



# Zion Lutheran School

*Christ-Centered, Classical Education*

**SECOND**

**GRADE**

**STANDARDS**

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## 2ND GRADE LANGUAGE ARTS STANDARDS

### READING

2.1 *Second-grade students will acquire reading skills and fluency to gain information and ideas, while using strategies for constructing meaning that connect what is read to present understandings so as to build a strong foundation for growth as lifelong learners.*

2.1.1 Develop reading proficiency.

*The student will be able to...*

2.1.1.1 Read aloud fluently and accurately, with appropriate intonation and expression.

2.1.1.2 Decode multisyllabic words.

2.1.1.3 Recognize and apply spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

2.1.1.4 Recognize common abbreviations.

2.1.1.5 Recognize and use regular and irregular plurals.

2.1.2 Build an extensive vocabulary.

*The student will be able to...*

2.1.2.1 Use context clues to increase vocabulary.

2.1.2.2 Demonstrate an understanding of common synonyms, antonyms, and homophones.

2.1.2.3 Predict the meaning of compound words from the individual words they contain.

2.1.2.4 Tell the meaning of simple prefixes and suffixes.

2.1.3 Comprehend what is read.

*The student will be able to...*

2.1.3.1 Develop and apply pre-reading strategies, such as accessing prior knowledge, previewing, predicting and confirming, and setting a purpose for reading.

- 2.1.3.2 During reading, develop and use strategies such as self-questioning and correcting, inferring, predicting, checking, and cuing.
- 2.1.3.3 Apply post-reading skills to identify the main idea and supporting details, including questioning, reflecting, drawing conclusions, summarizing, and paraphrasing.
- 2.1.4 Read for a purpose.

*The student will be able to...*

- 2.1.4.1 Locate information in text, titles, tables of contents, chapter headings, diagrams, charts, and graphs.
- 2.1.4.2 Ask and answer clarifying questions about the author's purpose and essential elements in a given text.
- 2.1.5 Distinguish types of text.

*The student will be able to...*

- 2.1.5.1 Differentiate between narrative and expository texts.
- 2.1.5.2 Identify fiction, and nonfiction.
- 2.1.5.3 Differentiate between fact and opinion.

## LITERATURE

- 2.2 *Second-grade students will understand and appreciate, as appropriate for their age, the structure and intent of literature, as well evoke responses in ways that reflect cultures and eras, and connect with their own lives and experiences.*
- 2.2.1 Examine content and structure of literary text.

*The student will be able to...*

- 2.2.1.1 Identify the theme or main idea of a text.
- 2.2.1.2 Use details to make inferences about setting, characters, problem, solution, and to identify events in logical sequence.
- 2.2.2 Demonstrate the ability to understand and interpret grade-level literary text.

*The student will be able to...*

- 2.2.2.1 Restate facts and details in the text to clarify and organize ideas.
- 2.2.2.2 Recognize cause-and-effect relationships in a text.

2.2.2.3 Identify strategies that use words to appeal to the senses, such as rhythm, rhyme, and alliteration.

2.2.2.4 Follow two-step directions.

2.2.3 Listen to, read, and respond to a wide variety of literature of varying complexity.

*The student will be able to...*

2.2.3.1 Contrast different versions of the same stories.

2.2.3.2 Identify various traditions and cultures found in literature.

2.2.3.3 Make connections between text ideas, between text ideas and personal experiences.

## WRITING

2.3 *Second-grade students will write clearly to convey an intended message and meaning aimed at a variety of audiences in assorted styles, applying standard grammar and syntax and making use of word-processing technologies.*

2.3.1 Demonstrate knowledge and proper use of language conventions, such as spelling, grammar, punctuation, capitalization, and penmanship.

*The student will be able to...*

2.3.1.1 Distinguish between complete and incomplete sentences.

2.3.1.2 Correctly use various parts of speech, including nouns and verbs, adjectives and pronouns.

2.3.1.3 Maintain subject/verb agreement, use of proper tense, and correct word order.

2.3.1.4 Use correct ending punctuation in declarative and interrogative sentences.

2.3.1.5 Use commas in the greeting and closure of a letter and with dates and items in a series.

2.3.1.6 Use apostrophes correctly in contractions.

2.3.1.7 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

2.3.1.8 Spell frequently used regular and irregular words correctly.

2.3.1.9 Alphabetize by first and second letter.

2.3.1.10 Write legibly with correct spacing between letters and words.

2.3.2 Apply the steps of the writing process.

*The student will be able to...*

2.3.2.1 Generate related ideas from a group of peers.

- 2.3.2.2 Identify specific goals in writing.
  - 2.3.2.3 Revise original drafts to improve sequence and provide more descriptive details.
  - 2.3.2.4 Edit and proofread for capitalization and punctuation.
  - 2.3.2.5 Publish writing.
- 2.3.3 Compose well-organized and coherent writing for specific purposes and audiences.

*The student will be able to...*

- 2.3.3.1 Identify and write declarative and interrogative sentences.
  - 2.3.3.2 Evaluate own writing and that of others.
  - 2.3.3.3 Use descriptive words when writing.
  - 2.3.3.4 Write with voice to show emotion and interest.
- 2.3.4 Explore and use a variety of types of writing, such as narrative, expository, and persuasive texts.

*The student will be able to...*

- 2.3.4.1 Write narrative text that records a series of events in chronological order and contains story elements.
  - 2.3.4.2 Produce expository text with a main idea and supporting details.
  - 2.3.4.3 Write simple friendly letters, messages, or directions.
- 2.3.5 Investigate topics of interest and importance.

*The student will be able to...*

- 2.3.5.1 Identify key words to use in locating information on a topic of interest.
- 2.3.5.2 Use alphabetical and numbering systems to locate information.

## SPEAKING, LISTENING, AND VIEWING (MEDIA LITERACY)

- 2.4 *Second-grade students will recognize and demonstrate the ability to use good speaking, listening, and viewing skills in sending, receiving, understanding, and evaluating messages.*
- 2.4.1 Communicate effectively using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose.

*The student will be able to...*

- 2.4.1.1 Determine the purpose for listening (e.g., to obtain information, to solve problems, for enjoyment).
  - 2.4.1.2 Demonstrate appropriate listening behaviors.
  - 2.4.1.3 Speak and write with a command of standard English conventions and in a way that demonstrates respect for others.
  - 2.4.1.4 Ask questions to clarify or explain.
  - 2.4.1.5 Use simple nonverbal cues, such as eye contact, facial expressions, and gesturing.
  - 2.4.1.6 Paraphrase information shared orally.
  - 2.4.1.7 Speak clearly and at an appropriate volume and pace.
  - 2.4.1.8 Tell a story or give a report, offering details and supporting facts in logical sequence.
- 
- 2.4.2 Evaluate the significance, accuracy, and appropriateness of ideas presented in oral, visual, and multimedia communications.

*The student will be able to...*

- 2.4.2.1 Evaluate the content and delivery of the speaker.

# 2nd GRADE MATHEMATICS STANDARDS

## 2.1 NUMERATION/NUMBER SENSE

2.1.1 By the end of second grade, students will demonstrate an understanding of the number system.

*The student will be able to...*

2.1.1.1 Identify ordinal position first to twelfth.

2.1.1.2 Use a one hundred chart and object pairs to identify odd and even numbers.

2.1.1.3 Use base ten blocks and coins to identify place value through one hundred.

2.1.1.4 Write number sentences to show multiplication.

2.1.1.5 Count by 3's, 25's and 100's.

2.1.1.6 Round numbers to the nearest ten.

2.1.2 By the end of second grade, students will identify numbers in equivalent forms.

*The student will be able to...*

2.1.2.1 Name fractional parts of a whole.

2.1.2.2 Divide an object into halves, fourths, and eighths.

2.1.2.3 Use fraction notation to write fractions.

2.1.2.4 Identify a fractional part of a set.

2.1.2.5 Write numbers in expanded form.

2.1.2.6 Multiply by 10, 100, 1000 and/or 10,000.

2.1.3 By the end of second grade, students will understand relationships between numbers by order and comparison.

*The student will be able to...*

2.1.3.1 Compare numbers to 50.

2.1.3.2 Use comparison symbols ( $<$ ,  $>$ , and  $=$ ) to compare numbers.

2.1.3.3 Order two-digit and three-digit numbers.

2.1.4 By the end of second grade, students will identify the value of a collection of coins up to \$1.00.

*The student will be able to...*

2.1.4.1 Identify and count dimes, nickels and pennies.

2.1.4.2 Identify and count quarters.

- 2.1.4.3 Show amounts of money using the fewest number of coins.
- 2.1.4.4 Write money amounts using the dollar and cent symbol.

## 2.2 COMPUTATION/ESTIMATION

- 2.2.1 By the end of second grade, students will solve addition facts to 18 with accuracy and reasonable speed.

*The student will be able to...*

- 2.2.1.1 Identify answers to the basic addition facts 0-10.
- 2.2.1.2 Write addition fact families.
- 2.2.1.3 Model addition problems.
- 2.2.1.4 Identify answers to the doubles facts to 18.
- 2.2.1.5 Identify answers to the plus 1 facts.
- 2.2.1.6 Identify the sums of numbers 8-15.

- 2.2.2 By the end of second grade, students will solve subtraction facts to 10 with accuracy and reasonable speed.

*The student will be able to...*

- 2.2.2.1 Write subtraction fact families.
- 2.2.2.2 Identify the answers to subtraction problems of numbers 0-10.

- 2.2.3 By the end of second grade, students will add and subtract groups of one-digit and two-digit numbers.

*The student will be able to...*

- 2.2.3.1 Solve three one-digit addition problems, both horizontally and vertically.
- 2.2.3.2 Solve two-digit addition problems horizontally and vertically with regrouping.
- 2.2.3.3 Solve two-digit subtraction problems horizontally and vertically with regrouping.
- 2.2.3.4 Solve addition and subtraction story problems.
- 2.2.3.5 Subtract 10 from a number, using mental computation.

## 2.3 MEASUREMENT

*The student will be able to...*

- 2.3.1 By the end of second grade, students will measure and solve problems using standard units of for linear measure, area, mass/weight, and capacity.
  - 2.3.1.1 Use objects to measure to the nearest half-inch, inch and foot.

- 2.3.1.2 Draw line segments to the nearest half-inch.
  - 2.3.1.3 Use measuring cups, tablespoons, teaspoons and teaspoons to complete a recipe.
  - 2.3.1.4 Identify temperature in Fahrenheit to the nearest 10 and 2 degree.
  - 2.3.1.5 Use common objects to identify gallon, half-gallon, quart, and liter containers to estimate and find capacity.
- 2.3.2 By the end of second grade, students will identify the concept of time using standard measurements (clock and calendar).

*The student will be able to...*

- 2.3.2.1 Identify A.M., P.M., noon and midnight.
  - 2.3.2.2 Use a calendar to identify weekdays and days of the weekend.
  - 2.3.2.3 Identify the months of the year sequentially.
  - 2.3.2.4 Write the date using digits.
  - 2.3.2.5 Find elapsed time.
- 2.3.3 By the end of second grade, students will tell time to the hour, half-hour and five minute intervals using an analog and digital clock.

*The student will be able to...*

- 2.3.3.1 Show time to the hour on an analog and digital clock.
- 2.3.3.2 Show time to the half-hour using an analog and digital clock.
- 2.3.3.3 Show time to five-minute intervals using an analog and digital clock.
- 2.3.4 By the end of second grade, students will determine the area of a figure using nonstandard units.

*The student will be able to...*

- 2.3.4.1 Compare and order pattern blocks by size (area).
- 2.3.4.2 Find area using nonstandard units.

## 2.4 GEOMETRY/SPATIAL CONCEPTS

- 2.4.1 By the end of second grade, students will identify two and three-dimensional shapes.

*The student will be able to...*

- 2.4.1.1 Identify, describe and classify polygons.
- 2.4.1.2 Use a geoboard to make polygons.
- 2.4.1.3 Sort shapes by one or more attribute.

2.4.1.4 Identify geometric solids (Cone, cube, sphere, cylinder, rectangular solid, and pyramid).

2.4.1.5 Cut geometric shapes to make new shapes.

2.4.2 By the end of second grade, students will identify and draw points, line segments and angles.

*The student will be able to...*

2.4.2.1 Identify horizontal, vertical, and oblique line segments.

2.4.2.2 Locate points on a number line.

2.4.2.3 Identify the angles of a polygon.

2.4.3 By the end of second grade, students will identify symmetry.

*The student will be able to...*

2.4.3.1 Identify and draw a line of symmetry and create symmetrical designs.

## 2.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS

2.5.1 By the end of second grade, students will identify, sort, graph and interpret information in graph form.

*The student will be able to...*

2.5.1.1 Gather information to draw and read a pictograph.

2.5.1.2 Graph data using a bar graph.

2.5.1.3 Identify line graphs.

2.5.1.4 Use manipulatives to create and read a Venn diagram.

## 2.6 ALGEBRAIC CONCEPTS

2.6.1 By the end of second grade, students will interpret variables, mathematical symbols and finish sentences.

*The student will be able to...*

2.6.1.1 Identify addends and use commutative property of addition.

2.6.1.2 Use symbols to complete number sentences.

2.6.2 By the end of second grade, students will identify, describe, and extend patterns using materials.

*The student will be able to...*

2.6.2.1 Create, read and color AB and ABB patterns.

2.6.2.2 Use geometric shapes to construct a pattern.

2.6.2.3 Extend shape and numeric patterns.

2.6.2.4 Identify patterns on a hundred number chart.

# 2ND GRADE PHYSICAL EDUCATION STANDARDS

## MOVEMENTSKILLS

2.1 *Second-grade students will demonstrate the motor skills and movement patterns needed to perform a variety of physical activities as well as the knowledge of movement concepts, principles, and strategies that apply to learning and performing physical activities.*

### 2.1.1 Movement Concepts

*The student will be able to...*

- 2.1.1.1 Move at increasing rates of speed.
- 2.1.1.2 Tell how to reduce the impact force of an oncoming object.
- 2.1.1.3 Move independently in a large group while safely and quickly changing speed and direction.
- 2.1.1.4 Demonstrate the ability to chase and flee, dodge and catch others.
- 2.1.1.5 Perform sequences combining shapes, levels, and pathways.
- 2.1.1.6 Demonstrate movement situations involving under, over, behind, next to, though, right, left, up, or down.
- 2.1.1.7 Take part in outside physical activities.

### 2.1.2 Body Management

*The student will be able to...*

- 2.1.2.1 Balance on the ground and on objects, using bases of support other than both feet.
- 2.1.2.2 Explain the preference of a wide rather than narrow base of support in balancing activities.
- 2.1.2.3 Demonstrate the transfer of weight from feet to hands and from hands to feet, landing with control.
- 2.1.2.4 Describe feelings after success or failure during physical activities.

### 2.1.3 Locomotor Movement

*The student will be able to...*

- 2.1.3.1 Demonstrate various rolls, including the log roll, shoulder roll, and forward roll and a stationary balance position after each roll.

- 2.1.3.2 Demonstrate jumping for distance, landing on both feet and bending the hips, knees, and ankles to reduce impact.
- 2.1.3.3 Contrast and compare a jog and a run, a hop and a jump, and a gallop and a slide.
- 2.1.3.4 Demonstrate the ability to change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, skipping, and jumping.

#### 2.1.4 Manipulative Skills

*The student will be able to...*

- 2.1.4.1 Demonstrate rolling and throwing a ball for distance, using proper form.
- 2.1.4.2 Demonstrate catching a thrown ball above and below the waist, reducing the impact.
- 2.1.4.3 Demonstrate and explain changes in force needed for kicking a ball various distances.
- 2.1.4.4 Explain and show how to strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- 2.1.4.5 Describe and show how to hand-dribble and foot-dribble a ball.
- 2.1.4.6 Describe opportunities to use underhand and overhand throwing patterns and to use striking skills.
- 2.1.4.7 Identify the roles of body parts not directly involved in catching or rolling a ball.
- 2.1.4.8 Describe the purpose for using a side orientation when striking a ball from a batting tee.
- 2.1.4.9 Demonstrate repeated jumping of a rope.
- 2.1.4.10 Demonstrate the ability to mirror a partner's movements.
- 2.1.4.11 Demonstrate straddle position, ready position, and bending knees to absorb force.

#### 2.1.5 Rhythmic Skills

*The student will be able to...*

- 2.1.5.1 Demonstrate clap echo of various one-measure rhythmical patterns.
- 2.1.5.2 Demonstrate rhythmic sequences individually and with a partner related to simple folk dance or ribbon routines.

## PHYSICAL FITNESS FOR LIFE

- 2.2 *Second-grade students will demonstrate knowledge of physical fitness concepts, principles, and strategies, and assess and maintain a level of physical fitness to improve health and performance.*

#### 2.2.1 Fitness Concepts

*The student will be able to...*

- 2.2.1.1 Tell how moderate to vigorous physical activity contributes to achieving or maintaining good health.
- 2.2.1.2 Participate in enjoyable and challenging physical activities for increasing periods of time.
- 2.2.1.3 Use appropriate fitness equipment and follow safety procedures appropriate for the type of activity.
- 2.2.1.4 Tell how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.
- 2.2.1.5 Measure gains in fitness.
- 2.2.1.6 Contrast healthy and unhealthy health and fitness habits and practices.
- 2.2.1.7 Identify sources of information on fitness and health.

## 2.2.2 Aerobic Capacity

*The student will be able to...*

- 2.2.2.1 Take part three to four times each week in moderate to vigorous physical activities that increase breathing and heart rate.
- 2.2.2.2 Relate the functioning of the heart and lungs during rest and physical activity.
- 2.2.2.3 Explain and record changes in heart rate before, during, and after physical activity.

## 2.2.3 Muscle Strength and Endurance

*The student will be able to...*

- 2.2.3.1 Demonstrate abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, or squats to enhance endurance and increase muscle efficiency.
- 2.2.3.2 Tell how muscle strength and muscle endurance enhance motor skills performance.
- 2.2.3.3 Assess and record changes in aerobic capacity and muscle strength.

## 2.2.4 Flexibility

*The student will be able to...*

- 2.2.4.1 Use proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps, explaining why it is safer to stretch a warm muscle than a cold muscle.
- 2.2.4.2 Explain the muscles being stretched during physical activities.

## 2.2.5 Body Composition

*The student will be able to...*

- 2.2.5.1 Explain that the body is composed of bones, organs, fat, and other tissues.
- 2.2.5.2 Tell how muscles and bones work together to produce movement.
- 2.2.5.3 Explain that nutritious food provides energy for physical activity.
- 2.2.5.4 Describe the negative effects of poor diet and other harmful health habits.

## SELF-MANAGEMENT AND SOCIAL DEVELOPMENT

2.3 *Second-grade students will demonstrate and apply knowledge of personal and sociological concepts, principles, and strategies that apply to learning and performing physical activities.*

### 2.3.1 Self-Responsibility

*The student will be able to...*

- 2.3.1.1 Identify goals and strategies associated with various games and activities.
- 2.3.1.2 Take part in activities involving others (e.g., partners, small groups, large groups) evidencing good sportsmanship and abiding by the rules.
- 2.3.1.3 Assume responsibility for one's own conduct in group activity, and, at times, demonstrate leadership.
- 2.3.1.4 Evidence good understanding of safety procedures.

### 2.3.2 Social Interaction

*The student will be able to...*

- 2.3.2.1 Acknowledge positively one's opponent or partner before, after, or during an activity.
- 2.3.2.2 Respect self, others, and equipment.
- 2.3.2.3 Show how to solve a problem with another person during a physical activity.

### 2.3.3 Group Dynamics

*The student will be able to...*

- 2.3.3.1 Describe an effective partner in physical activity.
- 2.3.3.2 Appreciate how games help us enjoy the company of others.
- 2.3.3.3 Demonstrate positive cooperation during physical activities.
- 2.3.3.4 Appreciate how games help us enjoy the company of others.

## 2ND GRADE RELIGION STANDARDS

*By the end of Grade 2, students will be able to do the following:*

- 2.1 Praise God for His goodness in creating and redeeming the world.
- 2.2 Recognize that in Baptism we become part of God's family.
- 2.3 Remember the suffering and death of their Savior for them whenever they observe the Lord's Supper being celebrated.
- 2.4 Acknowledge that because of Jesus they are declared "not guilty" and sinless in God's eyes.
- 2.5 Express confident assurance that God keeps all His promises to them, including His greatest promise of eternal life through Christ.
- 2.6 Rejoice that God wants them to live with Him in the beautiful place He has prepared in heaven.
- 2.7 Demonstrate confident trust that God will protect and care for them.
- 2.8 Rejoice that God uses His power to set them free from sin.
- 2.9 Recognize that children are important to God and that He desires that they grow in faith and knowledge of His Word.
- 2.10 Evidence patience and love as they realize that God is always present and active in their lives, doing what is best for them.
- 2.11 Express a desire to share God's love beyond the close circle of family and friends.
- 2.12 Identify leaders and helpers in their communities who are God's gifts to them.
- 2.13 Recognize that God prepares them for their service in His kingdom.
- 2.14 Celebrate God's love with words and actions.
- 2.15 Recognize that Jesus came to save people of all nations.
- 2.16 Acknowledge that our heavenly Father hears all prayer at all times and in all places.
- 2.17 Praise God by taking care of His creation.
- 2.18 Express feelings of security knowing the great power of Jesus.
- 2.19 Express confident trust in Jesus' loving care and healing.
- 2.20 Acknowledge that as the Holy Spirit came to believers at Pentecost, so He comes to them today through His Word and Baptism.
- 2.21 Appreciate the diversity of people in the Christian Church.
- 2.22 Thank God for the blessings of forgiveness and salvation.
- 2.23 Identify the many blessings of God in their lives.
- 2.24 Offer God joyful prayers and praises of thanksgiving for blessings.

# 2ND GRADE SOCIAL STUDIES STANDARDS

## GEOGRAPHY

2.1 *Second-grade students will have the opportunity to learn geographic skills, to develop their knowledge of the Earth, and to grow in understanding and appreciation of their responsibilities as stewards of the Earth's resources.*

2.1.1 Skill in using geographic tools helps people understand the world from spatial perspective.

*The student will be able to ...*

2.1.1.1 Compare relative locations using words such as nearer, farther, closer, toward, away from, and next to.

2.1.1.2 Respond correctly to verbal directions.

2.1.1.3 Develop an appropriate vocabulary to use when speaking of time: weeks, months, years, past, present, future, morning, afternoon, evening.

2.1.1.4 Develop the skill to use analog and digital clocks to tell time.

2.1.1.5 Understand the standard orientation of maps and globes.

2.1.1.6 Create maps with legends.

2.1.1.7 Use a simple letter-number grid system to locate specific places on a map of Nebraska.

2.1.1.8 Create maps to illustrate stories.

2.1.1.9 Identify the equator, the poles, and the hemispheres as points of reference on the globe.

2.1.1.10 Gather information about time or place by interviewing others, collecting drawings and photos, or using print or electronic media.

2.1.2 The physical characteristics of places and regions influence where and how people live and work.

*The student will be able to ...*

2.1.2.1 Identify major landforms and bodies of water on a map or globe.

2.1.2.2 Differentiate physical features from man-made features.

2.1.2.3 Locate Nebraska and Kearney on a map.

2.1.2.4 Recognize the shape of the contiguous United States.

2.1.2.5 Locate other countries on a map or globe.

2.1.2.6 Identify and distinguish between types of environments (forest, mountain, desert, and coast).

- 2.1.2.7 Explain why people choose to live where they do.
  - 2.1.2.8 Illustrate the relationships between climate and human development in various areas of the world.
  - 2.1.2.9 Describe Nebraska's' weather, natural resources, and settlement patterns.
  - 2.1.2.10 List natural disasters, and describe the damage they have caused.
  - 2.1.2.11 Identify important places in the community, and speculate as to why these places are located where they are.
- 2.1.3 Understanding the damage that results from mismanagement of our natural resources and the failure to care appropriately for our environment, responsible people practice good stewardship of the Earth and its resources.

*The student will be able to ...*

- 2.1.3.1 Identify ways in which people use and change the environment to meet their needs.
  - 2.1.3.2 Tell how people adapt the way they dress according to the season.
  - 2.1.3.3 List and describe the various structures in which people live and work.
  - 2.1.3.4 Give examples of how human activities have harmed the local environment.
  - 2.1.3.5 Tell how people can help preserve and protect the environment (reusing, recycling, and reducing).
  - 2.1.3.6 Compare Kearney to other communities with respect to the stewardship of resources, and make recommendations for the improvement to Kearney.
- 2.1.4 Geographical knowledge helps people interpret the past, understand the present, and plan for the future.

*The student will be able to...*

- 2.1.4.1 Identify on a map the place where their ancestors lived prior to moving to their community.
- 2.1.4.2 Identify technologies that did not exist in the past.
- 2.1.4.3 Tell why people traded in the past.
- 2.1.4.4 Tell how science and technology have changed communication, transportation, and other aspects of life.
- 2.1.4.5 Create a simple timeline to show changes in transportation and other events.
- 2.1.4.6 Explain how the geography of a locality has changed over time.
- 2.1.4.7 Compare rural, urban, and suburban ways of life.
- 2.1.4.8 Tell how they would like their neighborhood to change.
- 2.1.4.9 Discuss major world environmental issues.

# HISTORY

2.2 *Second-grade students will have the opportunity to develop their knowledge of the history of the United States and to grow in their ability to understand and use the skills necessary to apply the lessons learned from history in their everyday lives.*

2.2.1 By developing research skills and learning to interpret and analyze primary and secondary resources, students will develop an understanding of concepts in history studies.

*The student will be able to ...*

- 2.2.1.1 Differentiate between the following concepts: past, current (present), future.
- 2.2.1.2 Tell how native and immigrant populations contributed to American history in agriculture and the fur trade.
- 2.2.1.3 Identify individuals and groups associated with exploration and expansion within the United States.
- 2.2.1.4 Identify changes in a community from one historical period to another.
- 2.2.1.5 Identify and reflect upon the contributions of figures from United States history such as Paul Revere, Abraham Lincoln, and Sojourner Truth.
- 2.2.1.6 Give example of individuals who have helped to shape the world through their contributions.
- 2.2.1.7 Review and discuss a historical event as pictured in a folktale, story, or legend.
- 2.2.1.8 Describe the significance of a historical monument or holiday.
- 2.2.1.9 Reflect upon a historic decision and its resulting consequences.
- 2.2.1.10 Identify important ideas from the past, and research the origins of these ideas (democracy, use of money).

# HISTORY SKILLS

2.2.2 *As students study history, they will develop skills necessary for clear analysis and reasoned problem solving.*

2.2.2.1 Designate time as half past the hour, quarter after, quarter to midnight, and noon.

*The student will be able to ...*

- 2.2.2.2 Use a clock to tell time, designating a.m. and p.m.
- 2.2.2.3 Work with other students to create a calendar.
- 2.2.2.4 Recognize past in terms of years, decades, and centuries.
- 2.2.2.5 Use primary and secondary sources to trace the history of their family.

- 2.2.2.6 Using records from their family write or orally present simple accounts of the past.
- 2.2.2.7 Compare their life experiences with those of their parents and grandparents.
- 2.2.2.8 Differentiate between historical facts and historical interpretations.
- 2.2.2.9 Discuss point of view regarding current or historical events.
- 2.2.2.10 Identify sources for information about life in the past.
- 2.2.2.11 Explain the information provided on historical maps.
- 2.2.2.12 Examine and discuss the past through the use of autobiographical accounts and personal objects such as jewelry, photographs, newspaper articles.
- 2.2.2.13 Explain the difference between biographies and autobiographies, and discuss the importance of gathering that type of information.
- 2.2.2.14 Describe daily life in the past.
- 2.2.2.15 Tell the significance of the landmarks, celebrations, and monuments of Kearney, Nebraska, and the United States.

## SOCIETY & CULTURE

2.3 Second-grade students will have the opportunity to develop social and cultural knowledge and to appreciate all people.

2.3.1 Individuals and groups cooperate to meet their needs.

*The student will be able to ...*

- 2.3.1.1 Identify the role of families in a culture
- 2.3.1.2 Identify people's jobs and how others benefit from their work.
- 2.3.1.3 Recognize those who need help.
- 2.3.1.4 Give examples of local institutions that offer help to people.
- 2.3.1.5 Tell how people can work together to accomplish their common goals.
- 2.3.1.6 Give examples of activities that are important to a society.
- 2.3.1.7 Discuss the significance of local celebrations and traditions.
- 2.3.1.8 Explain the value of cultural diversity as it exists in individual communities and in the nation.

2.3.2 Individuals and groups deal with conflict and change as they interact with each other.

*The student will be able to ...*

- 2.3.2.1 Define conflict and cooperation.
- 2.3.2.2 Describe how families cooperate and deal with conflict. Describe how family processes change from one period to another.
- 2.3.2.3 Identify voting, sharing, and taking turns as examples of ways to be fair.

- 2.3.2.4 Identify significant social issues from both past and present.
- 2.3.2.5 Tell how events occurring elsewhere in the world might affect Kearney.
  
- 2.3.3 Individuals and groups develop arts and innovations that reflect their culture and the historical period.

*The student will be able to ...*

- 2.3.3.1 Differentiate between culture and ethnicity.
- 2.3.3.2 Relate a folktale, and describe how it pictures aspects of the culture from which it comes.
- 2.3.3.3 Tell about someone who lives in another country, describing their food, clothing, and way of life.
  
- 2.3.4 People of various ethnic groups enrich society as they follow their customs and celebrate their heritage.

*The student will be able to ...*

- 2.3.4.1 Contrast and compare two or more cultures.
- 2.3.4.2 Name languages spoken in different countries.
- 2.3.4.3 Use a story in the news to talk about life in another country.
- 2.3.4.4 Describe various distinct cultural customs and traditions.

## CITIZENSHIP & GOVERNMENT

- 2.4 *Second-grade students will have the opportunity to develop their knowledge of forms of governance and to understand their responsibilities as citizens.*
  
- 2.4.1 As they are designed and organized, governments function to protect the citizenry, to provide for their collective needs, and to promote the common good.

*The student will be able to ...*

- 2.4.1.1 Contrast and compare the concepts of freedom and justice.
- 2.4.1.2 Discuss and give examples of making decisions and experiencing their consequences.
- 2.4.1.3 Describe a process for resolving conflicts peacefully and fairly in keeping with democratic principles.
- 2.4.1.4 Identify ways that people attempt to influence each other.
- 2.4.1.5 Recognize that governments establish order, provide security, and manage conflict.
- 2.4.1.6 Give example of government services that improve people's lives (libraries, parks, employment offices).
- 2.4.1.7 Tell how the government provides services to the community through taxes.

- 2.4.1.8 Compare national, state, and local governments with respect to how they protect citizens, provide for their needs, and promote the common good.
  - 2.4.1.9 Define legal authority and list people in their community who have legal authority (judges, police officers, firefighters).
  - 2.4.1.10 Give examples of elected leaders and explain who people are chosen to be in authority.
  - 2.4.1.11 Explain the effects a world event may have on their own community.
- 2.4.2 The principles, purposes, and ideals upon which the United States was founded provide freedoms, rights, and responsibilities.

*The student will be able to ...*

- 2.4.2.1 Tell the value of laws and rules; describe the consequences of not having rules.
  - 2.4.2.2 Make and post rules for the classroom.
  - 2.4.2.3 Talk about school rules and responsibilities that promote health and safety.
  - 2.4.2.4 Give an example of a local rule and the consequences of breaking it.
  - 2.4.2.5 Tell how the United States and other countries make and enforce laws.
  - 2.4.2.6 Explain that the Declaration of Independence declares the individual's rights, including life, liberty, and the pursuit of happiness.
  - 2.4.2.7 Recognize national monuments and memorials (Mount Rushmore, the Liberty Bell, and the Washington Monument); recite the Pledge of Allegiance.
  - 2.4.2.8 Identify symbols such as state birds and flowers, Uncle Sam, and patriotic songs, such as "America the Beautiful".
- 2.4.3 Citizens in a free society have the right and responsibility to uphold, support, and participate in the democratic process.

*The student will be able to ...*

- 2.4.3.1 Recognize six core democratic values: common good, truth, justice, equality diversity, and rule of the law.
- 2.4.3.2 Recognize what it means to be responsible citizens.
- 2.4.3.3 Respect each other in spite of differences in personality; work cooperatively in groups.
- 2.4.3.4 Give examples of honesty in daily life.
- 2.4.3.5 Demonstrate accountability and responsibility for personal actions.
- 2.4.3.6 Give examples of students, parents, and groups that serve the school.
- 2.4.3.7 Tell how the contribution of significant historic figures makes a difference in the lives of others (Abraham Lincoln, Sequoyah, Harriet Tubman, and George Washington Carver).
- 2.4.3.8 Tell how citizens benefit from basic rights such as freedom of speech.

# ECONOMICS

2.5 *Second-grade students will have the opportunity to develop their knowledge of economic concept, issues, and systems and to develop their decision-making skills as participants in the economy of an interdependent world.*

2.5.1 Economic systems, institutions, and incentives affect people in many aspects of life.

*The student will be able to ...*

- 2.5.1.1 Identify the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?
  - 2.5.1.2 Distinguish between goods and services.
  - 2.5.1.3 Identify those in the community who produce goods and services.
  - 2.5.1.4 Identify producers and consumers.
  - 2.5.1.5 Describe the interdependent of producers and consumers.
  - 2.5.1.6 Recognize a market as the place where buyers and sellers come together.
  - 2.5.1.7 Discuss markets they have experienced.
  - 2.5.1.8 Tell how money assists in exchange.
  - 2.5.1.9 Give examples of economic incentives, and analyze how incentives influence economic activity.
  - 2.5.1.10 Compare food productions and consumption of long ago with food production and consumption today.
- 2.5.2 A market economy (capitalism) distributes resources by seeking to balance supply with demand.

*The student will be able to ...*

- 2.5.2.1 Discuss economic need and the balance of supply and demand.
  - 2.5.2.2 Identify resources used to produce various goods and services.
  - 2.5.2.3 Identify resources as human, natural, and capital.
  - 2.5.2.4 List goods and series that come from outside Kearney.
  - 2.5.2.5 Tell the story of the making of a product.
- 2.5.3 Government policies and technological innovations influence and shape economic activity.

*The student will be able to ...*

- 2.5.3.1 Explain barter.
- 2.5.3.2 Identify the denominations of United States currency, comparing their value.

- 2.5.3.3 Consider how technological advances have affected the economy.
  - 2.5.3.4 Describe goods and services provided by the government.
  - 2.5.3.5 Identify government agencies and businesses that meet the needs of the community.
- 2.5.4 Economic knowledge and skills equip people to manage their own resources.

*The student will be able to ...*

- 2.5.4.1 List personal sources of money and ways to put it to use.
- 2.5.4.2 Develop a question concerning the local community.

# 2ND GRADE SCIENCE STANDARDS

## PHYSICAL SCIENCES

2.1 *Second-grade students at Zion Lutheran School of Kearney will understand concepts related to the physical sciences.*

### 2.1.1 Composition of Matter

*The student will be able to ...*

2.1.1.1 Tell how processes such as freezing, wetting, exposing to light, cutting/tearing, bending, heating, burning, rusting, mixing, dissolving, and rotting change the texture, size, color, and shape of various materials.

2.1.1.2 Classify a substance as a solid, liquid, or gas.

2.1.1.3 Give examples of items combining to form a new substance (e.g., rusting).

### 2.1.2 Magnetism, Force, and Motion

*The student will be able to ...*

2.1.2.1 Recognize that, without support, objects fall to the ground.

2.1.2.2 Describe magnets, magnetic attraction, and the magnetic poles.

### 2.1.3 Energy

*The student will be able to ...*

2.1.3.1 Describe the variety of paths, including straight lines, curves, circles, and back and forth, and speeds that an object can take when energy force is applied, and understand that the amount of energy force relates to the amount of push, pull, or change of motion.

2.1.3.2 Identify the sun as the ultimate energy source, providing heat and light energy.

2.1.3.3 Explore batteries and electrical currents as sources of energy.

### 2.1.4 Sound Energy

*The student will be able to ...*

2.1.4.1 Demonstrate that sound is made by vibrating objects.

2.1.4.2 Identify sound as high, low, soft, or loud, distinguishing between the pitch and the volume.

### 2.1.5 Light Energy

*The student will be able to ...*

- 2.1.5.1 Acknowledge that light travels in a straight line, and identify materials through which light can pass and other materials through which light cannot pass.

## LIFE SCIENCES

- 2.2 *Second-grade students at Zion Lutheran School of Kearney will understand concepts related to the life sciences.*

### 2.2.1 Plants and Animals

*The student will be able to ...*

- 2.2.1.1 Describe the stages of life cycles for various animals, such as fish, frogs (amphibians), and butterflies (insects).

### 2.2.2 Ecosystems

*The student will be able to ...*

- 2.2.2.1 Describe the survival needs of animals and the special features they have that allow them to live in their environments.

### 2.2.3 Human Life

*The student will be able to ...*

- 2.2.3.1 Recognize the importance of a healthy diet (based on the food pyramid and including vitamins and minerals) because the food we eat nourishes our cells.
- 2.2.3.2 Explain how the parts of the human body work together to support and sustain life.
- 2.2.3.3 Differentiate between healthy and unhealthy habits and practices.

### 2.2.4 Life in the Past

*The student will be able to ...*

- 2.2.4.1 Explain the information about the past that scientists learn through the study of fossils.
- 2.2.4.2 Explain that some organisms that lived long ago are now extinct because they were not able to adapt and survive.

## NATURAL SCIENCES

2.3 *Second-grade students at Zion Lutheran School of Kearney will understand concepts related to the natural sciences.*

### 2.3.1 The Solar System

*The student will be able to ...*

- 2.3.1.1 Recognize that the sun is the closest star, giving us heat and light.
- 2.3.1.2 Explain that the appearance of the sun, moon, and stars moving slowly across the sky is determined by factors such as rotation (spinning of the Earth) and revolution (orbital paths).
- 2.3.1.3 Investigate the phases of the moon as it appears to change shape over the course of four weeks and then repeats this consistent pattern.

### 2.3.2 Land and Water Features

*The student will be able to ...*

- 2.3.2.1 Identify and compare various types of landforms and bodies of water.
- 2.3.2.2 Describe the physical qualities of various kinds of rocks and soil, noting how they differ in color, texture, and other aspects.
- 2.3.2.3 Identify various natural resources and how they are used to meet our needs.
- 2.3.2.4 Use the words evaporation, condensation, and precipitation to explain the water cycle.

## SCIENCE PROCESSES & APPROACHES

2.4 *Second-grade students at Zion Lutheran School of Kearney will understand concepts related to sciences processes and approaches.*

### 2.4.1 Using Scientific Methods

*The student will be able to ...*

- 2.4.1.1 Form a hypothesis, make observations, and follow instructions to appropriately perform a scientific investigation.
- 2.4.1.2 Explain safety procedures with regard to science equipment and materials (e.g., when appropriate wear goggles, plastic gloves, and aprons).
- 2.4.1.3 Use tables, charts, graphs, and graphic organizers to display and interpret data.

## 2.4.2 Use Scientific Instruments and Technology

*The student will be able to ...*

- 2.4.2.1 Use standard instruments such as yardsticks, measuring cups, thermometers, stopwatches, magnifiers, calculators, computers, and so forth for gathering and recording data.

# 2ND GRADE TECHNOLOGY STANDARDS

*Second grade students should be able to demonstrate the following computer skills in addition to previously mastered skills:*

## I. Computers in the Public

- A. Be able to give uses of a computer.
- B. Name an occupation that utilizes a computer.
- C. Learn and exhibit computers ethics, morals, and standards.

## II. Use of a computer

- A. Be able to identify the following terms: monitor, keyboard, mouse, printer, CD, and memory stick.
- B. Be able to locate the on/off button.
- C. Be able to handle and carry a laptop computer properly.
- D. Be able to login and access the desktop.
- E. Be able to access and use educational software.

## III. Keyboard and Mouse Skill

- A. Recognize letters and numbers on the keyboard.
- B. Recognize and be able to use a mouse pad on a laptop computer.
- C. Recognize and be able to use the following function keys: RETURN, SPACE BAR, ARROWS, ESCAPE, SHIFT, and CONTROL.
- D. Recognize and be able to plug in headphones into the headphone jack.
- E. Be able to identify home row.
- F. Be able to divide keyboard into two halves for use of left and right hands.
- G. Use appropriate posture at the keyboard.

# 2ND GRADE VISUAL ARTS STANDARDS

## ARTISTIC PERCEPTION

2.1 *Second-grade students will develop the artistic perception that will enable them to respond to sensory information with the language and skills appropriate to the visual arts.*

2.1.1 Developing vocabulary for perceptual skills and visual arts

*The student will be able to...*

- 2.1.1.1 Recognize and explain repetition and balance in nature, in the environment, and in works of art.
- 2.1.1.2 Demonstrate the use of details, such as tilted objects, yellow sun, or striped shirt, to describe objects, symbols, and visual effects in works of art.
- 2.1.1.3 Identify and explain the form, materials, and techniques in selected works of art.
- 2.1.1.4 Describe how elements of art work together to achieve a desired effect, for example, how mood is created by warm and cool colors.

2.1.2 Analyzing elements of art and principles of design

*The student will be able to...*

- 2.1.2.1 Explain elements of art, such as line, color, shape or form, texture, and space, and art principles, such as emphasis, pattern, and rhythm as found in nature, the environment, and works of art.

## CREATIVE EXPRESSION

2.2 *Second-grade students will express themselves creatively as they develop, perform, and participate in the visual arts.*

2.2.1 Skills, processes, materials, and tools

*The student will be able to...*

- 2.2.1.1 Evidence emerging skills in using basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
- 2.2.1.2 Show emerging skill in using a variety of art materials and art media, such as oil pastels, watercolors, and tempera.
- 2.2.1.3 Evidence flexibility in designs, representational drawings, and use of art materials.

## 2.2.2 Communicating through original works of art

*The student will be able to...*

- 2.2.2.1 Articulate a purpose for creating works of art.
- 2.2.2.2 Demonstrate the ability to express ideas and feelings in artwork, using a variety of colors, forms, and lines.
- 2.2.2.3 Construct effective compositions, using design elements and principles.
- 2.2.2.4 Create the illusion of depth and space using overlapping shapes, relative size, and placement within the picture.
- 2.2.2.5 Paint or draw, using warm or cool colors to express emotions and to produce various visual effects.

## HISTORICAL AND CULTURAL CONTEXT

2.3 Second-grade students will demonstrate an emerging understanding of the historical and cultural dimensions of the visual arts.

2.3.1 Role, function, and advancement of the visual arts

*The student will be able to...*

- 2.3.1.1 Tell how artists use their work to share experiences and communicate ideas.
- 2.3.1.2 Describe art objects from various cultures and time periods using the vocabulary of art.

2.3.2 Diversity among the visual arts

*The student will be able to...*

- 2.3.2.1 Talk about how art is used in events and celebrations in various cultures, past and present, including the use of art in their own lives.
- 2.3.2.3 Compare style and subject matter in works of art of two or more artists from local, regional, or state history.

## AESTHETIC VALUING

2.4 *Second-grade students will grow in their ability to value aesthetically as they respond to, analyze, and make judgments about various works of art.*

2.4.1 Deriving meaning from the visual arts

*The student will be able to...*

- 2.4.1.1 Develop and communicate a definition of art.
  - 2.4.1.2 Relate ideas expressed through their own art with the ideas expressed in the art of others.
  - 2.4.1.3 Discuss thoughts and feelings evoked by works of art.
  - 2.4.1.4 Contrast and compare responses to the same work of art, listening carefully to others' viewpoints and perspectives.
- 2.4.2 Forming judgments about the visual arts

*The student will be able to...*

- 2.4.2.1 Talk, using the vocabulary of art, about what they wanted to communicate in their own works of art and how they succeeded.
- 2.4.2.2 Describe using the vocabulary of art the successful use of an element of art in a work of art.
- 2.4.2.3 Show the desire to revise work to a level of personal satisfaction.

## MAKING APPLICATIONS

2.5 *Second-grade students will make applications of the visual arts across subject areas, into various aspects of lifelong learning, and relating to professions and careers.*

2.5.1 Connecting and applying the visual arts

*The student will be able to...*

- 2.5.1.1 Show opposites, such as up and down, in and out, over and under, together and apart, fast and slow, and stop and go through placement, overlapping, and size differences.
- 2.5.1.2 Use expressive colors to create mood and show personality within a portrait of a hero.
- 2.5.1.3 Express an idea from a song, poem, play, or story using visual art materials.

2.5.2 Developing visual literacy

*The student will be able to...*

- 2.5.2.1 Sort pictures into categories according to expressive qualities such as theme or mood.
  - 2.5.2.2 Discuss cultural content of artwork from a resource in their communities.
- 2.5.3 Exploring careers and career-related skills that apply the visual arts

*The student will be able to...*

- 2.5.3.1 Recognize and describe artists in the community who create different kinds of art, such as prints, ceramics, paintings, and sculpture.
- 2.5.3.2 Describe ways art can be used in careers.