GRADE TWO
ENGLISH LANGUAGE ARTS/READING
GRADE TWO

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text.
2.0 Students use reading process skills and strategies to build comprehension.
3.0 Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
4.0 Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
5.0 Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
6.0 Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.
8.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
9.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
10.0 Students participate in discussions to offer information, clarify ideas, and support a position.
11.0 Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS AND DECODING

PHONEMIC AWARENESS

It is expected that students will:

(2)1.1 identify and work with individual phonemes in words spoken
   a. blending sounds
   b. segmenting sounds
   c. manipulating sounds
ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

PHONICS AND SPELLING

It is expected that students will:

(2)1.2 use knowledge of phonics to decode unfamiliar words of one or more syllables in context [NS/PS 1.2.2]
   a. consonant sounds
      • digraphs (th, sh, ch, wh)
   b. vowels
      • digraphs ow (low), oo (too), oo (look), au/aw (saw), ea (heat), ei (weigh), ei (receive), ie (field)
      • diphthongs ou/ow (cloud), oi/oy (toy), ew (blew)
      • vowel sounds of y
      • r-controlled (ar, er, ir, or, ur)
   c. rhyming words with different spellings
   d. final blends (nd, nk, ng, nt, ck)
   e. silent letters (kn, wr, sc, mb, gh, dge)

(2)1.3 use structural elements (e.g., syllables, basic prefixes, roots, and suffixes) to decode unfamiliar words of one or more syllables in context [NS/PS 1.2.2]
   a. root words
   b. suffixes (ly, ful, er, less, est)
   c. prefixes (un, re, dis)
   d. contractions
   e. plurals (regular, irregular)
   f. possessives (singular, plural)

(2)1.4 read high-frequency words to build fluency and construct meaning [NS 1.2.1]
(2)1.5 read texts aloud with fluency, accuracy, and appropriate intonation and expression [NS/PS 1.2.1]
(2)1.6 identify the meanings of simple prefixes, common suffixes, and abbreviated words in context [NS/PS 1.2.3]
(2)1.7 identify and use knowledge of spelling patterns to correctly spell words
   a. diphthongs
   b. long and short vowels
   c. blends
   d. vowel digraphs
   e. r-controlled vowels
   f. forming plurals using ~s and ~es
   g. adding ~ed and ~ing

(2)1.8 identify and use special vowel spellings to correctly spell words
(2)1.9 identify and use knowledge of spelling patterns and special vowel spellings when reading [NS/PS 1.2.4]
(2)1.10 identify and use basic syllabication rules (e.g., V/CV= su/per, VC/CV= sup/ per) [NS/PS 1.2.4]
(2)1.11 apply knowledge of basic syllabication rules when reading [NS/PS 1.2.4]
(2)1.12 identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text [NS/PS 1.2.5]
   a. multiple meaning words
ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

b. compound words
c. content area words

VOCABULARY

It is expected that students will:

(2)1.13 develop vocabulary by listening to and discussing selections read aloud
(2)1.14 develop vocabulary through meaningful experiences (e.g. wide reading, discussion of word meanings, interactive activities, examples and non-examples)
(2)1.15 know the meaning of simple prefixes and suffixes (e.g. re-, un-, -ing, -ly)
(2)1.16 identify simple multiple-meaning words
(2)1.17 use knowledge of word structure clues in unknown multisyllabic words to predict meaning

READING COMPREHENSION – PROCESS SKILLS AND STRATEGIES

It is expected that students will:

(2)2.1 identify and use pre-reading, during, and post-reading strategies to aid comprehension [NS 2.2.1]
   a. access prior knowledge
   b. make predictions
   c. preview text
   d. set a purpose
   e. make connections to personal experiences and knowledge
   f. connect, compare, and contrast the story elements in text
   g. discuss authors and illustrators
(2)2.2 respond to and generate questions
(2)2.3 locate words and/or sentences to answer questions
(2)2.4 determine importance in stories
   a. recall important details/facts of the text while reading
   b. recall sequence of events
   c. identify purpose
   d. formulate the main idea of text while reading [NS/PS 2.2.3]
(2)2.5 form mental pictures before, during, and after reading
(2)2.6 draw inferences using prior knowledge, textual information, and pictures
(2)2.7 retell the main idea of text [NS/PS 2.2.4]
(2)2.8 identify self-correcting strategies to aid comprehension [NS 2.2.2]
   a. use phonics skills to decode words
   b. know when meaning is lost
   c. use self-questioning
   d. use context clues
   e. reread
(2)2.9 use knowledge of familiar vocabulary words to comprehend
(2)2.10 demonstrate fluency (see fluency chart, Resource Section)
   a. read orally with ease and expression
   b. read with appropriate rate and accuracy
ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

(2)2.11 identify cause and effect
(2)2.12 draw simple conclusions about text [PS 2.2.A1]
(2)2.13 respond to fiction and nonfiction selections
   a. retell
   b. answer literal/inferential questions
   c. maintain a journal or learning log
(2)2.14 describe, classify, compare, and contrast pictures and information
(2)2.15 demonstrate comprehension of various forms of literature
   a. fiction
   b. nonfiction
   c. poetry
   d. instructional directions
   e. letters and social notes

READING COMPREHENSION – LITERATURE

It is expected that students will:

(2)3.1 analyze simple elements of a story such as setting, characters, and plot [NS/PS 3.2.1]
(2)3.2 restate the logical and sequential development of a story [NS 3.2.1]
(2)3.3 generate alternative endings to stories [NS 3.2.1]
(2)3.4 make basic inferences about character traits and predict story outcomes [NS/PS 3.2.2]
(2)3.5 compare and contrast different versions of the same stories from different cultures and eras [NS/PS 3.2.3]
(2)3.6 compare rhythm, rhyme, and alliteration in poetry [NS 3.2.5]
(2)3.7 distinguish between poetry and prose [NS 3.2.7]
(2)3.8 identify different types of literature
   a. fiction
   b. nonfiction
   c. poetry
(2)3.9 read independently daily
   a. select books of choice
   b. compare stories and express a preference

READING COMPREHENSION - INFORMATIONAL TEXTS

It is expected that students will:

(2)4.1 locate and use text features to obtain and interpret information
   a. title, table of contents, and chapter headings [NS/PS 4.2.1]
   b. diagrams, charts, and graphs [NS/PS 4.2.1]
   c. index
   d. glossary
   e. labels and captions
(2)4.2 identify and explain cause and effect [NS/PS 4.2.2]
(2)4.3 determine the main idea of a passage [NS/PS 4.2.2]
(2)4.4 ask questions to gain understanding of important information in a text [NS 4.2.3]
ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

(2)4.5 read and follow simple directions to perform a task [NS/PS 4.2.6]  
(2)4.6 read a variety of non-fiction from content areas

WRITING - COMPOSITION
It is expected that students will:

(2)5.1 participate in daily writing activities (e.g., journals, learning logs, reports)  
(2)5.2 use at least two sources to write an informative paper [NS/PS 5.2.1]  
(2)5.3 write friendly letters [NS/PS 5.2.2]  
(2)5.4 write stories and poems [NS/PS 5.2.3]  
(2)5.5 write responses to fiction and nonfiction literature [NS/PS 5.2.4]  
(2)5.6 write directions

WRITING - PROCESS
It is expected that students will:

(2)6.1 use the writing process  
   a. prewriting  
   b. drafting  
   c. revising  
   d. editing  
   e. publishing  
(2)6.2 use the analytic writing traits  
   a. ideas  
   b. organization  
   c. voice  
   d. word choice  
   e. sentence fluency  
   f. conventions  
(2)6.3 generate possible ideas for future writing by recalling experiences, talking, drawing, and listening to stories [NS 6.2.1]  
(2)6.4 organize ideas through activities such as listing, webbing, and clustering [NS/PS 6.2.2]  
(2)6.5 identify a purpose for writing  
(2)6.6 write stories or other compositions [NS/PS 6.2.3]  
(2)6.7 ask questions to develop and clarify ideas  
(2)6.8 revise writing for detail and clarity [NS/PS 6.2.4]  
(2)6.9 self-check for ideas, organization, voice, word choice, and sentence fluency  
(2)6.10 edit, with teacher assistance, for correct word usage [NS 6.2.5]  
(2)6.11 edit for spelling, grammar and usage, sentence structure, punctuation, and capitalization  
(2)6.12 produce writing for given audiences [NS 6.2.6]  
(2)6.13 share writing with others and listen to responses [NS 6.2.7]  
(2)6.14 display writing through informal/formal publication
WRITING - MECHANICS

It is expected that students will:

(2)7.1 write complete sentences
   a. telling sentences (declarative)
   b. asking sentences (interrogative)
   c. sentences showing excitement (exclamatory)
   d. combined sentences

(2)7.2 use nouns, verbs, pronouns, adjectives, and adverbs in writing [NS/PS 7.2.1]

(2)7.3 demonstrate correct grammar usage when writing sentences
   a. subject-verb agreement
   b. pronouns
   c. adjectives
   d. correct verb tense
   e. comparatives/superlatives

(2)7.4 identify complete and incomplete sentences in writing [NS/PS 7.2.2]

(2)7.5 use commas in the greeting and closing of a letter [NS/PS 7.2.3]

(2)7.6 use commas between words in a series [NS/PS 7.2.3]

(2)7.7 use commas in dates [NS/PS 7.2.3]

(2)7.8 use a comma between city and state

(2)7.9 use end punctuation [NS/PS 7.2.3]

(2)7.10 use periods in abbreviations

(2)7.11 use periods with initials

(2)7.12 use contractions correctly [NS/PS 7.2.3]

(2)7.13 use possessives correctly [NS/PS 7.2.3]

(2)7.14 capitalize proper nouns and initials [NS/PS 7.2.4]

(2)7.15 use correct spelling of words containing short, long, and r-controlled vowels [NS/PS 7.2.5]

(2)7.16 use correct spelling of words containing blends and digraphs [NS/PS 7.2.5]

(2)7.17 use correct spelling of common irregular words (e.g., said, who, they) [NS/PS 7.2.5]

(2)7.18 create readable compositions that are legible [NS 7.2.6]
   a. form manuscript (ball and stick) letters correctly
   b. use correct spacing between letters in a word and words in a sentence

LISTENING

It is expected that students will:

(2)8.1 determine the purpose(s) for listening (such as, to obtain information, to solve problems, or enjoyment) [NS/PS 8.2.1]

(2)8.2 link prior knowledge with new information

(2)8.3 activate prior knowledge

(2)8.4 listen to different types of literature

(2)8.5 attend and respond to public presentations and a variety of media [NS 8.2.2]

(2)8.6 recognize that different dialects exist [NS 8.2.3]

(2)8.7 follow two-step oral directions to complete a task [NS/PS 8.2.4]
SPEAKING

It is expected that students will:

(2)9.1 select and use specific vocabulary to communicate ideas [NS 9.2.1]
   a. obtain information
   b. give, follow, and restate multi-step directions
   c. rephrase questions
   d. complete sentences
   e. differentiate between a question and a statement

(2)9.2 speak clearly at an understandable pace [NS 9.2.2]

(2)9.3 make oral presentations that maintain a clear focus [NS/PS 9.2.3]

(2)9.4 recount experiences and tell stories that move through a logical sequence of events and include character and setting [NS/PS 9.2.4]

(2)9.5 give clear directions to complete a simple task [NS/PS 9.2.5]

(2)9.6 participate in various forms of oral communication (e.g., informal dialogue, music, plays, book talks, oral reports, speeches)

DISCUSSION

It is expected that students will:

(2)10.1 demonstrate turn-taking, eye contact, and attentiveness in conversations and group discussions [NS 10.2.1]

(2)10.2 ask and answer questions to gather and provide information [NS/PS 10.2.2]

(2)10.3 present ideas and information in groups [NS 10.2.3]

RESEARCH AND STUDY SKILLS

It is expected that students will:

(2)11.1 use parts of a book to locate information
   a. title page
   b. table of contents

(2)11.2 alphabetize words by second letter and apply basic knowledge of alphabetical order [NS/PS 1.1.4]

(2)11.3 construct simple graphic organizers to show relationships of ideas (e.g., story map, semantic map, web, chart, graph, diagram)

(2)11.4 formulate questions to explore areas of interest [NS 11.2.1]

(2)11.5 locate and use information from reference materials and technology [NS/PS 11.2.2]

(2)11.6 share research findings using various media [NS 11.2.5]

(2)11.7 use test-taking strategies
   a. read and answer objective questions within a set time period
   b. answer multiple choice questions
   c. identify key testing terminology
FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)  
“ESPAÑOL PARA TI” VIDEO/DVD PROGRAM  
GRADE TWO

GOALS
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

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
FLES GRADE TWO (continued)

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

_Nevada Grades K-12 Content Standards_

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

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PERSONAL HEALTH AND FITNESS

_It is expected that students will:_

(2)1.1 identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene) [NS 1.2.1]
(2)1.2 identify characteristics of bullies and victims [NS 3.2.1]
(2)1.3 identify foods from various cultures around the world [NS 4.2.1]
(2)1.4 name basic verbal and non-verbal communication techniques [NS 5.2.1]
(2)1.5 discuss the meaning of cooperation and why it is necessary when working with others
(2)1.6 identify the decision-making process model [NS 6.2.1]

GROWTH AND DEVELOPMENT

_It is expected that students will:_

(2)2.1 identify basic anatomy in relation to the five senses (eyes, ears, nose, mouth, hands and feet) [NS 1.2.2]
(2)2.2 describe and demonstrate the importance of good posture
HEALTH GRADE TWO (continued)

NUTRITION
It is expected that students will:
(2).3.1 explain that healthy eating promotes growth and well-being [NS 1.2.3]
(2).3.2 identify the five basic food groups in the food pyramid and plan a healthy meal
(2).3.3 give examples of two or more foods in each group of the food pyramid

SUBSTANCE ABUSE PREVENTION
It is expected that students will:
(2).4.1 identify and differentiate between helpful and harmful drugs (alcohol, tobacco, and other drugs) [NS 1.2.4]
(2).4.2 identify and demonstrate basic refusal skills [NS 3.2.2]
(2).4.3 list positive activities in which to engage (healthy alternatives to using drugs)

SAFETY
It is expected that students will:
(2).5.1 recite name, address, and telephone number
(2).5.2 identify hazardous conditions related to personal health and safety (be able to call for help or find an adult) [NS 1.2.5]
(2).5.3 demonstrate basic injury prevention and safety strategies for personal health (e.g., wearing a helmet when riding a bike, wearing elbow/knee pads when roller blading) [NS 3.2.3]
(2).5.4 explain basic first-aid procedures for superficial wound care (e.g., cuts, bumps, scrapes)
(2).5.5 explain how to use “9-1-1” for emergencies
(2).5.6 describe ways to communicate care, consideration, and respect for self and others [NS 5.2.2]
(2).5.7 list common causes of accidents and safety prevention strategies

DISEASE PREVENTION
It is expected that students will:
(2).6.1 recognize basic prevention strategies for common illnesses (e.g., immunizations, hand washing) [NS 1.2.6]
(2).6.2 name serious illnesses (e.g., cancer, heart disease)
(2).6.3 describe signals the body sends when ill and when well
(2).6.4 identify stress [NS 3.2.4]

COMMUNITY/CONSUMER HEALTH
It is expected that students will:
(2).7.1 demonstrate the ability to locate school and community health helpers [NS 1.2.7]
(2).7.2 identify positive and negative behaviors that may need interference for future health care [NS 2.2.2]
(2).7.3 identify health advertising in a variety of forms [NS 4.2.3]
(2).7.4 identify positive health choices [NS 7.2.1]
ENVIROMENTAL HEALTH

It is expected that students will:

(2)8.1 identify elements of the environment that affect personal health (e.g., air, water, food, soil, and pollutants) [NS 1.2.8]
LIBRARY
GRADE TWO

STATE OF NEVADA INFORMATION LITERACY STANDARDS

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

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 2.2A1]

(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.A1]

(2)1.3  ask broad questions that will help in locating needed information [ELA/PS 10.2.2]

(2)1.4  list several sources of information and explain the kind of information found in each [ELA/PS 5.2.1, 11.2.2]
  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 9.2.5, 11.2.2, 11.2.4]
  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)

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]; [4.2.1, 4.2.2, 9.2.4]
(2)2.2 recognize fact, opinion and point-of-view [NS 2.B.1]; [ELA/PS 4.2.2, 8.2.1]
(2)2.3 recognize inaccurate, biased and misleading information in various information sources and products [NS 2.C.1]; [2.2.3, 4.2.1]
(2)2.4 select information that is applicable to a specific information problem or question [ELA/PS 4.2.1]

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 6.2.2, 11.2.4]
(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 8.2.1, 9.2.4]
(2)3.3 use information from a variety of sources to resolve an information problem or question [NS 3.C.2]; [ELA/PS 2.2.4, 4.2.1, 5.2.1, 10.2.2, 11.2.2]
  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 6.2.2, 9.2.3, 11.2.2]

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 10.2.2]
(2)4.2 create information products relating to topics of personal interest [NS 4.B.2]; [ELA/PS 5.2.3, 5.2.4, 6.2.2, 9.2.3]

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 2.2.4, 2.2.A1, 3.2.1, 3.2.2, 3.2.3, 9.2.4]
  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)

(2)5.2 explore and discuss films, plays, and other creative presentations of information [NS 5.B.1]; [ELA/PS 2.2.4, 2.2.A1, 3.2.1, 3.2.2, 3.2.3, 9.2.4]

(2)5.3 express information and ideas creatively in a variety of simple formats [NS 5.C.1]; [ELA/PS 5.2.4, 6.2.2, 9.2.4]

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]; [4.2.6, 8.2.4, 9.2.5]

(2)6.2 with teacher’s assistance explain basic strategies for revising, improving and updating work [NS 6.B.1]; [ELA/PS 6.2.4, 9.2.5]

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 5.2.1]
   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 5.2.1, 11.2.2]

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 2.2.4, 2.2.A1]

(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 5.2.1, 9.2.3]

(2)8.3 state the main points of school policy of using computing and communications hardware, software, and networks [ELA/PS 2.2.4, 9.2.5]

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 2.4, 10.2.2]

(2)9.2 affirm and discuss others’ ideas within a group [ELA/PS 10.2.2]
(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 9.2.3, 9.2.4, 10.2.2, 11.2.2]

(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 5.2.1, 6.2.2, 9.2.3, 9.2.4]
MATHEMATICS
GRADE TWO

STANDARDS

Nevada Grades K-12 Content Standards

1.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, 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.

2.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, 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.

3.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

4.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

5.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Nevada Grades K-12 Process Standards

6.0 Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication, and connections.

7.0 Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral, and visual formats.

8.0 Students will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.
9.0 Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between content strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

(2)1.1 read, write, order, and compare numbers from 0 - 999 [NS 1.3.6]
(2)1.2 count up to 100 objects by 2s, 5s, and 10s
(2)1.3 count on and count back
(2)1.4 compare and order groups of objects and numerals less than 1,000
(2)1.5 use ordinal positions first through twentieth [NS/PS 1.2.7]
(2)1.6 identify odd and even numbers
(2)1.7 use the inherent patterns in numbers to skip count by 2s, 3s, 5s, and 10s to 100 and beyond [NS/PS 1.2.5]
(2)1.8 use, model, and identify place value positions (ones, tens, and hundreds) [NS/PS 1.2.8]
(2)1.9 read and write number words 0 - 20 (one, two, three, etc.) [NS/PS 1.2.7]
(2)1.10 demonstrate understanding of the processes of addition and subtraction
(2)1.11 identify, model, and label fractions (e.g. 1/2, 1/4) as part of a whole, denominators 2, 4, and 8 [NS/PS 1.2.9]
(2)1.12 compare fractions with denominators 2, 4, and 8, using models
(2)1.13 identify decimals (dollars, dimes, and pennies) as part of place value system
(2)1.14 use decimals to show money amounts [NS/PS 1.2.4]
(2)1.15 identify and model basic addition facts (sums to 18) and the corresponding subtraction facts [NS/PS 1.2.1]
(2)1.16 immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts [NS/PS 1.2.1]
(2)1.17 add and subtract multi-digit numbers without regrouping [NS/PS 1.2.2]
(2)1.18 add and subtract two-digit numbers with regrouping
(2)1.19 add and subtract money amounts [NS 1.2.4]
(2)1.20 describe and explain sequence of steps in addition and subtraction algorithms
(2)1.21 use a variety of appropriate strategies to compute and solve problems with whole numbers
(2)1.22 estimate the number of objects in a set to 20; verify by counting, and revise estimate, as needed, based on results [NS/PS 1.2.7]
(2)1.23 generate and solve one-step addition and subtraction problems based on practical situations [NS/PS 1.2.3]
(2)1.24 use estimation and mental computation in appropriate situations to solve problems [NS/PS 1.4.7]
(2)1.25 use number sense, computation, and estimation to solve mathematical and real-world problems

PATTERNS, FUNCTIONS, AND ALGEBRA
It is expected that students will:
(2)2.1 compare and contrast attributes of objects, shapes, and numbers
(2)2.2 recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, manipulatives, and calculators [NS/PS 2.2.1]
(2)2.3 use patterns and their extensions to solve problems [NS/PS 2.2.1]
(2)2.4 use patterns and their extensions to solve problems [NS/PS 2.2.3]
(2)2.5 generate and solve problems based on various numerical sentences [NS/PS 2.2.2], [NS/PS 2.2.4]
(2)2.6 represent mathematical situations using numbers, symbols, and words [NS 2.2.2], [NS/PS 2.2.4]
(2)2.7 model, explain, and solve a number sentence involving addition and subtraction [NS/PS 2.2.7]

MEASUREMENT
It is expected that students will:
(2)3.1 compare and order objects by various measurable attributes including time, temperature, length, weight, capacity, volume, and area; communicate their similarities and differences [NS/PS 3.2.1]
(2)3.2 compare objects to standard whole units such as inches, yards, centimeters, and meters to identify the objects as greater than, less than, or equal to the given units [NS/PS 3.2.2]
(2)3.3 estimate and measure length, weight, and capacity of objects, using a standard or nonstandard unit of measure [NS 3.3.3]
(2)3.4 use a calendar to identify days, weeks, months, and year [NS 3.1.6]
(2)3.5 recite and use the months of the year in order [NS 3.1.6]
(2)3.6 read time to nearest quarter hour; distinguish between day and night, (i.e., A.M. and P.M.) [NS/PS 3.2.6]
(2)3.7 determine the value of any given set of coins and bills [NS/PS 3.2.4]
(2)3.8 read, write, and use money notations [NS 3.3.4]

SPATIAL RELATIONSHIPS AND GEOMETRY
It is expected that students will:
(2)4.1 identify, name, sort, sketch, describe, compare and contrast two-dimensional shapes (circles, triangles, rectangles [squares]) regardless of position [NS/PS 4.2.1]
(2)4.2 use position words such as before, far, below, left to describe location of objects and to place objects
(2)4.3 identify congruent shapes [NS/PS 4.2.2]
(2)4.4 compare the size (larger and smaller) of similar two-dimensional figures such as circles, triangles [NS/PS 4.2.2]
(2)4.5 recognize and describe position of shapes after transformation (flip, turn, slide), using models
(2)4.6 identify figures with symmetry as they appear in the environment [NS/PS 4.2.3]
(2)4.7 create two-dimensional designs that contain a line of symmetry [NS/PS 4.2.3]
(2)4.8 identify, name, sort, describe, compare, and contrast two- and three-dimensional geometric figures and objects such as circle/sphere, square/cube, triangle/pyramid [NS/PS 4.2.4]

DATA ANALYSIS

It is expected that students will:
(2)5.1 collect, organize, record, and explain classification of data using concrete materials [NS/PS 5.2.1]
(2)5.2 collect, organize, tally, display, and interpret data in charts, tables, and graphs
(2)5.3 read and interpret simple picture and bar graphs to solve problems

PROBLEM SOLVING

It is expected that students will:
(2)6.1 select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [NS/PS 6.1]
(2)6.2 apply previous experience and knowledge to new problem-solving situations [NS/PS 6.2]
(2)6.3 formulate own problems; use various approaches to investigate and solve problems [NS/PS 6.3]
(2)6.4 explain and verify results with respect to the original problem [NS/PS 6.4]
(2)6.5 try more than one strategy when the first strategy proves to be unproductive [NS 6.6]
(2)6.6 apply solutions and strategies from earlier problems to new problem situations [NS 6.8]
(2)6.7 use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration) [NS 6.12]

MATHEMATICAL COMMUNICATION

It is expected that students will:
(2)7.1 discuss and exchange ideas about mathematics as a part of learning [NS 7.1]
(2)7.2 use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [NS 7.2]
(2)7.3 use pictorial representations to identify mathematical operations and concepts [NS/PS 7.4]
(2)7.4 use physical materials, models, pictures, or writing to represent and communicate mathematical ideas [NS/PS 7.7]

(2)7.5 explain and justify thinking about mathematical ideas and solutions [NS/PS 7.12]

(2)7.6 use everyday language to explain thinking about strategies and solutions to mathematical problems [NS 7.15]

(2)7.7 express mathematical ideas and use them to define, compare, and solve problems orally and in writing [NS 7.16]

(2)7.8 use mathematical notation to communicate and explain mathematical situations [NS 7.17]

MATHEMATICAL REASONING

It is expected that students will:

(2)8.1 justify and explain the solutions to problems using manipulative and physical models [NS 8.1]

(2)8.2 use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [NS/PS 8.4]

(2)8.3 ask questions to reflect on, clarify, and extend thinking [NS 8.8]

(2)8.4 review and refine the assumptions and steps used to derive conclusions in mathematical arguments [NS 8.9]

(2)8.5 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS 8.11]

MATHEMATICAL CONNECTIONS

It is expected that students will:

(2)9.1 link new concepts to prior knowledge [NS 9.1]

(2)9.2 use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [NS 9.2]

(2)9.3 identify practical applications of mathematical principles that can be applied to other disciplines [NS 9.5]

(2)9.4 apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science) [NS 9.7]

(2)9.5 identify, explain, and use mathematics in everyday life [NS/PS 9.8]
STANDARDS

_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

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 (\(\text{q}\), \(\text{Q}\), \(\text{qr}\), \(\text{h}\), \(\text{H}\)) [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)

(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

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

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)

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]
(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]
SCIENCE
GRADE TWO

STANDARDS

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.
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.
L8B Students understand that living things are composed of cells, which are specialized in multicellular 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 AND HISTORY 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]
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

Nevada Grades K-12 Content Standards

CIVICS
1.0 Rules, Law, and Government — Students know why society needs rules, laws, and governments.
2.0 The U.S. Government — Students know the United States Constitution and the government it creates.
3.0 National and State Government — Students can explain the relationship between the states and national government.
4.0 The Political Process — Students describe the roles of political parties, interest groups, and public opinion in the democratic process.
5.0 Citizenship — Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.
6.0 State and Local Government — Students know the structure and functions of state and local governments.
7.0 Political and Economic Systems — Students explain the different political and economic systems in the world.
8.0 International Relations — Students know the political and economic relationship of the United States and its citizens to other nations.

ECONOMICS
1.0 The Economic Way of Thinking — Students will use fundamental economic concepts, including scarcity, choice, cost incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.
2.0 Measuring U.S. Economic Performance — Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.
3.0 Functioning of Markets — Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.
4.0 Private U.S. Economic Institutions — Students will describe the roles played by various U.S. economic institutions, including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.
SOCIAL STUDIES GRADE TWO (continued)

5.0 Money — Students demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.

6.0 The U.S. Economy as a Whole — Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation’s production, income, unemployment, and price levels; and leads to variations in individual income levels.

7.0 An Evolving Economy — Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy’s structure and performance.

8.0 The Role of Government in a Market Economy — Students will explain the role of government in a market economy.

9.0 The International Economy — Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.

GEOGRAPHY

1.0 The World in Spatial Terms — Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.

2.0 Places and Regions — Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.

3.0 Physical Systems — Students understand how physical processes shape Earth’s surface patterns and ecosystems.

4.0 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.

5.0 Environment and Society — Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

6.0 Geographic Applications — Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.

7.0 Geographic Skills — Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.

HISTORY

1.0 Chronology — Students use chronology to organize and understand the sequence and relationship of events.

2.0 History Skills — Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.

3.0 Prehistory to 400 CE — Students understand the development of human societies, civilizations, and empires through 400 CE.

4.0 1 CE to 1400 — Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.
SOCIAL STUDIES GRADE TWO (continued)

5.0 **1200 to 1750** — Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

6.0 **1700 to 1865** — Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

7.0 **1860 to 1920** — Students understand the importance and impact of political, economic, and social ideas.

8.0 **The Twentieth Century, a Changing World: 1920 to 1945** — Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.

9.0 **The Twentieth Century, a Changing World: 1945 to 1990** — Students understand the shift of international relationships and power as well as the significant developments in American culture.

10.0 **New Challenges: 1990 to the Present** — Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

CIVICS

*It is expected that students will:*

(2)1.1 identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks [NS 1.2.1]
(2)1.2 participate in class decision making [NS 1.2.4]
(2)1.3 name a traditional U.S. patriotic activity, holiday, or symbol (e.g., Fourth of July) [NS 5.2.3]
(2)1.4 name the school and community [NS 8.2.1]
(2)1.5 discuss responsible citizenship, including the importance of education
(2)1.6 demonstrate awareness of the rights and property of individuals
(2)1.7 complete tasks independently
(2)1.8 work cooperatively in groups
(2)1.9 recognize differences of opinion
(2)1.10 identify appropriate ways to make changes and resolve conflicts
(2)1.11 recite the “Pledge of Allegiance”

ECONOMICS

*It is expected that students will:*

(2)2.1 give examples of what is given up when choices are made [NS 1.2.1]
(2)2.2 give examples of an all-or-nothing choice (e.g., choose to have music on or off) [NS 1.2.3]
(2)2.3 demonstrate an understanding of trade [NS 3.2.1]
SOCIAL STUDIES GRADE TWO (continued)

(2)2.4 give examples of prices people have paid when buying goods and services [NS 3.2.2]
(2)2.5 give reasons why consumers choose to buy more of a good or service (including when its price is low) and when they choose to buy less (including when its price is high) [NS 3.2.3]
(2)2.6 identify reasons people use banks [NS 4.2.1]
(2)2.7 explain what money is and how it is used [NS 5.2.1]
(2)2.8 explain what a consumer does [NS 6.2.2]
(2)2.9 give examples of ways people earn money by working [NS 6.2.6]
(2)2.10 explain how tools and machinery may help a person work faster or better, or make a person’s work easier [NS 7.2.1]
(2)2.11 give examples of inventions [NS 7.2.4]
(2)2.12 identify community occupations in a given job cluster (e.g., medical, educational)

GEOGRAPHY

It is expected that students will:

(2)3.1 identify the map titles and map symbols on a variety of maps [NS 1.2.1]
(2)3.2 describe what a map or globe represents [NS 1.2.2]
(2)3.3 recognize geographic information from maps, globes, photographs, and graphs [NS 1.2.3]
(2)3.4 choose a title and construct a key (legend) from given map symbols [NS 1.2.4]
(2)3.5 recognize spatial patterns on a map [NS 1.2.6]
(2)3.6 identify and locate land and water on a map or globe, using the terms continent and ocean [NS 1.2.7]
(2)3.7 locate United States and Nevada on a map [NS 1.2.8]
(2)3.8 identify basic types of landforms and bodies of water (e.g., mountains, valleys, islands, lakes, rivers) [NS 2.2.1]
(2)3.9 identify traditions and customs that families practice [NS 2.2.2]
(2)3.10 give examples of how technology is used in the home and classroom [NS 2.2.4]
(2)3.11 identify changes that have occurred over time at home, at school, or in the neighborhood [NS 2.2.5]
(2)3.12 identify areas that have different purposes in the home or the classroom [NS 2.2.7]
(2)3.13 describe the weather conditions typical to each season in the community and in other places [NS 3.2.1]
(2)3.14 identify some basic elements of a simple ecosystem (e.g., plants, animals) [NS 3.2.3]
(2)3.15 use a school map to construct a visual model of population distribution [NS 4.2.1]
(2)3.16 give oral directions from one location to another within the school or community [NS 4.2.2]
(2)3.17 categorize different ways to move people, goods, and ideas [NS 4.2.3]
(2)3.18 compare and contrast rural and urban communities [NS 4.2.4]
(2)3.19 distinguish between goods and services [NS 4.2.5]
SOCIAL STUDIES GRADE TWO (continued)

(2)3.20 use a map or chart to display information about an economic product [NS 4.2.6]
(2)3.21 distinguish between wants and needs and describe how people fulfill them [NS 4.2.7]
(2)3.22 list different groups to which people belong [NS 4.2.8]
(2)3.23 identify places where cooperation and conflict take place [NS 4.2.9]
(2)3.24 identify how people shape the physical environment at home and school [NS 5.2.4]
(2)3.25 recognize the location of major current events [NS 6.2.2]
(2)3.26 plan a spatial change for a classroom or school (e.g., changing the location of furniture, redesigning the playground) [NS 6.2.4]
(2)3.27 ask questions about location [NS 7.2.1]
(2)3.28 gather geographic information from books and pictures [NS 7.2.2]
(2)3.29 make simple lists and graphs and arrange visual materials to display geographic information [NS 7.2.3]
(2)3.30 identify and group information from several geographic sources [NS 7.2.4]
(2)3.31 display the results of a geographic inquiry [NS 7.2.5]
(2)3.32 name the cardinal directions: north, south, east, and west
(2)3.33 construct simple maps
(2)3.34 describe natural resources (e.g., water, air, trees, rocks, plants, animals, oil, gas)

HISTORY

It is expected that students will:

(2)4.1 identify past, present, and future events [NS 1.2.2]
(2)4.2 tell why Columbus Day is celebrated [NS 5.2.6]
(2)4.3 tell why Thanksgiving Day is celebrated [NS 5.2.8]
(2)4.4 tell why the Fourth of July is celebrated [NS 6.2.4]
(2)4.5 tell why Presidents’ Day is celebrated [NS 6.2.13]
(2)4.6 tell why Labor Day is celebrated [NS 7.2.11]
(2)4.7 tell why Memorial Day and Veterans’ Day are celebrated [NS 7.2.17]
(2)4.8 tell why Martin Luther King, Jr. Day is celebrated [NS 9.2.8]
(2)4.9 describe Native American daily life prior to European colonization (e.g., housing, farming, illness) and describe Native American life of today
(2)4.10 discuss why and from where people came to North America and the United States
(2)4.11 discuss the courage of various Americans
(2)4.12 read historical passages and restate details
(2)4.13 recognize a timeline
TECHNOLOGY
GRADE TWO

STANDARDS

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

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
b. opening and closing

(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)

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
(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

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

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]
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]