



## Second Grade Curriculum Packet (New York)

### NHA Curriculum

NHA has invested significant resources studying state and national standards, and learning about organizations such as ACT to determine what students need to understand in order to be on the track for college before they enter high school. Our custom-built curriculum has been designed backward from eighth grade to kindergarten to ensure that each child learns the concepts, strategies, and skills necessary to be on track for college, starting with their first year of school.

### How Does It Work?

Teachers plan each lesson around specific objectives from the NHA Curriculum and help students understand what those objectives mean. Lessons are planned with very specific goals in mind, goals which are made clear to students. Knowing the end goal helps teachers plan carefully, which, in turn, helps students effectively connect with their learning.

### How Will We Know They Have Learned?

Teachers use the information-gathering process known as formative assessment to determine what adjustments need to be made in the learning process in order to challenge each child to achieve. The formative assessment process gives teachers the detailed information they need to understand where each student is in their level of understanding, which is most critical factor for their continued learning. Students need regular feedback to know how they are performing and what they can do to reach their goals.

### Monitoring Student Progress

The way we assess and report your child's progress is as unique as the curriculum we teach them. It is a fundamental shift from traditional percentages and overall letter grades of the past. Through the NHA Scoring Scales, teachers can determine with greater accuracy how your child is doing towards mastering grade-level material and adjust their instruction to better help your child learn and grow.

### The NHA Scoring Scales

The NHA Scoring Scales provide detailed information about what the teacher is looking for while assessing an objective on a scale of 0-4.0. This is where the real difference lies. You may remember from past school experiences that a 4.0 meant an "A". In the NHA Scoring Scales, a 4.0 does not equal an "A" but is defined as going beyond what was taught in class. By our definition, the 3.0 level means that your child is achieving at grade-level and mastering expectations. The NHA Scoring Scales take the guesswork out of where the students are and need to be and provide the essential information teachers need to create lessons, assignments, and assessments that reflect true grade-level objectives. The teacher can use that information to plan future instruction; the student can use that information to understand and adjust her learning; and parents can use that information to get an overall picture of their student's progress towards the learning goals. Having a specific target and being able to show a student's progress toward that target is what makes the NHA Curriculum and Scoring Scales a powerful tool for teachers, students, parents, and caregivers.

### Report Cards

Report cards will look very different this year. They begin with a one-page summary of student performance in each content area. They also contain several pages of details about each target learning area (called Measurement Topics) and personalized graphs that give a visual representation of each student's academic growth for every Measurement Topic studied in that quarter. Personalized notes for each Measurement Topic will give parents more useful information than ever before.

## NHA ELA Exemplar: Reading Grade Two

### **Measurement Topic: Fluency and Vocabulary Development**

**The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently**

- Segment words into syllables
- Use basic decoding, structure, and context cues to determine the meaning of unknown words:
- Use basic decoding and structure cues to find rhyming words (e.g., basic letter/sound relationships, basic suffixes {-ful, -s, -ed, -ing}, and word families {-ale, -est, -oat, -ite, -ate, -ock, -ump})
- Create and classify
- Use a beginner's dictionary or glossary to learn the meaning and pronunciation of words
- Read aloud second grade-level texts fluently, using punctuation cues (periods and question marks), appropriate changes in voice, timing, and expression:
- Learn new words through listening, reading, and explicit instruction, including word categories (e.g., synonyms, antonyms, homonyms) and words from math, science, and social studies; use new words in speech and writing

### **Measurement Topic: Comprehension**

**The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction**

- Apply comprehension strategies before, during, and after reading:
- Retell a story, recall the main events in order, and describe the theme (lesson, moral, message) through speaking, writing, or role-playing
- Read both student- and teacher-selected texts from a variety of genres, forms, and authors; select appropriate texts for specific purposes using criteria such as personal interest, knowledge of authors, text difficulty, content, and recommendations from others from classroom, school, and/or public libraries

### **Measurement Topic: Expository/Informational Text**

**The student will apply a range of reading skills to read and comprehend informational text**

- Use common textual features to find information in text (e.g., titles, table of contents, page numbers, headings, illustrations, captions):
- Find the problem and solution in text (cause and effect)
- Follow two-step instructions; analyze a set of directions for proper sequencing, clarity, and completeness
- Discuss how a text relates to a Moral Focus theme and make connections to own life

### **Measurement Topic: Literary Response and Analysis**

**The student will apply a range of reading skills and strategies to read from a wide variety of literary genres to make text-to-text, text-to-self, and text-to-world connections**

- Describe basic characteristics of different literary forms and genres (e.g., poetry, plays, stories, fairy tales, nursery rhymes)
- Describe the basic characteristics of major elements of fiction:
- Describe how authors use literary devices (e.g., sensory words, titles, illustrations, action)
- Describe the basic use of rhyme, rhythm, and alliteration in poetry and stories
- Respond to a story related to a Moral Focus theme by making text-to-self and text-to-world connections

## NHA Exemplar: Writing

### Measurement Topic: Audience and Purpose

The student will demonstrate an understanding of audience and purpose in writing

- Distinguish between common writing purposes (e.g., to give information, to tell stories, to give directions, to express opinions) and consider audience:
- Maintain a basic varied portfolio:

### Measurement Topic: Drafting and Revising

The student will draft, revise, edit, and publish writing using the writing process

- Apply basic prewriting strategies:
- Reread and revise writing:
- Share written products with others (e.g., conferencing, author's chair, presentations, bookmaking, discussions)

### Measurement Topic: Writing Applications

The student will use different types of writing to communicate ideas, concepts, emotions, and descriptions

- Write short essays about a personal experience:
- Write simple narrative stories and poetry:
- Write basic responses to literature:
- Write basic expository compositions:
- Write basic friendly letters or invitations that include the date, greeting, body, closing, and signature
- Write narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme, following all the conventions of the selected format

### Measurement Topic: Research and Information Organization

The student will employ appropriate methods and resources to research and report on an inquiry topic

- Answer a basic research question:
- Collect basic information:

## NHA Exemplar: Language Usage

### Measurement Topic: Spelling and Language Mechanics

The student will apply the conventions of spelling, punctuation, and capitalization in their own writing

- Spell grade-appropriate and high-frequency words (e.g., was, were, says, said, who, what, why); grade-level multi-syllabic decodable words; basic words with short vowels and long vowels; r-controlled words; consonant blend patterns (e.g., gl, dr, st, fr, etc.); digraphs (e.g., th, sh, wh, ch); two-syllable words with common prefixes and suffixes (e.g., flying, redo); and words from other content areas
- Use basic strategies to spell words correctly:
- Use basic punctuation:
- Use basic capitalization:
- Observe letter formation, spacing, and directionality:
- Arrange a list of words in alphabetical order

**Measurement Topic: Language Conventions**

**The student will apply the conventions of grammar in their own writing and while speaking**

- Write in complete sentences (e.g., write simple sentences that ask a question, state a fact, give a command, or make an exclamation)
- Identify and use nouns (e.g., simple object, people, family members, categories, common plurals, collective, etc)
- Identify and use common personal pronouns (objective, subjective, and possessive personal pronouns)
- Use common adjectives and adverbs to modify nouns and verbs
- Using helping and linking verbs
- Use common conjunctions (coordinating, subordinating, correlating)
- Identify and use simple past and present verb tense
- Use nouns and pronouns that are in agreement

**NHA Exemplar: Speaking, Listening, and Viewing**

**Measurement Topic: Speaking Applications**

**The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing**

- Participate and contribute in small and large group discussions (e.g., whole class discussions, work groups, partners, etc.) following the rules of conversation (e.g., listen respectfully, respond appropriately, avoid interrupting, wait to ask a question, raise hand and not speak until called on)
- Make simple oral presentations to class about a topic, event, or experience (e.g., tell or retell stories; describe a personal experience; deliver a short informational report; present information in logical sequence; use appropriate vocabulary; give descriptive details)
- Recite familiar poems, rhymes, songs, and stories

**Measurement Topic: Listening Comprehension**

**The student will apply critical listening and responding skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information**

- Use active listening skills to listen for different purposes (e.g., facing the speaker; making eye contact; understanding the purpose for listening; asking questions for clarification or additional information; listening quietly without interruption):
- Analyze and follow basic instructions:
- Respond to comments of peers and adults by adding a connecting idea

**Measurement Topic: Analysis and Evaluation of Media**

**The student will apply critical skills in order to evaluate and analyze media**

- Describe the main idea in visual media (e.g., pictures, television, newspaper photographs, videos, cartoons)
- Compare and contrast real life with life depicted in visual media (e.g., find similarities and differences with own family and the family in a television show); know the difference between characters and the actors who play them

## NHA Math Exemplar: Number Sense and Operations Grade Two

### Measurement Topic: Number Sense and Number Systems

The student will build an understanding of the representations, models, and connections between real numbers

- Read, write, compare, order, and plot whole numbers and commonly used fractions in both numerals and words:
- Explain the place value relationships of whole numbers (up to 1,000) (e.g., 100 is 10 tens)
- Identify and construct fractions using models (folding strips, parts of a whole, parts of a set)
- Explain and model the relationship between fractional parts and one whole (e.g.,  $\frac{4}{4} = 1$  whole,  $\frac{7}{7} = 1$  whole)
- Explain the inverse relationship between size of a unit fraction ( $\frac{1}{12}$  to  $\frac{1}{2}$ ) and the size of the denominator (e.g.,  $\frac{1}{5}$  is smaller than  $\frac{1}{2}$ )
- Describe the characteristics of odd and even numbers
- Count to 1,000 starting at any number in the sequence by 1's, 2's, 3's, 4's, 5's, and 10's
- Identify the place value of a digit in a number (e.g., in 3,241, the digit 2 is in the hundreds place)

### Measurement Topic: Addition and Subtraction

The student will become fluent in the addition and subtraction of real numbers

- Model and use the Associative and Commutative properties of addition
- Model and use the inverse relationship between addition and subtraction
- Add and subtract 2- and 3-digit whole numbers:
- Develop multiple strategies to add and subtract whole numbers (e.g., compensation, doubling, modeling, properties, formal algorithms)

### Measurement Topic: Multiplication and Division

The student will become fluent in the multiplication and division of real numbers

- Represent multiplication in multiple ways (repeated addition, area models, tables, patterns, arrays, doubling)
- Represent division in multiple ways (repeated subtraction, equal sharing, forming equal groups)
- Demonstrate mastery of multiplication facts up to  $5 \times 5$

### Measurement Topic: Operations, Computation, and Estimation

The student will understand the properties and characteristics of real numbers and their application to computation. Students become fluent in applied computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations

- Estimate sums and differences of whole numbers
- Use mental arithmetic to add and subtract 3-digit whole numbers and 1-digit whole numbers or multiples of 10 and 100

## NHA Math Exemplar: Algebra and Functions

### Measurement Topic: Basic Patterns

The student will analyze and create numeric and geometric patterns

- Copy, describe, and extend numeric (addition and subtraction) and geometric (shape) patterns

### Measurement Topic: Algebraic Representations and Mathematical Models

The student will write equations and functions, represent them on the coordinate plane, and describe the characteristics of the graphs

Write number sentences for problem situations involving addition and subtraction of whole numbers

## NHA Math Exemplar: Geometry

### Measurement Topic: Lines, Angles, and Geometric Objects

The student will analyze characteristics and properties of two- and three-dimensional shapes and develop mathematical arguments about geometric relationships

- Classify and sort two- and three-dimensional figures by the attributes (e.g., faces, edges, vertices, shape)
- Investigate and predict the results of combining or separating two- and three-dimensional figures
- Identify, describe, and compare two- and three-dimensional figures (e.g., circle, rhombus, triangle, rectangle)

### Measurement Topic: Transformations, Congruency, and Similarity

The student will apply transformations, use symmetry to analyze mathematical situations, and use visualization, spatial reasoning, and geometric modeling to solve problems

- Explain why two shapes in any position can be congruent
- Identify and draw lines of symmetry in shapes and figures (e.g., logos, alphabet)
- Investigate and predict simple transformations of basic two-dimensional figures (translation, reflection, rotation)

## NHA Math Exemplar: Measurement

### Measurement Topic: Measurement Systems

The student will apply appropriate techniques, tools, and formulas to estimate and measure

- Measure and estimate length:
- Measure and estimate weight/mass:
- Measure and estimate capacity:
- Investigate and use the relationship between units of length, weight/mass, and capacity (e.g., inch to foot to yard, centimeter to meter, pints to gallons, ounces to pounds)
- Add and subtract lengths that may require regrouping (inches to feet, meters to centimeters)

### Measurement Topic: Time, Temperature, and Money

<p><b>The student will apply appropriate techniques, tools, and formulas to estimate and measure time, temperature, and money</b></p> <ul style="list-style-type: none"> <li>• Measure and estimate temperature:</li> <li>• Tell time to the nearest quarter hour and five-minute interval using digital and analog clocks</li> <li>• Find the duration of intervals of time in hours and half hours</li> <li>• Represent and compare money:</li> <li>• Add and subtract money in dollars and cents</li> <li>• Identify and use the relationship between units of time (e.g., 60 seconds in 1 minute, 60 minutes in 1 hour)</li> </ul>
<p><b>Measurement Topic: Perimeter, Area, and Volume</b></p> <p><b>The student will apply appropriate techniques, tools, and formulas to estimate and measure perimeter, area, and volume</b></p> <ul style="list-style-type: none"> <li>• Find the perimeter of rectangles and triangles by using string, links, and adding side lengths</li> <li>• Find the area of rectangles and squares by covering them with square units and using grids of unit squares</li> </ul>
<p style="text-align: center;"><b>NHA Math Exemplar: Data Analysis and Probability</b></p>
<p><b>Measurement Topic: Data Organization and Interpretation</b></p> <p><b>The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data</b></p> <ul style="list-style-type: none"> <li>• Collect and record data using tally marks, charts, and tables</li> <li>• Construct and interpret simple tables, plots, and graphs:</li> <li>• Determine the minimum, maximum, mode, and range for a set of simple data</li> </ul>
<p><b>Measurement Topic: Probability</b></p> <p><b>The student will understand and apply basic concepts of probability</b></p> <ul style="list-style-type: none"> <li>• Predict and record results of simple probability experiments</li> <li>• Describe events as certain, likely, unlikely, or impossible</li> </ul>
<p style="text-align: center;"><b>NHA Math Exemplar: Problem Solving</b></p>
<p><b>Measurement Topic: Strategies and Reasoning</b></p> <p><b>The students will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitoring and reflecting on the process of mathematical problem solving, justifying solutions, and extending the problem</b></p> <ul style="list-style-type: none"> <li>• Select and apply appropriate strategies to solve problems individually or as a group (e.g., organized lists, charts, modeling with pictures or manipulatives, and informal counting strategies)</li> <li>• Determine the approach, materials, and strategies to use in solving problems</li> <li>• Explain and use the connections between two problems</li> </ul>
<p><b>Measurement Topic: Validity of Results</b></p> <p><b>The students will calculate and verify solutions, and justify the process used to solve the problem</b></p> <ul style="list-style-type: none"> <li>• Make precise calculations and check the validity of the results in context of the problem</li> <li>• Explain and justify the reasoning and strategies used to solve a problem</li> </ul>

# New York Science Grade Two

## Introduction to Science

### **The Nature of Science: Scientific Knowledge**

- Describe the consistency of the results of an experiment conducted multiple times
- Communicate a scientific idea using evidence

### **The Nature of Science: Scientific Inquiry- The Scientific Method**

- Make observations related to the 5 senses about living things, nonliving objects, and events
- Plan simple investigations as a strategy for evaluating predictions based on questions developed from observations of the natural world

### **The Nature of Science: Scientific Inquiry- Data Collection and Analysis**

- Record and communicate findings from observations using a variety of methods such as drawings, journaling, pictographs, and bar graphs
- Safely use tools and instruments (e.g., thermometers, magnifiers, rulers, balances, scissors, hammers, pliers, screwdrivers) to construct, measure, and/or look at objects
- Make measurements of length, weight, temperature, capacity and volume using standard and nonstandard units and appropriate instruments

### **The Nature of Science: Common Themes in Science**

- Identify the parts of things and how one part connects to and affects another
- Identify and record instances of things that change and the different ways they change
- Identify similarities and differences between a model of an object and the real thing
- Describe the different sizes, weights, ages, and speeds of things observed

## Plants

### **The Living Environment: Needs of Organisms**

- Describe evidence that plants are alive and need air, water, light, and nutrients to grow

### **The Living Environment: Life Cycles of Plants and Animals**

- Describe the changes observed in plants as they progress through their life cycle

### **The Living Environment: Plant Structures and Function**

- Compare and contrast flowering plants and grasses of different species in structure, life processes, and reaction to environmental influences
- Describe the structure and function of the stem, bulbs, and roots in the growth of new plants

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### **Animal Adaptations**

#### **The Living Environment: Plant and Animal Adaptations**

- Describe the physical characteristics of a variety of North American animals that help them survive in their particular environments
- Identify the similarities and differences in features and characteristics of animals of the same species

#### **The Living Environment: Genetics and Heredity**

- Describe similarities and differences between offspring and parents of a variety of animals

#### **The Living Environment: Fossils and Extinction**

- Describe fossils as evidence that there are kinds of animals that lived long ago that are no longer found on Earth

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- Identify similarities and differences between a model of an object and the real thing
- Describe the different sizes, weights, ages, and speeds of things observed

### **Energy**

#### **Physical Science: Energy Resources**

- Describe how energy is used in the household, in transportation, in toys, etc.
- Identify sources of energy, such as gasoline from oil, electricity, and food
- Demonstrate practical ways to conserve energy

#### **Physical Science: Forms of Energy and Their Interactions**

- Investigate and describe various methods for generating and transferring heat energy

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### **Motion and Forces**

#### **Physical Science: Forces Effect on Motion**

- Describe balance as a function of position and weight/counterweight
- Describe the effects that pushing or pulling have on the motion of objects
- Describe the observable effects of gravity on objects

#### **Physical Science: Measuring Motion**

- Describe the position of an object relative to another object or background
- Compare and contrast the motion of different objects

**Physical Science: Simple Machines**

- Describe simple machines and their purpose

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**Weather****Earth and Space Science: Atmosphere**

- Explain that air is a substance that surrounds us, takes up space, moves as wind, and interacts with us and objects on earth

**Earth and Space Science: Daily Weather Measurement**

- Describe patterns of change in weather over time
- Describe various tools that are used in weather measurement

**Earth and Space Science: Weather and Climate**

- Describe the effect of the Sun's rays on land, air, and water
- Compare and contrast cirrus, stratus, and cumulus clouds
- Describe examples of severe weather and appropriate safety precautions

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- Make measurements of length, weight, temperature, capacity and volume using standard and nonstandard units and appropriate instruments

**The Nature of Science: Common Themes in Science**

- Identify the parts of things and how one part connects to and affects another
- Identify and record instances of things that change and the different ways they change

**Earth in Space****Earth and Space Science: Interaction of the Sun, Earth, and Moon**

- Compare and contrast day and night by observing and recording differences in temperature, light, and objects visible in the sky

**Earth and Space Science: Characteristics of Objects in Space**

- Describe the changing look and location of the moon in the day and night sky
- List observable characteristics of stars

**The Nature of Science: Common Themes in Science**

- Describe the different sizes, weights, ages, and speeds of things observed

## UNIT: Geography

### New York Social Studies Grade Two

#### **Geography: Physical Features**

- Locate major landforms, bodies of water, and other features of North America

#### **Geography: Political Features**

- Explain the difference between a continent and a country

## UNIT: Economics

#### **Economics: Economic Concepts**

- Explain the concept of “market”
- Describe how people make choices regarding resources (e.g., opportunity cost & scarcity)

#### **Economics: Resources**

- Give examples of categories of resources (natural, human, and capital)

## UNIT: Communities Around the World

#### **Geography: Political Features**

- Compare and contrast urban, suburban, and rural communities

#### **Geography: 5 Themes of Geography**

- Evaluate the advantages and disadvantages of different modes of transportation

#### **Civics & Government: Citizenship: Awareness, Rights, & Responsibilities**

- Describe ways that people show citizenship in the United States and in other countries of the world

#### **People, Culture, & Civilizations: Human Characteristics**

- Describe common characteristics of people within a culture group

#### **People, Culture, & Civilizations: Historical Societies & Lifestyles**

- Explain how the local community has changed over time

## UNIT: Early Civilizations in Asia (India & China)

**Geography: Physical Features**

- Describe the physical features of various places on Earth

**Geography: Political Features**

- Locate the geographic area of the world where ancient civilizations existed

**World History: Significant Events, Individuals, & Contributions**

- Explain the purpose for building the Great Wall of China
- Explain the impact of inventions and contributions on ancient and modern society

**People, Culture, & Civilizations: Historical Societies & Lifestyles**

- Explain the importance of available resources to ancient civilizations
- Compare and contrast the ways of life, customs, beliefs, and contributions to modern society of different ancient civilizations in the same geographical area (Asia, Ancient Greece)

**UNIT: Ancient Greece****Geography: Physical Features**

- Describe the physical features of various places on Earth

**Geography: Political Features**

- Locate the geographic area of the world where ancient civilizations existed

**World History: Significant Events, Individuals, & Contributions**

- Explain the significance of the accomplishments of Alexander the Great
- Explain the impact of inventions and contributions on ancient and modern society

**World History: Historical Conflict**

- Describe major battles in the Persian Wars

**People, Culture, & Civilizations: Historical Lifestyles**

- Compare and contrast the ways of life, customs, beliefs, and contributions to modern society of different ancient civilizations in the same geographical area (Asia, Ancient Greece)

**UNIT: American Government****Civics & Government: Government Systems**

- Explain James Madison's contribution to the Constitution of the United States

**UNIT: War of 1812****US History: Significant Events, Individuals, & Contributions**

- Describe important individuals in American wars and the impact their contributions had on modern society

**US History: Historical Conflict**

- Identify the causes of American wars
- Describe participants in conflicts in United States history

**UNIT: Westward Expansion**

**US History: Significant Events, Individuals, & Contributions**

- Compare and contrast transportation in the 1800s with transportation today

**People, Cultures, & Civilizations: Historical Societies & Lifestyles**

- Describe the way of life of Native Americans in the 1800s
- Describe the relationship between Native Americans and the United States government

**UNIT: The Civil War**

**US History: Significant Events, Individuals, & Contributions**

- Describe important individuals in American wars and the impact their contributions had on modern society

**US History: Historical Conflict**

- Identify the causes of American wars
- Describe participants in conflicts in United States history

**UNIT: Immigration & Citizenship**

**Civics & Government: Citizenship: Awareness, Rights, & Responsibilities**

- Explain “e pluribus unum”
- Describe ways that people show citizenship in the United States and in other countries of the world
- Identify the ways one can become an American citizen

**People, Culture, & Civilizations Historical Societies & Lifestyles**

- Explain reasons why people migrated to the United States
- Describe the journey of immigrants to the United States (how they traveled to the country, where they settled)

**UNIT: Symbols & Figures of America**

**Civics & Government: Citizenship: Awareness, Rights, & Responsibilities**

- Explain what important specific national symbols represent

## NHA Visual Arts Exemplar: Art Expression

The student will develop and expand their knowledge/skills in the visual arts through the use of media, techniques, and processes to express their own ideas creatively in artwork. The student will analyze, assess, judge merit and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

### *Grade Two*

#### NHA Objectives

##### Measurement Topic: Art Creation

- Create artworks using a variety of materials (see Appendix)
- Use a variety of art techniques to produce works (see Appendix)
- Use art materials safely and appropriately; follow procedures to set up and clean up
- Demonstrate quality craftsmanship
- Create works using ideas from the environment, experience, and imagination (2D and 3D)

##### Measurement Topic: Elements and Principles of Art and Design

- Identify colors, shapes, lines, patterns, and textures and use appropriate vocabulary to describe subtle differences (e.g. blue-green, nubby, smooth, thick, fine, shaded, etc.)
- Use symmetry to create balance
- Create artwork using warm, cool, and neutral colors, and describe how these colors are used to express mood or evoke feelings

##### Measurement Topic: Critical Analysis

- Describe artworks using appropriate vocabulary; focus on art elements such as line, shape, texture, color and space, types of media used to create the artwork, and type of work produced (painting, collage, sculpture, mobile, found art, prints)
- Analyze their own artwork and the artwork of others for elements of art, expressive qualities, and quality of techniques
- Describe subject matter and feelings produced by art, and how the artist used art elements to express emotions (e.g., color to express feelings)
- Explain similarities and differences between two artworks based the same subject matter

## NHA Visual Arts Exemplar: Art Connections

The student will demonstrate knowledge of artists, art history, and world cultures by investigating works of art from different times and places. The student will apply their knowledge of visual arts to other disciplines and everyday life

### *Grade Two*

#### **NHA Objectives**

Measurement Topic: History, Culture, and Society

- Identify and describe works of art from different artists, times, and places (see list of possible topics below)
- Find similarities and differences between artwork from a variety of cultures, including cultures relevant to student's background
- Discuss the chronological order of art from different time periods

Measurement Topic: Real World Connections

- Describe different purposes for art (to commemorate an event, for celebration, to convey messages, and to communicate and evoke emotions)
- Identify art elements in artwork and objects at home, at school, and in the environment

Measurement Topic: Connections to Other Disciplines

- Identify art concepts in other subject areas (understanding the concept of balance from science; connection between the medium of clay and the properties of soil in science; the aesthetic structure of plants in science; combining or separating shapes to create new shapes in math; concept of symmetry in math;; paintings of famous people and events in social studies {China, ancient Greece, Westward expansion}; connections between of art in music, theatre and dance (tone, repetition, balance, rhythm)

Grade Two Social Studies Topics: Ancient China, Ancient Greece, Native Americans, Westward Expansion

## NHA Music Exemplar: Music Expression

The student will develop knowledge and a variety of skills in order to perform, create, read, and describe musical pieces through knowledge of basic musical concepts. Students will engage in both group and individual music-related tasks. They will use this knowledge to analyze, assess, judge merit and determine meaning from music, including their own.

### *Grade Two*

#### **NHA Objectives**

Measurement Topic: Music Composition and Performance

- Improvise a short melody (e.g., vocally, instrumentally)
- Create and perform short rhythmic and melodic phrases
- Use loud/soft dynamics when playing and singing
- Perform an ostinato as an individual or in group sing
- Interpret and follow the cues of a conductor in regards to tempo, dynamics, beginning, and ending

Measurement Topic: Music Theory

- Read and notate iconically quarter, eighth, and half notes, and quarter and half rests
- Determine simple pitch patterns by using solfege and hand signs
- Identify and classify groups of instruments (e.g., woodwinds, percussion, etc.)
- Identify voices as child, adult male, or adult female

Measurement Topic: Analysis of Music

- Describe personal preference for musical works
- Compare two contrasting styles of composition using basic terms (e.g., high/low pitch, beat, repeated rhythmic patterns, fast/slow)
- Describe the mood and style of a variety of musical pieces

## NHA Music Exemplar: Music Awareness

The student will recognize the historical, cultural and social impact of music. They will be able to critically analyze and critique a variety of music from different eras, genres, and sources. Student will be exposed to a variety of music and determine the impact it had both locally and globally.

### *Grade Two*

#### **NHA Objectives**

##### Measurement Topic: History, Culture, and Society

- Describe the role that music plays in different cultures (e.g, Greek, India, China)
- Identify instruments associated with different cultures
- Perform a dance from a different culture

##### Measurement Topic: Real World Connections

- Identify music for various special occasions and determine the role that it plays
- Demonstrate appropriate listening behavior during any performance
- Describe the roles that musicians play in the community

##### Measurement Topic: Integrated Studies

- Identify a specific emotion in a piece of music
- Identify the musical concepts of tone, repetition, and contrast and how they are used in other disciplines (e.g., tone of writing, patterns in math, contrasting two characters in a book)

## NHA Physical Education Exemplar: Movement and Concept Development

### *Grade Two*

#### **NHA Objectives**

##### Measurement Topic: Movement and Movement Patterns

- Perform locomotor and manipulative skills in combinations (e.g., run and kick a ball; swing and jump over a jump rope)
- Perform stability skills in combinations (e.g., walk on a balance beam, stand on one leg while balanced on an object; bear walk; crab walk; forward roll)
- Perform fundamental movements to rhythmic beats (e.g., jumping rope to a consistent beat, using locomotor skills to move to music; simple dance steps)

##### Measurement Topic: Movement Concepts

- Demonstrate knowledge of efficient and safe movement techniques when working with a partner or group
- Demonstrate efficient movement with objects that provide balance, change of direction, and spatial awareness challenges
- Understand and demonstrate basic game-playing strategies

# NHA Physical Education Exemplar: Physical Fitness and Wellness

## *Grade Two*

### NHA Objectives

#### Measurement Topic: Personal Fitness

- Describe the components of health-related physical fitness (e.g., flexibility, strong muscles, endurance)
- Demonstrate increasing levels of flexibility and strength through a variety of activities
- Understand and perform various high, medium, and low intensity activities to develop cardio-respiratory endurance

#### Measurement Topic: Health Concepts for Life

- Describe a balanced diet
- Explain how much water intake is essential for a healthy body
- Distinguish between “use” and “abuse” of products such as alcohol, caffeine, prescription drugs
- Identify the benefits of physical activity and healthy behaviors to well-being (i.e., health benefits, emotional benefits)

#### Measurement Topic: Teamwork and Sportsmanship

- Work with others towards a common goal
- Demonstrate a willingness to participate with others of various abilities
- Identify and demonstrate “fair play”