens, funnel, sifter) to gather information
- ⦿ make predictions based on observed patterns (night/day, seasons, growth)
- ⦿ ask questions based on observations and interactions
  - respect ideas and contributions of others
- ⦿ recognize that science involves people of all ages and backgrounds

## **PHYSICAL SCIENCE**

*It is expected that students will:*

- ⦿ investigate, observe, and describe that objects may move in a variety of ways (straight lines, rotating, rolling, revolving, zigzag, circular) and at different speeds
- ⦿ make objects move, stop, change direction and balance
- ⦿ observe and describe how magnets can be used to make objects move without being touched
- ⦿ observe and describe how things fall to the ground unless something holds them up

## **EARTH SCIENCE**

*It is expected that students will:*

- ⦿ recognize that the Earth is composed of different kinds of materials
- ⦿ observe and describe the size, shape, texture, color and patterns of rocks
- ⦿ observe and describe basic properties of soils

## **LIFE SCIENCE**

*It is expected that students will:*

- ⦿ investigate and describe how particular plants have seeds that produce the same kind of plant
  - identify observable characteristics of plants
- ⦿ sort plants by observable characteristics
- ⦿ investigate, observe, and describe how plants grow and change through their life cycles
  - use the five senses to investigate the natural world
- ⦿ recognize and explain that plants grow in different places and need certain resources to survive

# SOCIAL STUDIES

## GRADE ONE

First grade students learn about their neighborhood and community. Students learn about their roles as members of a community and begin to recognize symbols, icons, and songs that reflect a common heritage. Students develop awareness of government, economic concepts of choice, and places on maps.

### **HISTORY**

*It is expected that students will:*

- describe local life long ago, including jobs, school, communication, transportation, and recreation
- listen to stories that reflect the beliefs, customs, ceremonies, and traditions of the varied cultures in the neighborhood
- listen to histories of important local landmarks that create a sense of community among citizens
- listen to stories that reflect the beliefs, customs, ceremonies, traditions, and social practices of cultures around the world
- identify landmarks around the world
- identify ways that sharing can resolve problems in the classroom and school
- describe the neighborhood around their school
- compare and/or contrast their daily lives with those of their parents or guardians
- identify and describe occupations in the community that help people, i.e., police officers, fire fighters, and nurses
- demonstrate respect for each other and people in the neighborhood
- discuss events that are happening at the school

### **GEOGRAPHY**

*It is expected that students will:*

- differentiate between and identify water and land on a map and globe and use the terms ocean and continent
- describe maps as representations of places
- recognize the shape of North America on a world map
- use simple maps to illustrate direction
- visually display geographic information using simple lists, graphs, and maps
- sort and group pictures displaying geographic features, i.e. forests, deserts, lake regions
- identify similarities and differences between people in the community
- identify patterns of change within the community, i.e., construction
- recall home address and phone number
- use the classroom population to categorize simple demographic information
- explain that some people live in locations other than where they were born

## ***SOCIAL STUDIES GRADE ONE (Continued)***

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- identify characteristics of rural and urban communities
- tell how the physical environment affects activity at school, i.e., inside/outside recess
- identify locations for accessing basic resources available to the student, i.e., food, water

### **ECONOMICS**

*It is expected that students will:*

- give examples of all-or-nothing choices, such as choosing to have music on or off
- identify a consumer
- identify a producer
- identify jobs in the community
- explain what money is and how it is used
- identify resources that are shared in the classroom and the community
- define trade

### **CIVICS**

*It is expected that students will:*

- identify and follow classroom and school rules that guide behavior and resolve conflicts
- identify an individual's rights within the classroom
- participate in class decision-making, i.e., individual responsibilities in the classroom and school
- recognize the Pledge of Allegiance
- name a traditional United States patriotic activity, holiday, or symbol
- name the current president of the United States
- identify sources of information
- name their school

# ENGLISH LANGUAGE ARTS/READING

## GRADE TWO

Second grade students use their beginning skills to develop expertise in communicating through reading, writing, listening, and speaking. The ability to apply these skills increases as students participate in written and oral language experiences.

### WORD ANALYSIS

*It is expected that students will:*

- ⦿ use knowledge of phonics (e.g., vowels, spelling patterns, and blends) to decode words in text
- ⦿ use structural elements (e.g., syllables, compound words, prefixes, base words, and suffixes) to decode words in text
- ⦿ identify and use knowledge of homographs, homophones, abbreviations, synonyms, antonyms, context clues, and structural analysis to understand text
- ⦿ read high frequency words to build fluency and construct meaning
- ⦿ read text aloud with fluency (e.g., accuracy, expression, and appropriate rate)
- ⦿ develop vocabulary by reading, writing, listening, and speaking
  - apply basic knowledge of alphabetic order

### READING STRATEGIES

*It is expected that students will:*

- ⦿ use before-reading strategies (e.g., preview text, access prior knowledge, set purpose for reading, make predictions, and determine text type) to aid comprehension
- ⦿ use during-reading strategies (e.g., self-correct, make, confirm, and revise predictions, identify main idea and details, and make inferences)
- ⦿ use after-reading strategies (e.g., recall details, restate main idea, organize information, and summarize text)

### LITERARY TEXT

*It is expected that students will:*

- ⦿ identify setting and sequence of events
- ⦿ describe physical and personality traits of a character
- ⦿ identify how one event may cause another event
- ⦿ compare and contrast information
- ⦿ make inferences and draw conclusions based on evidence
- ⦿ describe and make inferences about characters
- ⦿ read and discuss text from different cultures and time periods
- ⦿ make connections to self, other texts, and/or the world when reading
- ⦿ use information to answer specific questions
- ⦿ explain the main idea
- ⦿ make predications based on evidence

## **ENGLISH LANGUAGE ARTS/READING GRADE TWO (Continued)**

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- identify examples of imagery, sensory words, and similes
- identify and read a variety of literature

### **EXPOSITORY TEXT**

*It is expected that students will:*

- ⊙ identify and gain information from text features (e.g., titles, headings, graphs, charts, illustrations, diagrams, tables of contents, bold-faced and italicized words)
- gain information from reference materials
- ⊙ explain the topic
- ⊙ identify the main idea
- ⊙ identify cause and effect
- ⊙ describe the sequence or chronological order of text
- ⊙ make predictions
- ⊙ make inferences and draw conclusions
- ⊙ identify fact and opinion
- ⊙ read and discuss text from different cultures and time periods
- ⊙ use information to answer specific questions
- ⊙ read and follow directions to complete tasks
- read a variety of non-fiction texts

### **EFFECTIVE WRITING**

*It is expected that students will:*

- ⊙ plan written work
- ⊙ choose and narrow topic
- ⊙ organize ideas
- ⊙ write complete sentences with supporting details
- ⊙ revise writing (e.g., organization, ideas, word choice, sentence structure and relevant details)
- ⊙ edit for correct use of end punctuation and commas (e.g., greeting and closing of a letter, dates, and words in a series)
- ⊙ edit for capitalization (e.g., first and last names, initials, beginning of sentences, months, and days of the week)
- ⊙ edit for spelling (e.g., high frequency words, content words, contractions, possessives, and pattern words)
- ⊙ edit for correct word usage (e.g., nouns, pronouns, verbs, adjectives, verb tenses, and subject/verb agreement)
- ⊙ edit for use of complete sentences
- ⊙ prepare a legible final draft to display or share

### **TYPES OF WRITING**

*It is expected that students will:*

- ⊙ write informational sentences using a topic sentence

## ***ENGLISH LANGUAGE ARTS/READING GRADE TWO (Continued)***

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- ⊙ write paragraphs that include a topic sentence, supporting details, and a concluding sentence
- ⊙ write sentences and paragraphs about experiences and/or events
  - write an opinion statement
- ⊙ write responses to a variety of texts
- ⊙ write friendly letters
- ⊙ write sentences that answer a research question; record information from at least two sources
- ⊙ write simple stories and other compositions
  - write daily

### **LISTENING**

*It is expected that students will:*

- ⊙ listen for a variety of purposes (e.g., gaining information, being entertained, and understanding directions)
- ⊙ listen and respond to oral communication
- ⊙ expand vocabulary through listening
  - listen to different types of texts

### **SPEAKING**

*It is expected that students will:*

- ⊙ give directions to complete tasks
- ⊙ use precise language to describe feelings, experiences, observations, and ideas
- ⊙ communicate information by maintaining a clear focus
  - communicate information in a logical sequence
- ⊙ ask relevant questions to clarify and gather information
  - speak clearly with appropriate expression and pace
  - participate in various forms of oral communication (e.g., conversations, group discussions, and presentations)

# MATHEMATICS

## GRADE TWO

Second grade students expand their understanding of number sense and place value. They continue to learn and use the basic addition facts through sums of eighteen and the corresponding subtraction facts. Students also develop problem solving strategies, estimate, and collect and read data using tables, pictographs, and bar graphs.

### **NUMBERS, NUMBER SENSE, AND COMPUTATION**

*It is expected that students will:*

- ⊙ identify, use, and model place value positions of 1's, 10's, and 100's
- ⊙ identify the value of a given digit in the 1's, 10's, and 100's place
- ⊙ identify equal parts of a whole
- ⊙ identify and model the unit fractions  $\frac{1}{2}$  and  $\frac{1}{4}$  as equal parts of a whole or sets of objects
- ⊙ read, write, compare, and order numbers from 0-999
- ⊙ identify ordinal positions first to twentieth
- ⊙ read and write number words to 20
- ⊙ create, compare, and describe sets of objects and numbers from 0-999 as greater than, less than, or equal to ( $>$ ,  $<$ ,  $=$ )
  - use number patterns to skip count
  - add and subtract money
- ⊙ identify and model basic addition facts (sums to 18) and the corresponding subtraction facts
- ⊙ immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts
- ⊙ add and subtract one- and two-digit numbers without regrouping
- ⊙ generate and solve one-step addition and subtraction problems based on practical situations
  - 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
  - reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction, and equality
  - use estimation and mental computation to solve problems

### **PATTERNS, FUNCTIONS, AND ALGEBRA**

*It is expected that students will:*

- ⊙ recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives
- ⊙ use patterns and their extensions to solve problems
- ⊙ model, explain, and identify missing operations and missing numbers in open number sentences involving number facts in addition and subtraction
- ⊙ complete number sentences with the appropriate words and symbols ( $+$ ,  $-$ ,  $=$ )
- ⊙ represent mathematical situations using numbers, symbols, and words

## **MATHEMATICS GRADE TWO (Continued)**

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### **MEASUREMENT**

*It is expected that students will:*

- ⊙ compare, order, and describe objects by various measurable attributes for length, weight, and temperature
- ⊙ compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit
- ⊙ determine the value of any given set of coins
- ⊙ use decimals to show money amounts
- ⊙ recognize equivalent combinations of coins
- ⊙ read time to the nearest half-hour and quarter hour
- ⊙ recognize that there are 12 months in 1 year, 7 days in 1 week, and 24 hours in 1 day
- ⊙ use elapsed time in one hour increments, beginning on the hour, to determine start, end, and elapsed time

### **SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC**

*It is expected that students will:*

- ⊙ describe, sketch, and compare two-dimensional shapes regardless of orientation
- ⊙ identify congruent and similar shapes (circles, triangles, and rectangles including squares)
- ⊙ identify figures with symmetry as they appear in the environment
- ⊙ identify, name, sort, and describe two- and three-dimensional geometric figures and objects including circle/sphere and square/cube
- ⊙ sort and classify objects by two or more attributes

### **DATA ANALYSIS**

*It is expected that students will:*

- ⊙ collect, record, and classify data in response to questions posed by teacher and/or students
- ⊙ use tables, pictographs, and bar graphs to represent data
  - use informal concepts of probability (certain and impossible) to make predictions about future events

### **PROBLEM SOLVING**

*It is expected that students will:*

- ⊙ apply previous experience and knowledge to new problem solving situations
- ⊙ formulate their own problems
- ⊙ explain and verify results with respect to the original problem
- ⊙ try more than one strategy when the first strategy proves to be unproductive
- ⊙ use technology, including calculators, to develop mathematical concepts

## ***MATHEMATICS GRADE TWO (Continued)***

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### **MATHEMATICAL COMMUNICATION**

It is expected that students will:

- ⦿ use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems
- ⦿ use inquiry techniques to solve mathematical problems (discussion, questioning, research, data gathering)
  - use mathematical notation to communicate and explain problems
- ⦿ use physical materials, models, pictures, or writing to represent and communicate mathematical ideas

### **MATHEMATICAL REASONING**

*It is expected that students will:*

- ⦿ justify and explain the solutions to problems using physical models
- ⦿ discuss the steps used to solve a mathematical problem
- ⦿ draw logical conclusions about mathematical problems

### **MATHEMATICAL CONNECTIONS**

*It is expected that students will:*

- link new concepts to prior knowledge
- identify, explain, and use mathematics in everyday life
- ⦿ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science
- ⦿ view mathematics as an integrated whole in order to identify mathematics used in everyday life

# SCIENCE

## GRADE TWO

Second-grade students keep and share records of their observations, investigations, interactions with solids and liquids, living things and their habitats, and weather. They work collaboratively to develop questions, make predictions based on evidence, and gather evidence. They use tools for safely collecting data and sharing information. They create charts and labeled illustrations for sharing data. Nature and History of Science objectives are embedded throughout the year in the contexts of life, earth, and physical science.

### **NATURE AND HISTORY OF SCIENCE**

*It is expected that students will:*

- ⊙ record observations and explanations using words, numbers, charts and labeled pictures
  - keep a record, in a science notebook, of observations and measurements taken over time (weather, moon cycle, life cycle)
- ⊙ use equipment (pan balance, thermometer, funnel, ruler) to gather information
- ⊙ make and justify predictions based on observations
  - ask questions about the natural world
- ⊙ cooperate and contribute ideas within a group
  - relate classroom science experiences to the work of scientists
- ⊙ recognize that science involves people of all ages and backgrounds

### **PHYSICAL SCIENCE**

*It is expected that students will:*

- ⊙ describe solids and liquids according to similarities and differences
- ⊙ investigate and describe how water changes back and forth from solid to liquid; differentiate between hot and cold
- ⊙ investigate and describe how properties of materials can be changed by heating, freezing, mixing, cutting, and bending
- ⊙ describe and sort materials in terms of their observable properties (shape, weight, color, texture)
- ⊙ investigate the properties of sound and describe how sound is produced by vibrating objects

### **EARTH SCIENCE**

*It is expected that students will:*

- ⊙ investigate and describe how the sun warms the land, air, and water
- ⊙ observe that water on Earth can be a liquid (rain) or a solid (snow and ice)
- ⊙ investigate, observe, describe and record how weather changes from day to day and seasonally throughout the year
- ⊙ observe, record, and describe patterns associated with the sun and moon

## ***SCIENCE GRADE TWO (Continued)***

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### **LIFE SCIENCE**

*It is expected that students will:*

- ⦿ explain that many different kinds of living things exist on Earth
- ⦿ investigate and describe how animals have offspring that are the same kind of animal
- ⦿ investigate, observe, and describe how animals grow and change through their life cycles
  - investigate, observe, and describe how animals use their senses
- ⦿ investigate and describe how animals use plants and other animals for food
- ⦿ explain that habitats include food, water, shelter, and space
- ⦿ explain how particular features of plants and animals help them live in different kinds of places
- ⦿ identify and sort animals by observable characteristics and/or behaviors

# SOCIAL STUDIES

## GRADE TWO

Second grade students begin building a global perspective by looking at communities in their immediate area, around the country, and the world. Students determine what makes the United States unique and explore different patriotic traditions around the world. Students explore the uses of money and the purposes of financial institutions.

### **HISTORY**

*It is expected that students will:*

- compare the local community with others around the nation
- use artifacts to understand how people lived their daily lives
- tell why important events, people, and/or customs are marked by holidays
- recognize similarities and differences of earlier generations in areas such as work, dress, manners, stories, games, and festivals
- compare communities around the world with the local community
- explain why important events, people, and/or customs from around the world are marked by holidays
- examine artifacts from around the world for important clues as to how people lived their daily lives
- identify ways in which people cooperate to achieve a common goal
- explore the importance of both local and national landmarks, and explain how they create a sense of community among citizens
- identify public and private spaces within the community
- compare and/or contrast their daily lives with children around the world
- explain why people and events are honored in commemorative holidays
- demonstrate respect for each other and people in the community
- define technology and identify uses of technology in their daily lives
- listen to and discuss news events in the community

### **GEOGRAPHY**

*It is expected that students will:*

- identify titles and symbols on maps
- recognize spatial patterns, i.e., political units, physical features, on a map and globe
- construct a map key from given symbols and choose a map title
- give and follow simple oral directions to move from one location to another
- use a simple letter/number grid system to find a specific location
- identify geographic information within media sources, i.e., maps, books, photographs
- define region and provide examples of regions
- describe neighborhoods and communities as places where people live, work, and play
- identify traditions and customs that families practice

## ***SECOND GRADE SOCIAL STUDIES (Continued)***

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- identify patterns of change in the community
- provide examples of geographical uses of machines, tools, and technologies, i.e., surveying tools, map navigation programs
- show that different locations have different addresses
- locate his/her city and state on a map
- construct a visual model, i.e., graph, table, and/or choropleth map of population distribution
- categorize different ways to move people, goods, and ideas, i.e., air, water, land, phone, and/or computer
- define and compare rural and urban communities
- list types of social groups to which people belong
- tell how the physical environment affects community activity, i.e., recreation, water usage
- provide examples of tools that assist in finding geographic locations
- identify how people shape the physical environment
- define and provide examples of natural hazards
- identify natural resources and where they can be found in the neighborhood

### **ECONOMICS**

*It is expected that students will:*

- give examples of what is given up when choices are made
- identify consumers and where they make purchases
- identify producers in your neighborhood and community
- discuss why people work
- discuss the concept that money is limited
- identify reasons for saving money
- identify businesses in the community
- describe ways to share classroom resources
- demonstrate an understanding of trade by providing an example

### **CIVICS**

*It is expected that students will:*

- identify and follow classroom and school rules that guide behavior and resolve conflicts
- identify an individual's rights within the classroom and in school
- participate in class decision-making, i.e., individual responsibilities in the classroom
- recognize the Pledge of Allegiance
- describe traditional patriotic activities, holidays, or symbols from around the world
- name the current President of the United States
- identify sources of information
- name their school and community

# GUIDANCE AND COUNSELING PROGRAM

## AT THE ELEMENTARY SCHOOL LEVEL

All elementary schools offer a comprehensive guidance and counseling program which is integrated with the school curriculum. While some elementary schools share a half-time person, most have a full-time counselor on campus. Counselors are professionally trained in the academic, personal/social, and career development of elementary school students.

Through classroom guidance lessons and large group activities, elementary school guidance counselors assist students with:

- Academic Domain
  - Being life-long learners
  - Study and organizational skills
  - Setting goals and making positive decisions
- Career Domain
  - Building career awareness
  - Making the connection between success in school and success in work
- Personal/Social Domain
  - Promoting character building and resiliency in students
  - Building confidence in students for making successful transitions in school
  - Learning the importance of acceptable social skills and citizenship

### RESOURCE

#### *CCSD Guidance & Counseling Website*

The Guidance and Counseling Website is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing student for making decisions regarding secondary and post-secondary planning. Starting with elementary school, parents and students are able to review a checklist of activities on "How to Support Your Child's Education". For details visit: [www.ccsd.net](http://www.ccsd.net) under the *Student* section, click on Guidance and Counseling to access information.



## **TIPS FOR PARENTS OF PRIMARY GRADE STUDENTS (PRE-KINDERGARTEN TO 2<sup>ND</sup> GRADE)**

- Make sure your child eats breakfast daily
- Ensure that your child is appropriately dressed for school
- Schedule regular medical/dental check-ups for your child
- Talk with your child and listen to what he/she says
- Play games with your child
- Organize and monitor playtimes with other children
- Provide your child with reading and writing materials appropriate for his/her age
- Schedule a time and place for doing homework and provide materials needed to successfully complete homework
- Check backpacks daily
- Read to your child daily, and teach nursery rhymes, poems and songs
- Have your child read to you when they are able
- Visit public libraries, obtain a library card for your child, and take advantage of the free programs offered through public libraries
- Plan trips to local museums, zoos, and art galleries with your child
- Assign chores appropriate to child's age and ability
- Establish open communication with your child's teacher and principal
- Attend school sponsored events
- Monitor and limit time spent watching TV and playing video games
- In the car, have books or magazines for your child to read, and play games to see what your child observes
- Explore magnet school options with your child
- Investigate college saving plans including Nevada Pre-Paid Tuition and UPromise programs at <http://www.nevadatreasurer.gov/millennium>

**Curriculum and Professional Development Division**  
**Clark County School District**  
**Las Vegas, Nevada**