

Cedar Fork Elementary School

Grade 2 - Second Quarter - Assessed Objectives

Reading	Writing	Math
<p>Reading Habits 1.05 Choose your own text and read independently every day for at least 20 minutes.</p> <p>Vocabulary and Word Work 1.02 Quickly and correctly read most high frequency words (at least 150) when reading texts. Figure out multi-syllable words by sing what you know about. . . 1.01c vowel pairs - ai, ay, ow, ou, ee, ea, oa (i.e., tailor, crayon, roasting) 1.01e suffixes (-er, -est, -ly, -ful) 1.03 Check to see if you have pronounced the word correctly by carefully looking at all of the consonants and vowels in the word.</p> <p>Comprehension and Connections 2.03 Read nonfiction text to answer specific questions about a topic. 2.0194 Find answers in text to specific questions. 2.16 Retell nonfiction texts including text features (i.e., headings, photos, captions, bold faced words). 2.08 Read and understand the information found in diagrams, charts, and maps. 2.16 Retell nonfiction texts including topic and key concepts. 2.0197 Determine if information in nonfiction text is fact or opinion. 2.06 Remember facts and details that you read in a nonfiction text. 2.09 Find examples in the text to explain your thinking. 2.16 Retell nonfiction texts including details using key vocabulary and author's purpose. 3.022 Make connections between new information and experiences or what you already know. 2.072 Talk about concepts within and across several texts, discussing how they are alike and how they are different. 2.04 Ask "how", "why", and "what if" questions about what you read. 3.055 Find examples of an author's use of specific words. 3.06 Discuss how the author uses nouns, verbs, adjectives, adverbs, and specific vocabulary. 3.052 Find examples of how an author uses capital letters (titles, dates and days, names of countries).</p>	<p>Writing Variety 4.102 Write a variety of different types of texts including poems and nonfiction.</p> <p>Focus 4.062 Create prewriting plans by either brainstorming or webbing.</p> <p>Organization 4.11 Write ideas or events in an order that makes sense.</p> <p>Support and Elaboration 4.12 Add details to writing that describe.</p> <p>Style 4.02 Replace overused words with interesting synonyms.</p> <p>Conventions 5.051 Reread own writing to check to see that you used complete sentences. 5.012 Use what you know about spelling patterns to spell many words correctly. 5.014 Use spelling resources in the room (e.g., word wall, personal dictionary) to spell many words correctly. 5.031 Use a capital letter to begin sentences, names, days of the week, and months in own writing, capitalization and punctuation in own writing. 5.031b Correctly use apostrophes in contractions and correct ending punctuation (?!). 5.07 Writes so that others can read it.</p>	<p>Number and Operations Goal 1 - The learner will read, write, model, and compute with whole numbers through 999 (through 500). 1.01a Connect model, number word, and number using a variety of representations. 1.01b Read and write numbers. 1.01c Compare and order 1.01d Rename. 1.01e Estimate. 1.01f Use a variety of models to build understanding of place value (ones, tens, hundreds). 1.03 Create, model, and solve problems, that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form). 1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. 1.04a Strategies for adding and subtracting numbers. 1.04b Estimation of sums and differences in appropriate situations. 1.04c Relationships between operations. 1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. 1.06 Define and recognize odd and even numbers.</p> <p>Measurement Goal 2 - The learner will recognize and use standard units of metric and customary measurement. 2.01 Estimate and measure using appropriate units. 2.01a Length (meters, centimeters, feet, inches, yards). 2.01b Temperature (Fahrenheit). 2.02 Tell time at five-minute intervals.</p> <p>Geometry Goal 3 – The learner will perform simple transformations. 3.02 Describe the change in attributes as two-and three-dimensional figures are cut and rearranged.</p> <p>Data, Probability, and Statistics Goal 4 - The learner will understand and use data and simple probability concepts. 4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's). 4.02 Conduct simple probability experiments; describe the results and make predictions.</p> <p>Algebra Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships. 5.01 Identify, describe, translate, & extend repeating and growing patterns. 5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.</p>

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Science	Health	Social Studies
<p>Goal 3 – The learner will observe and conduct investigations to build an understanding of changes in properties.</p> <p>3.01 Identify three states of matter:</p> <ul style="list-style-type: none"> • Solid. • Liquid. • Gas. <p>3.02 Observe changes in state due to heating and cooling of common materials.</p> <p>3.03 Explain how heat is produced and can move from one material or object to another.</p> <p>3.04 Show that solids, liquids and gases can be characterized by their properties.</p> <p>3.05 Investigate and observe how mixtures can be made by combining solids, liquids or gases and how they can be separated again.</p> <p>3.06 Observe that a new material is made by combining two or more materials with properties different from the original material.</p>	<p>Goal 3 – the learner will interpret health risks for self and others and corresponding protection measures.</p> <p>3.03 Demonstrate the prevention of germ spread through food, water, air, and touch.</p> <p>3.04 Practice measures to prevent contact with the body fluids of others.</p> <p>Goal 5 – The learner will apply behavior management skills to nutrition-related health concerns.</p> <p>5.01 Conclude that foods provide nutrients, which maintain and promote health.</p> <p>5.02 Identify the serving sizes and number of daily servings needed from each food group of the Food Guide Pyramid.</p> <p>5.03 Describe how microorganisms can cause food borne illnesses.</p> <p>5.04 Provide examples of how the media uses persuasive techniques to influence food-related purchasing decisions.</p> <p>5.05 Accept and respect the uniqueness of differing physical characteristics.</p> <p>5.06 Recognize the social significance of food in the United States.</p>	<p>Goal 3 - The learner will analyze how individuals, families, and communities are alike and different.</p> <p>3.04 Identify multiple roles performed by individuals in their families and communities.</p> <p>3.05 Identify historical figures and events associated with various cultural traditions and holidays celebrated around the world.</p> <p>3.06 Identify individuals of diverse cultures and describe their contributions to society.</p> <p>Goal 5 - The learner will understand the relationship between people and geography in various communities.</p> <p>5.01 Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.</p> <p>5.02 Describe the role of geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.</p> <p>5.03 Compare and contrast the physical features of communities and regions.</p> <p>5.04 Identify the absolute and relative location of communities.</p> <p>5.05 Interpret maps, charts, and pictures of locations.</p> <p>5.06 Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.</p>

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Grade 2 - First Semester - Assessed Objectives		
Music	Art	Physical Education
<p>Goal 1 – The learner will sing, alone and with others, a varied repertoire of music. 1.01 Sing phrases or simple songs with increased pitch accuracy. 1.06 Sing expressively with appropriate dynamics and phrasing.</p> <p>Goal 2 - The learner will play on instruments, alone and with others, a varied repertoire of music. 2.01, 2.02 Play with increased pitch and rhythmic accuracy. 2.04 Play expressively with appropriate dynamics.</p> <p>Goal 3 - The learner will improvise melodies, variations, and accompaniments. 3.01 Improvise an appropriate answer to given rhythmic and melodic questions.</p> <p>Goal 6: The learner will listen to, analyze, and describe music. 6.01 Identify simple music forms including AB, ABA, and Introduction/Coda. 6.03 Discuss music using appropriate terminology. 6.05 Identify solo and group vocal timbres of children's voices, and male/female adult voices.</p>	<p><i>First Nine Weeks</i></p> <p>Goal 3 – The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. 3.01 Name and identify colors. 3.02 Identify primary and secondary colors. 3.04 Identify different types of line: straight, crooked, curved, zigzag, wide and thin. 3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.</p> <p>Goal 4 – The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. 4.01 Create art depicting self, family, friends, pets, home, school and community. 4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.</p> <p><i>Second Nine Weeks</i></p> <p>Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes. 2.01 Become familiar with a limited number of basic art media, techniques and processes which may include: drawing, cut paper, printmaking, painting, and ceramics. 2.02 Explore media freely.. 2.03 Develop fine and gross motor control.</p> <p>Goal 3 – The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. 3.14 Use his or her own ideas and feelings when creating artwork. 3.15 Respect the work of others when discussing art.</p>	<p>Goal 7 The learner will achieve and maintain an acceptable level of health-related fitness. 7.01 Examine 2 or 3 components of health-related physical fitness assessment.</p> <p>Goal 10 The learner will demonstrate response personal and social behavior in physical activity settings. 10.01 Apply rules, procedures and safe practices requiring little or no reinforcement 10.02 Work cooperatively with others to complete an assigned task.</p> <p>Goal 11 The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities. 11.01 Demonstrate mature motor patterns in simple combinations. 11.03 Demonstrate mature form in skipping, hopping, galloping and sliding.</p> <p>Goal 12 The learner will demonstrate a competent level of physical activity, sport, and fitness literacy. 12.01 Identify a few of the critical elements of basic movement patterns. 12.03 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.</p>

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Grade 2 - First Semester - Assessed Objectives		
Computer / Technology Skills		
<p>Goal 1 – The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.</p> <p>1.01 Identify, discuss, and visually represent uses of digital technology in the community (e.g., bar code scanners, handhelds, mobile phones, optical storage devices, GPS's).</p> <p>1.02 Demonstrate correct use of common technology terms (e.g., hardware, software, CD, hard drive).</p> <p>1.04 Recognize individual's rights of ownership of created works.</p> <p>1.07 Identify spreadsheets as a tool to organize, calculate, and graph data to make predictions.</p> <p>1.08 Identify and discuss spreadsheet terms/concepts (e.g., sort, classify, line graphs).</p> <p>1.09 Recognize an individual's rights of ownership to computer-generated work.</p> <p>Goal 2 – The learner will demonstrate knowledge and skills in the use of computer and other technologies.</p> <p>2.01 Recognize, discuss and use the features/functions of computing devices (e.g., creating, retrieving, saving, printing data).</p> <p>2.03 Enter/edit data in a prepared spreadsheet as a class/group and observe the changes that occur to make predictions.</p> <p>2.04 Use spreadsheet software in content areas to enter, display, and identify sources of data as a class.</p> <p>2.05 Recognize, discuss, and use word processing as a tool to enter/edit, print, and save assignments.</p> <p>2.06 Use and discuss basic word processing terms/concepts (e.g., desktop, menu/tool bar, document, text).</p> <p>2.07 Identify and use correct finger placement for home row keys.</p> <p>2.08 Identify and use menu/tool bar features/functions in word processing documents.</p>		