

# Cedar Fork Elementary School

## Grade 2 - First Quarter - Assessed Objectives

Reading	Writing	Math
<p><b>Reading Habits</b>  <b>1.05</b> Choose your own text and read independently every day for at least 20 minutes.</p> <p><b>Vocabulary and Word Work</b>  <b>1.02</b> Quickly and correctly read most high frequency words (at least 125) when reading texts.  <i>Figure out multi-syllable words by using what you know about....</i>  <b>1.01a</b> long and short vowels (i.e., mis/take)  <b>1.01b</b> dividing words into syllables – VC/CV (i.e., rab/bit, bas/ket)  <b>1.01d</b> sounds of c and g (i.e., circus, garage)  <b>1.01m</b> syllables that end in double consonants  <b>3.041</b> Increase vocabulary by listening, discussing, and writing about what you read.</p> <p><b>Comprehension and Connections</b>  <b>2.11</b> Think about what you already know about the topic of the text.  <b>2.0192</b> Preview the book and predict what you think will happen or what you will learn.  <b>2.12</b> When reading, check to see if your predictions were right and make new predictions  <b>2.013</b> Reads &amp; comprehends poetry appropriate for grade 2.  <b>2.0198</b> Understand similes found in poems (i.e., as tall as a flagpole).  <b>2.13</b> Use fix up strategies (i.e., reread, slow down, summarize) to help you understand when what you read doesn't make sense.  <b>3.01</b> Make connections between what you read and your personal experiences.  <b>2.17</b> Retells fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author's message, setting, character(s), and connections.  <b>2.013</b> Read and understand poems.  <b>2.0191</b> Determine why the author wrote the text and what your purpose is for reading the text.  <b>3.023</b> Make connections and comparisons within and across poems.</p>	<p><b>Writing Variety</b>  <b>4.101</b> Write a variety of different types of texts including poems and small moment stories by choosing the topic.</p> <p><b>Focus</b>  <b>4.061</b> Create prewriting plans by either listing or drawing to determine the focus.  <b>4.072</b> Reread first draft to see if it makes sense.</p> <p><b>Organization</b>  <b>4.071</b> Create a plan before writing to organize your thinking.</p> <p><b>Support and Elaboration</b>  <b>4.12</b> Add details to writing that describe.</p> <p><b>Style</b>  <b>4.14</b> Write using different kinds of sentences and different sentence lengths.</p> <p><b>Conventions</b>  <b>5.04</b> Write complete sentences.  <b>5.011</b> Correctly spell words (in your own writing) that have been studied.  <b>5.052</b> Reread your own writing and check to be sure that the order of words makes sense.  <b>5.061</b> Form the letters correctly and use spaces between words to make writing easier for others to read.  <b>5.07</b> Write so that others can read it.</p>	<p><b>Number and Operations</b>  <b>Goal 1 - The learner will read, write, model, and compute with whole numbers through 999.</b>  <b>1.01a</b> Connect model, number word, and number using a variety of representations.  <b>1.01b</b> Read and write numbers.  <b>1.01c</b> Compare and order  <b>1.01d</b> Rename.  <b>1.01e</b> Estimate.  <b>1.01f</b> Use a variety of models to build understanding of place value (ones, tens, hundreds).  <b>1.03</b> Create, model, and solve problems, that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).  <b>1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.</b>  <b>1.04a</b> Strategies for adding and subtracting numbers.  <b>1.04c</b> Relationships between operations.  <b>1.05</b> Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.  <b>1.06</b> Define and recognize odd and even numbers.</p> <p><b>Measurement</b>  <b>Goal 2 - The learner will recognize and use standard units of metric and customary measurement.</b>  <b>2.01</b> Estimate and measure using appropriate units.  <b>2.01a</b> Length (meters, centimeters, feet, inches, yards).</p> <p><b>Geometry</b>  <b>Goal 3 – The learner will perform simple transformations.</b>  <b>3.01</b> Combine simple figures to create a given shape.  <b>3.02</b> Describe the change in attributes as two-and three-dimensional figures are cut and rearranged.</p> <p><b>Data, Probability, and Statistics</b>  <b>Goal 4 - The learner will understand and use data and simple probability concepts.</b>  <b>4.01</b> Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).</p> <p><b>Algebra</b>  <b>Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships.</b>  <b>5.01</b> Identify, describe, translate, and extend repeating and growing patterns.  <b>5.02</b> Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.</p>

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<b>Science</b>	<b>Health</b>	<b>Social Studies</b>
<p><b>Goal 2 – The learner will conduct investigations and use appropriate tools to build an understanding of the changes in weather.</b></p> <p><b>2.01</b> Investigate and describe how moving air interacts with objects.</p> <p><b>2.02</b> Observe the force of air pressure pushing on objects.</p> <p><b>2.03</b> Describe weather using quantitative measures of: wind direction; wind speed; precipitation.</p> <p><b>2.04</b> Identify and use common tools to measure weather: wind vane and anemometer; thermometer; rain gauge.</p> <p><b>2.05</b> Discuss and determine how energy from the sun warms the land, air and water.</p> <p><b>2.06</b> Observe and record weather changes over time and relate to the time of day and time of year.</p>	<p><b>Goal 2 – Apply the skills of stress management to the prevention of serious health risks for self and others.</b></p> <p><b>2.01</b> Discuss expected standards of behavior.</p> <p><b>2.02</b> Identify feelings of happiness, sadness, fear, anger and situations that trigger them.</p> <p><b>2.03</b> Demonstrate healthy behaviors that express happiness, sadness, fear and anger.</p> <p><b>2.04</b> Distinguish between evaluations of performance and personal worth.</p> <p><b>2.05</b> Demonstrate pride in personal qualities and accomplishments.</p> <p><b>Goal 3 – Interpret health risks for self and others and corresponding protection measures.</b></p> <p><b>3.05</b> Demonstrate the stop, drop, and roll response to burning clothing.</p> <p><b>3.06</b> Handle flammable liquids safely.</p> <p><b>3.07</b> Get help in an emergency.</p> <p><b>Goal 4 – Apply relationship skills to the promotion of health and the prevention of risk.</b></p> <p><b>4.01</b> Recognize and respond to the feelings of others.</p> <p><b>4.02</b> Judge behaviors as promoting or hindering friendships.</p> <p><b>4.03</b> Give and receive compliments and apologies appropriately.</p> <p><b>4.04</b> Respond appropriately to teasing and bullying.</p> <p><i>Goals 2 and 4 will be revisited throughout the year.</i></p>	<p><b>Goal 1 - The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.</b></p> <p><b>1.01</b> Identify and describe attributes of responsible citizenship.</p> <p><b>1.02</b> Demonstrate responsible citizenship in the school, community, and other social environments.</p> <p><b>1.03</b> Analyze and evaluate the effects of responsible citizenship in the school, community and other social environments.</p> <p><b>1.04</b> Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.</p> <p><b>Goal 2 - The learner will evaluate relationships between people and their governments.</b></p> <p><b>2.01</b> Identify and explain the functions of local governmental bodies and elected officials.</p> <p><b>2.02</b> Recognize and demonstrate examples of the elective process.</p> <p><b>2.03</b> Describe the interdependence among individuals, families, and the community.</p> <p><b>2.04</b> Evaluate rules and laws and suggest appropriate consequences for noncompliance.</p> <p><b>2.05</b> Identify examples of responsible citizen participation in society and social environment.</p> <p><b>Goal 3 - The learner will analyze how individuals, families, and communities are alike and different.</b></p> <p><b>3.01</b> Compare similarities and differences between oneself and others.</p> <p><b>3.02</b> Describe similarities and differences among families in different communities.</p> <p><b>3.03</b> Compare similarities and differences among cultures in various communities.</p> <p><b>Goal 8 – The learner will recognize how technology is used at home, school, and in the community.</b></p> <p><b>8.01</b> Identify uses of technology in communities.</p> <p><b>8.02</b> Explain how technology has affected the world we live in.</p> <p><b>8.03</b> Interpret data on charts and graphs &amp; make predictions</p>

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<b>Grade 2 - First Semester - Assessed Objectives</b>		
<b>Music</b>	<b>Art</b>	<b>Physical Education</b>
<p><b>Goal 1 – The learner will sing, alone and with others, a varied repertoire of music.</b>  <b>1.01</b> Sing phrases or simple songs with increased pitch accuracy.  <b>1.06</b> Sing expressively with appropriate dynamics and phrasing.</p> <p><b>Goal 2 - The learner will play on instruments, alone and with others, a varied repertoire of music.</b>  <b>2.01, 2.02</b> Play with increased pitch and rhythmic accuracy.  <b>2.04</b> Play expressively with appropriate dynamics.</p> <p><b>Goal 3 - The learner will improvise melodies, variations, and accompaniments.</b>  <b>3.01</b> Improvise an appropriate answer to given rhythmic and melodic questions.</p> <p><b>Goal 6: The learner will listen to, analyze, and describe music.</b>  <b>6.01</b> Identify simple music forms including AB, ABA, and Introduction/Coda.  <b>6.03</b> Discuss music using appropriate terminology.  <b>6.05</b> Identify solo and group vocal timbres of children's voices, and male/female adult voices.</p>	<p><i>First Nine Weeks</i></p> <p><b>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.</b>  <b>3.01</b> Name and identify colors.  <b>3.02</b> Identify primary and secondary colors.  <b>3.04</b> Identify different types of line: straight, crooked, curved, zigzag, wide and thin.  <b>3.07</b> Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.</p> <p><b>Goal 4 – The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.</b>  <b>4.01</b> Create art depicting self, family, friends, pets, home, school and community.  <b>4.02</b> Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.</p> <p><i>Second Nine Weeks</i></p> <p><b>Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes.</b>  <b>2.01</b> Become familiar with a limited number of basic art media, techniques and processes, which may include: drawing, cut paper, printmaking, painting, and ceramics.  <b>2.02</b> Explore media freely..  <b>2.03</b> Develop fine and gross motor control.</p> <p><b>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.</b>  <b>3.14</b> Use his or her own ideas and feelings when creating artwork.  <b>3.15</b> Respect the work of others when discussing art.</p>	<p><b>Goal 7 The learner will achieve and maintain an acceptable level of health-related fitness.</b>  <b>7.01</b> Examine 2 or 3 components of health-related physical fitness assessment.  <b>7.02</b> Recognize the physiology indicators that accompany moderate to vigorous physical activity.</p> <p><b>Goal 10 The learner will demonstrate response personal and social behavior in physical activity settings.</b>  <b>10.01</b> Apply rules, procedures and safe practices requiring little or no reinforcement  <b>10.02</b> Work cooperatively with others to complete an assigned task.</p> <p><b>Goal 11 The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.</b>  <b>11.01</b> Demonstrate mature motor patterns in simple combinations.  <b>11.03</b> Demonstrate mature form in skipping, hopping, galloping and sliding.</p> <p><b>Goal 12 The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.</b>  <b>12.01</b> Identify a few of the critical elements of basic movement patterns.  <b>12.03</b> Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.</p>

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