



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

2ND GRADE

2019-20 COMPLETE AKS

Gwinnett's curriculum for grades K-12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Georgia Standards of Excellence (GSE) in Language Arts, Mathematics, Science, and Social Studies for elementary school students. Gwinnett's AKS is a rigorous curriculum that prepares students for college and 21st century careers in a globally competitive future. The AKS for each grade level spells out the essential things students are expected to know and be able to do in that grade or subject. The AKS offers a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, technology, and instructional resources to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills curriculum was developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools' mission statement:

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.

In this booklet, you will find a complete list of the AKS for 2nd grade. We encourage you to talk to your child about what he or she is learning.

WELCOME TO 2ND GRADE!



About the Academic Knowledge and Skills (AKS) Curriculum

The AKS is Gwinnett’s custom, Board-approved curriculum that spells out the essential things students are expected to know and be able to do for each subject at each grade level. Because the AKS details exactly what a student is expected to learn, teachers can tailor the classroom experience to meet individual needs. Gwinnett’s AKS is a rigorous curriculum that sets a strong foundation, building year by year to prepare students for college and 21st century careers in a globally competitive future. The AKS includes all of the state’s standards, including the state-adopted Georgia Standards of Excellence (GSE) in the areas of Mathematics, Language Arts, Science, and Social Studies for elementary students. The alignment of the AKS with standardized assessments ensures that Gwinnett students are well prepared for these measures of achievement.

Since its inception in 1996, the AKS has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders has ensured that the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of that ongoing effort, the GEMS Oversight Committee— made up of community and GCPS staff members— meets annually to review proposed additions, deletions, and changes to the AKS that come out of school and community surveys. Following validation by the committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

About Testing in 2nd Grade

Gwinnett County Public Schools measures student achievement in a number of ways to ensure students are learning the curriculum. Our assessment program helps teachers monitor students’ academic progress. Assessment data and information pinpoints students’ strengths and weaknesses. This focus allows teachers to plan targeted instruction that promotes each student’s success. All 2nd grade students participate in the Cognitive Abilities Test (CogAT) and the Iowa Tests (Iowa) in the fall. CogAT provides information related to skills that are important for learning and problem-solving, both in and out of school. This test gives teachers details on how students learn so that teachers can develop appropriate learning objectives for each child. The national, norm-referenced Iowa Tests provide information on student achievement, based on common knowledge and skills. Norm-referenced tests allow scores to be compared to other students who took the same test following the same testing procedures. This test identifies strengths and weaknesses in basic skills so teachers can provide support.

Notes about this Booklet

- Academic Knowledge and Skills beginning with “explore” will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- This book includes the AKS for 2nd grade. AKS booklets are available for grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) and Career and Technical Education. In addition, comprehensive books (blue cover) include the AKS for all elementary school grade levels (K–5) as well as the AKS in middle grades (6–8) and for high school (9–12). These booklets are posted in PDF form on the district website. Go to www.gwinnett.k12.ga.us. From the pull-down menu on the left, select “I want to... Get a copy of... The AKS.”
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.” Parents receive a printed copy of their student’s grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book later in the year.

Character Education

The school system supports a mandate from the Georgia General Assembly requiring all schools to teach character education. Society and culture are tied together through common threads that guide the way we live, work, and learn. These common beliefs are taught at home and reinforced by the community, schools, religious institutions, and youth service groups. These basic tenets guide the way Gwinnett County teachers teach and the way the school system conducts the business of teaching and learning. Character education is thoroughly embedded in the AKS curriculum. Traits emphasized in the curriculum include the following:

courage	respect for	self-control	generosity	respect for	creativity
patriotism	others	courtesy	punctuality	environment	sportsmanship
citizenship	cooperation	compassion	cleanliness	respect for	loyalty
honesty	kindness	tolerance	cheerfulness	creator	perseverance
fairness	self-respect	diligence	school pride	patience	virtue

Parent Involvement

Research shows that when parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children's achievement increases and the schools they attend become even stronger. Be There is a national movement that inspires parents to become more involved in their child's education and their public schools. Teachable moments are everywhere. You can be your child's favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child's AKS brochure, you will find tips for helping your child have a successful 2nd grade experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.



Suggestions for Helping Your Child Achieve Academically

The school system encourages parents to be an active part of their child's education. The following are just a few ways you can be involved:

- **Review the AKS** for your child's grade. You also can access the AKS on the system's website— www.gwinnett.k12.ga.us.
- **Ask to see your child's work.**
- **Support your child** and communicate that his or her academic success is important to you.
- **Read and write with your child often.** Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- **Ask children to show their work** in their assignments, making sure they answer the question asked, not just provide information that may or may not be relevant.
- **Participate in parent-teacher conferences.**

Share these Keys to School Success with Your Child

- **Be prepared each day.** Have the needed materials and assignments for each class.
- **Stay organized.** Keep your desk, notebooks, book bag, and home study area neatly arranged.
- **Use an agenda book or calendar** to keep track of assignments and due dates. Check it every day.
- **Give your best effort** to both homework and in-class assignments. Complete assignments and turn them in on time.
- **Review your work** from each class every evening, even if you don't have a homework assignment due the next day.
- **Study** for every test and quiz.
- **Ask your teacher questions** if you do not understand a lesson or an assignment.
- **Get involved** in at least one extracurricular activity.

2nd Grade Language Arts

Language Arts

A - Reading Literary Text

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
- describe how characters in a story respond to major events and challenges
- describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
- describe the overall structure of a story, including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action
- acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
- compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
- read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2

B - Reading Informational Text

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area
- know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- identify the main purpose of a text, including what the author wants to answer, explain, or describe
- explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text

2nd Grade Language Arts

B - Reading Informational Text *(continued)*

- describe how reasons support specific points the author makes in a text
- compare and contrast the most important points presented by two texts on the same topic
- read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2

C - Reading Foundation

- know and apply grade-level phonics and word analysis skills in decoding words
- read with sufficient accuracy and fluency to support comprehension

D - Writing

- write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section
- write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
- write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
- focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers
- use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults
- participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
- recall information from experiences or gather information from provided sources to answer a question

E - Speaking and Listening

- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- recount or describe key ideas or details from written texts read aloud or information presented orally or through other media
- ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

2nd Grade Language Arts

E - Speaking and Listening *(continued)*

- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings, with guidance and support
- produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking
- use knowledge of language and its conventions when writing, speaking, reading, or listening
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies
- demonstrate understanding of word relationships and nuances in word meanings
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)

Language Arts Grade 2 Enrichment

A - Reading Literary Text

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
- describe the overall structure of a story, including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action
- acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud

B - Reading Informational Text

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area
- know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- identify the main purpose of a text, including what the author wants to answer, explain, or describe
- read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2

Mathematics

A - Operations and Algebraic Thinking

- use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown numbers to represent the problem. Problems include contexts that involve adding to, taking from, putting together, taking apart (part/part/whole), and comparing with unknowns in all positions
- fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two one-digit numbers
- determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends)
- apply the use of repeated addition (skip counting), model arrays up to 5 rows and 5 columns to determine a total number of objects, and write an equation to express the total as a sum of two equal addends

B - Number and Operations in Base Ten

- explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones)
- explain that 100 can be thought of as a bundle of ten tens, called a "hundred"
- explain the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones)
- count within 1000; skip-count by 5s, 10s, and 100s
- read, write, and represent numbers to 1000 using a variety of models, diagrams and base ten numerals, including standard and expanded form
- compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons
- add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- add up to four two-digit numbers using strategies based on place value and properties of operations
- add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds

2nd Grade Mathematics

B - Number and Operations in Base Ten *(continued)*

- use mental math strategies to add and subtract 10 or 100 to a given number between 100-900
- explain why addition and subtraction strategies work using place value and the properties of operations

C - Measurement and Data

- measure length by determining, selecting and using an appropriate tool (rulers, yardsticks, meter sticks, measuring tapes) and unit (in., ft., yd., cm, m)
- compare and explain the relationship of inches, feet, yards, centimeters and meters by measuring an object twice using different units. Understand the relative size of units in different systems of measurement (e.g., an inch is longer than a centimeter; but students are not expected to convert between systems of measurement)
- estimate lengths using units of inches, feet, yards, centimeters and meters, then measure to determine if estimations were reasonable
- measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (relate addition and subtraction to length)
- solve word problems using addition and subtraction within 100 involving lengths of like units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem
- represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram
- use analog and digital clocks to tell and write time to the nearest five minutes using AM and PM
- solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., if you have 2 dimes and 3 pennies, how many cents do you have?)
- generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units
- draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph

D - Geometry

- recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces and identify triangles, quadrilaterals, pentagons, hexagons, and cubes

2nd Grade Mathematics

D - Geometry *(continued)*

- partition a rectangle into rows and columns of same-size squares and count to find the total number of them
- partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape

Mathematics Grade 2 Enrichment

A - Operations and Algebraic Thinking

- use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown numbers to represent the problem; problems include contexts that involve adding to, taking from, putting together, taking apart (part/part/whole), and comparing with unknowns in all positions
- apply the use of repeated addition (skip counting), model arrays up to 5 rows and 5 columns to determine a total number of objects, and write an equation to express the total as a sum of two equal addends

B - Number and Operations in Base Ten

- explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- read, write, and represent numbers to 1000 using a variety of models, diagrams and base ten numerals including standard and expanded form
- compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons
- add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds

C - Measurement and Data

- draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solve simple put-together, take-apart, and compare problems using information presented in a bar graph
- measure length by determining, selecting and using an appropriate tool (rulers, yardsticks, meter sticks, measuring tapes) and unit (in., ft., yd., cm, m)
- estimate lengths using units of inches, feet, yards, centimeters and meters, then measure to determine if estimations were reasonable
- compare and explain the relationship of inches, feet, yards, centimeters and meters by measuring an object twice using different units; understand the relative size of units in different systems of measurement
- solve word problems using addition and subtraction within 100 involving lengths of like units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem

2nd Grade Mathematics

C - Measurement and Data *(continued)*

- use analog and digital clocks to tell and write time to the nearest five minutes using AM and PM
- solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately

D - Geometry

- partition a rectangle into rows and columns of same-size squares and count to find the total number of them
- partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths; recognize that equal shares of identical wholes need not have the same shape

2nd Grade Science

Science

A - Physical Science

- obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects
- obtain, evaluate, and communicate information to demonstrate changes in speed and direction using a force (a push or a pull)

B - Earth Science

- obtain, evaluate, and communicate information about stars having different sizes and brightness
- obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun's effect on Earth
- obtain, evaluate, and communicate information about how weather and humans cause changes to the environment
- obtain, evaluate, and communicate information about how plants and animals cause changes to the environment

C - Life Science

- obtain, evaluate, and communicate information about the life cycles of different living organisms

Science Grade 2 Enrichment

A - Content

- provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible
- plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object
- design a device to change the speed or direction of an object
- record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (i.e., a push or a pull)
- observe the effect of the position of the sun in relation to a fixed object on Earth at various times of the day
- design and build a structure that demonstrates how shadows change throughout the day
- observe and describe the life cycle of a plant by growing a plant from a seed by recording changes over a period of time
- develop a simple model that depicts an animal's role in dispersing seeds or in the pollination of plants

2nd Grade Science

STEM Exploratory/Grade 2

A - Technology, Programming, and Robotics

- create algorithms, or series of ordered steps, to solve problems
- decompose a problem, into smaller, more manageable parts
- collect, analyze, and represent data effectively
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- use hands-on learning and the physical environment to explore computing concepts
- write programs using block-based programming languages
- locate and debug errors in a program
- read a program and translate it into English; explain how a particular program functions
- modify and create animations, and present work to teammates
- implement problem solutions using a programming language, including sequence and iteration (i.e., simple loops)

B - Science

- obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects
- obtain, evaluate, and communicate information to demonstrate changes in speed and direction using a force (i.e., a push or a pull)
- obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the Sun's effect on Earth
- obtain, evaluate, and communicate information about the life cycles of different living organisms

C - Math

- draw a picture graph and a bar graph (i.e., with single-unit scale) to represent a data set with up to four categories; solve simple put-together, take-apart, and compare problems using information presented in a bar graph

2nd Grade Science

C - Math *(continued)*

- generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object; show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units
- measure length by determining, selecting and using an appropriate tool (e.g., rulers, yardsticks, meter sticks, measuring tapes) and unit (e.g., in., ft., yd., cm, m)
- estimate lengths using units of inches, feet, yards, centimeters, and meters, then measure to determine if estimations were reasonable
- compare and explain the relationship of inches, feet, yards, centimeters, and meters by measuring an object twice using different units; understand the relative size of units in different systems of measurement; for example, an inch is longer than a centimeter; but students are not expected to convert between systems of measurement
- generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object; show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units

2nd Grade Social Studies

Social Studies

A - Map and Globe Skills

- use cardinal directions
- use intermediate directions
- use a letter/number grid system to determine location
- compare and contrast the categories of natural, cultural, and political features found on maps
- use inch-to-inch map scale to determine distance on maps
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- use a map to explain impact of geography on historical and current events

B - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines
- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts

C - Georgia's Geography

- locate and compare major topographical features of Georgia and describe how these features define Georgia's surface

2nd Grade Social Studies

D - Historical Figures in Georgia

- describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments
- analyze the lives and contributions of historical figures in Georgia history

E - Governing Georgia

- give examples of how the historical figures in Georgia demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion
- define the concept of government and the need for rules and laws
- compare and contrast elected officials of the executive branch and where they work

F - Personal Finance

- explain that, because of scarcity, people must make choices that result in opportunity costs
- identify some ways in which goods and services are allocated (e.g., price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics)
- explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter
- analyze the costs and benefits of personal saving and spending choices

English to Speakers of Other Languages (ESOL)

A - Reading Foundations

- recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper-and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and non-fiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- compare and contrast two related texts, with visual support, modeling, and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

B - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

2nd Grade ESOL

B - Vocabulary Development *(continued)*

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, interests, pets, hobbies, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl), with visual support, modeling, and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings, with visual support, modeling, and scaffolding appropriate to the proficiency level

C - Social and Instructional Language

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- use and understand vocabulary appropriate to content area or genre with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts and relevant descriptive details, with increasing attention to audience and purpose with visual support, modeling, and scaffolding to the proficiency level

D - Writing

- write simple texts that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing projects with visual support, modeling, and scaffolding to the proficiency level

E - Grammar and Conventions

- use conventions of standard English grammar and usage when writing or speaking with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level

2nd Grade ESOL

F - United States Culture and Values

- interact appropriately in common social and instructional situations with modeling, and scaffolding appropriate to the proficiency level
- locate and label the local community, nearest city, county, state, country, and continent on a map or globe with visual support, modeling, and scaffolding appropriate to the proficiency level
- recognize, identify, and describe United States national symbols and landmarks, with visual support, modeling, and scaffolding appropriate to the proficiency level
- identify the name and value of American currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare American culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- recognize, identify, explore, and describe significant people from United States culture and begin to understand differences in historical times with visual support, modeling, and scaffolding appropriate to the proficiency level

2nd Grade Fine Arts

Dance 2

A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

B - Performing

- identify and demonstrate movement elements, skills, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer, and observer
- recognize the relationship between human anatomy and movement
- understand and apply music concepts to dance

C - Responding

- demonstrate critical and creative thinking in dance

D - Connecting

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance and wellness
- identify connections between dance and other areas of knowledge

2nd Grade Fine Arts

General Music 2

A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

B - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

D - Connecting

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

2nd Grade Fine Arts

Media Art Grade 2

A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

B - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

C - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

D - Connecting

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

2nd Grade Fine Arts

Theatre Arts

A - Creating

- organize, design, and refine theatrical work
- develop scripts through theatrical techniques

B - Performing

- act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

C - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

D - Connecting

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context

2nd Grade Fine Arts

Visual Arts

A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- understand and apply media, techniques, and processes of two-dimensional art
- understand and apply media, techniques, and processes of three-dimensional art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

B - Presenting

- participate in appropriate exhibition(s) of works of art to develop identity of self as artist

C - Responding

- discuss personal works of art and the artwork of others to enhance visual literacy

D - Connecting

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines to engage in the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

2nd Grade Foreign Language

Modern Languages Level A

A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

B - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

C - Culture

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

2nd Grade Foreign Language

C - Culture *(continued)*

- explore significant people from the target language cultures

D - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

2nd Grade Foreign Language

Modern Languages Level B

A - Basic Communication

- comprehend and respond appropriately to greetings, farewells, and basic social situations
- respond to classroom instruction and directions
- express feelings and emotions
- express likes and dislikes
- count, identify, and manipulate numbers
- integrate alphabet into a variety of activities
- recognize, name, and sequence days of the week and months of the year
- use basic weather vocabulary and organize the months of the year by season
- identify and describe immediate and extended family members
- identify and use phrases to describe clothing
- recognize time by hour, half-hour, quarter-hour, and digital format
- identify selected parts of the body
- identify and describe classroom objects and their uses
- identify rooms of a house and basic furniture
- identify, classify, and describe various food and beverages
- identify household pets and domestic, farm, and zoo animals
- identify means of transportation
- identify selected professions and places in the community

B - Culture

- locate and name target language countries on a map or globe

2nd Grade Foreign Language

B - Culture *(continued)*

- identify holidays and traditional celebrations of the target language cultures
- explore similarities and differences among a variety of cultures
- explore national symbols and features of target language countries
- identify significant people from the target language cultures

C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas
- identify and compare basic language features
- identify comparisons of the target culture(s) with the students' culture
- identify where students can encounter the target language beyond the classroom setting

2nd Grade Health and PE

Health

A - First Aid

- demonstrate the ability to use decision-making skills, related to first aid, to enhance health

B - Safety

- demonstrate the ability to use decision-making skills related to safety to enhance health
- demonstrate the ability to practice health-enhancing behaviors in emergency situations to avoid or reduce health risks

C - Personal Care

- comprehend concepts related to personal health promotion and disease prevention to enhance health
- demonstrate the ability to access valid information and services to enhance health
- analyze the influence of family on health behaviors

D - Disease Prevention

- comprehend concepts related to health promotion and disease prevention to enhance health

E - Tobacco, Alcohol, and Other Drugs

- analyze the influence of family, peers, culture, media/technology, and other factors on health behaviors related to tobacco, alcohol, and drugs
- demonstrate the ability to access valid information and products and services, related to tobacco, alcohol, and drugs to enhance health
- demonstrate the ability to use decision-making skills related to tobacco, alcohol and drugs to enhance health
- demonstrate the ability to practice health-enhancing behaviors, related to tobacco, alcohol, and drugs, to avoid or reduce health risks

F - Nutrition

- comprehend nutritional concepts related to health promotion and disease prevention to enhance health
- demonstrate the ability to use goal-setting skills related to nutrition to enhance health
- demonstrate the ability to practice nutritional health-enhancing behaviors and to avoid or reduce health risks

2nd Grade Health and PE

F - Nutrition *(continued)*

- demonstrate the ability to advocate for personal, family, and community nutritional health

G - Emotional Expression/Mental Health

- comprehend concepts related to mental health promotion by effective communication with others
- demonstrate the ability to use interpersonal communication skills
- demonstrate the ability to advocate for personal, family, and community mental health

H - Family Life

- analyze the influence of family, peers, culture, and media/technology on health behaviors
- demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks
- demonstrate the ability to practice health-enhancing behaviors related to the family to avoid or reduce health risks

I - Anatomy and Physiology

- comprehend anatomical concepts related to health promotion and disease prevention to enhance health

2nd Grade Health and PE

Physical Education

A - Fitness

- participate regularly in physical activity in order to achieve a healthy level of physical fitness
- achieve and maintain a health-enhancing level of physical fitness

B - Motor Skills and Movement Patterns

- demonstrate competency in motor skills and movement patterns needed to perform a variety of activities

C - Movement Concepts and Principles

- demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

D - Personal and Social Behavior

- exhibit responsible personal and social behavior that respects self and others in physical-activity settings
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction



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