



## Second Grade Instructional Objectives

### Bible

1. Explain how man must believe that Christ died for his sins.
2. Recognize that man must ask Christ to become his Savior.
3. Summarize and apply biblical truths found in the story of Abraham.
4. Summarize and apply biblical truths found in the story of Noah.
5. Memorize specific Bible passages.
6. Explain each of the 6 days of creation based upon biblical Creation.
7. Use map skills.
8. Summarize and apply biblical truths found in the story of Moses.
9. Apply biblical principles to making choices.
10. Identify and explain Jesus' role as Savior
11. Identify and explain the names of Jesus.
12. Summarize how Christ became man (incarnation).
13. Identify and explain the prophecies related to Christ's birth.
14. Summarize and apply biblical truths found in the story of Samuel
15. Summarize and apply biblical truths found in the story of Samson.
16. Summarize and apply biblical truths found in the story or Ruth and Naomi.
17. Locate the Psalms.
18. Summarize and apply biblical truths found in the story of David.
19. Describe chronologically the events of the Passion week.
20. Relate the details leading up to Christ's death.
21. Explain how Christ died for man (atonement).
22. Explain how Christ rose from the dead (resurrection).
23. Explain how to lead a person to Christ using Scripture.
24. Explain the concept of forgiveness.
25. Recognize the major divisions of the Bible.
26. Describe heaven.

### Reading

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

9. By the end of the year, 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.
10. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
13. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
14. 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.
15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
16. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
17. Describe how reasons support specific points the author makes in a text.
18. Compare and contrast the most important points presented by two texts on the same topic.
19. By the end of year, 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.
20. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.
21. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Reading: Writing/Language**

1. 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.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

3. 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.
4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
6. 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).
7. Recall information from experiences or gather information from provided sources to answer a question.
8. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
9. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
10. 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.
11. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
12. 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.
13. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
14. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., group).
  - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
  - c. Use reflexive pronouns (e.g., myself, ourselves).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
15. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize holidays, product names, and geographic names.
  - b. Use commas in greetings and closings of letters.

- c. Use an apostrophe to form contractions and frequently occurring possessives.
  - d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
  - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
16. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    - a. Compare formal and informal uses of English.
  17. 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.
    - a. Use sentence-level context as a clue to the meaning of a word or phrase.
    - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
    - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
    - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
    - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
  18. Demonstrate understanding of word relationships and nuances in word meanings.
    - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
    - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
  19. 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).

## **Handwriting**

1. Print uppercase, lowercase and numerals correctly in block printing.
2. Write letters and numerals correctly on lines.
3. Space letters and words properly.
4. Produce neat and legible papers.
5. Demonstrate proper posture, paper positioning and pencil hold.
6. Respond by demonstrating a desire to write legibly.
7. Practice cursive writing techniques.

## **Mathematics**

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

3. 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.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
5. Understand 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. Understand the following as special cases:
  - a. 100 can be thought of as a bundle of ten tens - called a hundred.
  - b. 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).
6. Count within 1000; skip-count by 5s, 10s, and 100s.
7. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
8. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
9. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
10. Add up to four two-digit numbers using strategies based on place value and properties of operations.
11. Add and subtract within 1000, 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.
12. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
13. Explain why addition and subtraction strategies work, using place value and the properties of operations.
14. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
15. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
16. Estimate lengths using units of inches, feet, centimeters, and meters.
17. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
18. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
19. Represent whole numbers as lengths from 0 on a number line diagram 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.
20. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

21. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollars and cents symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
22. 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.
23. 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.
24. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
25. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
26. 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.

## Science

1. Make purposeful observation of the natural world using the appropriate senses.
2. Generate questions based on observations.
3. Plan and conduct simple investigations.
4. Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.
5. Make accurate measurements with appropriate (non-standard) units for the measurement tool.
6. Construct simple charts from data and observations.
7. Share ideas about science through purposeful conversation.
8. Communicate and present findings of observations.
9. Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools).
10. Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
11. Recognize that when a science investigation is done the way it was done before, similar results are expected.
12. Use evidence when communicating scientific ideas.
13. Identify technology used in everyday life.
14. Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating).
15. Measure the length of objects using rulers (centimeters) and meter sticks (meters).
16. Measure the volume of liquids using common measuring tools (graduated measuring cups, measuring spoons, graduated cylinders, and beakers).\*
17. Recognize that some objects are composed of a single substance (water, sugar, salt) and others are composed of more than one substance (salt and pepper, mixed dry beans). \*
18. Compare the weight of objects using balances.

19. Distinguish between objects composed of a single or more than one substance.
20. Identify the needs of plants.
21. Describe the life cycle of familiar flowering plants including the following stages: seed, plant, flower, and fruit.
22. Identify characteristics of plants (for example: leaf shape, flower type, color, size) that are passed on from parents to young.
23. Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills).
24. Identify water sources (wells, springs, lakes, rivers, oceans).
25. Identify household uses of water (drinking, cleaning, food preparation).
26. Describe the properties of water as a liquid (visible, flowing, shape of container and recognize rain, dew, and fog as water in its liquid state. \*
27. Describe the properties of water as a solid (hard, visible, frozen, cold) and recognize ice, snow, and hail as water in its solid state. \*
28. Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.
29. Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).

## **Social Studies**

1. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
2. Explain why descriptions of the same event in the local community can be different.
3. Use an example to describe the role of the individual in creating history.
4. Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
5. Identify a problem in a community's past and describe how it was resolved.
6. Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).
7. Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
8. Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.
9. Compare the physical and human characteristics of the local community with those of another community.
10. Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).
11. Describe land use in the community (e.g., where people live, where services are provided, where products are made).
12. Describe the means people create for moving people, goods, and ideas within the local community.
13. Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.
14. Suggest ways people can responsibly interact with the environment in the local community.
15. Describe positive and negative consequences of changing the physical environment of the local community.

16. Explain why people form governments.
17. Distinguish between government action and private action.
18. Explain how local governments balance individual rights with the common good to solve local community problems.
19. Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
20. Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
21. Use examples to describe how local government affects the lives of its citizens.
22. Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).
23. Identify ways citizens participate in community decisions.
24. Distinguish between personal and civic responsibilities and explain why they are important in community life.
25. Design and participate in community improvement projects that help or inform others.
26. Identify the opportunity cost involved in a consumer decision.
27. Identify businesses in the local community.
28. Describe how businesses in the local community meet economic wants of consumers.
29. Describe the natural, human, and capital resources needed for production of a good or service in a community.
30. Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.
31. Identify public issues in the local community that influence the daily lives of its citizens.
32. Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
33. Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.
34. Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
35. Develop and implement an action plan to address or inform others about a public issue.
36. Participate in projects to help or inform others.

## **World Language**

The students will receive 33 weeks of instruction in the following languages: *Spanish, German, and French*. These classes are taught by certified world language instructors.

## **Special Classes**

Second grade students will receive instruction in the following special classes:

1. World Language (11 weeks each of French, German, and Spanish)
2. Art (once per week)
3. Music (twice per week)
4. Physical Education (twice per week)
5. Chapel (once per week)
6. Library (once per week)

## **Computer Education**

Our students will receive age appropriate keyboarding instruction from our computer specialist. Grades 2-6 will also enjoy educational instruction, utilizing the internet (parent permission required). PCA has a limited access plan for students with Cyber Proxy Protection. All internet lessons are teacher supervised.