SS2.5	The student will identify national symbols (eagle, flag, Pledge of Allegiance, Star Spangled Banner, social leaders, and holidays.

SS2.5.1 Name the Declaration of Independence and national seal as national symbols. ♦

SS2.5.2 Know the importance of U.S. social and political leaders (Washington, Lincoln Martin Luther King, Jr.). ♦

SS2.5.3 Name three U.S. national holidays and explain a reason why we have this holiday today (e.g. Veterans Day, Memorial Day, Presidents' Day, Independence Day, Flag Day, Thanksgiving, Martin Luther King, Jr. Day, Labor Day, Columbus Day. ♦

SS2.6	The student will understand the importance of the experiences of groups of people.

SS2.6.1 Compare and contrast the life conditions of the experiences of groups of people.

SS2.6.2 Retell the story of the settlement of his/her own community, drawing upon primary sources (e.g., maps, photos, oral history, newspapers, letters).

SS2.6.3 Compare at least two different types of shelters used by American Indians in Kansas (e.g., grass lodge, tipi, earth lodge).

SS2.6.4 Use stories artifacts, and/or traditional music to interpret some aspect of daily life for early
American Indians in Kansas.

SS2.6.5 Use historical photographs to identify two types of housing early Kansas's immigrants built (e.g., dugout, sod houses, log cabins, frame houses).

Social Studies Vocabulary
By the end of 2nd Grade

artifacts	location
barter	maps
community	markets
compass rose	patriotism
constitution	primary resources
consumer	privileges
culture	producer
Declaration of Independence	regions
economy	rights
goods	rule of law
governments	scarcity
immigrants	services

The Hays Public Schools do not discriminate on the basis of race, color, national origin, sex, handicap/disability, religion or age as to the treatment of students in programs and as to employment. Persons having inquiries concerning the district's compliance with Title VI, Title X, Section 504, Americans With Disabilities Act, and the Age Discrimination Act may contact Fred Kaufman, Superintendent, at Rockwell Administration Center, 323 West 12th Street, Hays, KS 67601 (785) 623-2400.

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HAYS PUBLIC SCHOOLS

CURRICULUM STANDARDS AND INDICATORS FOR

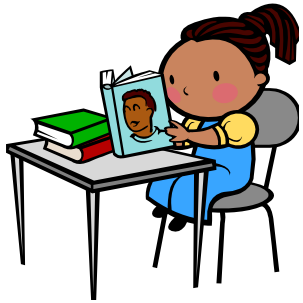
GRADE 2

2009 2010

INTRODUCTION

The Hays Public Schools provide a wide range of educational opportunities for students in the Elementary Schools. All schools and programs, however, have the same expectations for their students. The standards and indicators in this booklet are a reflection of the curriculum development that has taken place in the past 4-5 years as we have aligned our curriculum to national and state standards, thereby also reflecting the standards being assessed through our state assessments and the recently enacted ***No Child Left Behind*** legislation.

The standards and indicators in this booklet reflect what is taught at the Second Grade Level. It is a guide to you, as the parents, as to what we will be doing throughout the year with your child. It can also be a useful tool for you at conference time as you discuss your child's progress with his or her teacher. We encourage you to take the time to read through this document and to become actively involved in your child's elementary school and share the excitement of learning as the year progresses!



Kansas State Assessments

Mathematics	Grades	3 - 8		HS
Reading	Grades	3 - 8		HS
Science	Grades	4	7	10
Social Studies	Grades	6	8	11
Writing	Grades	5	8	11

SOCIAL STUDIES

SS2.1	**The student will compare family and school rules with community and governmental rules/laws.**
SS2.1.1	Give two examples of community rules.
SS2.1.2	List two reasons for community rules (safety, organization, less conflict).
SS2.1.3	Identify people and groups who make, apply, and enforce rules and laws (parents, teachers, principals, police, mayor, governor, legislator, the President).
SS2.1.4	Define government (people and groups who make, apply and enforce rules and laws).
SS2.1.5	Define the U.S. Constitution (as a written plan for the U.S. Governmental rules/laws).
SS2.1.6	Compare family and school rules with community and government rules/laws.
SS2.2	**Students will explain the role of money used in exchange for goods and services and why it is important to plan spending decisions (budget).**
SS2.2.1	Show how bartering or money is used to exchange for goods and services
SS2.2.2	Explain the importance of money to the producers and consumers.
SS2.2.3	Justify a spending plan (budget).
SS2.3	**The student will use the characteristics of maps and globes to locate information.**
SS2.3.1	Identify the title, compass rose, and legend of a map or map key.
SS2.3.2	Identify North, South, Ease, West on a map.
SS2.3.3	Name and locate the capital of Kansas using a state map.
SS2.3.4	Describe the purpose of a glove and map.
SS2.3.5	Use the characteristics of maps and the globe to locate information.
SS2.3.6	Name the seven continents and the major oceans on a map or globe.
SS2.3.7	Name and locate the capital of U.S. on a map.
SS2.4	**The student will give examples of how people in his/her community satisfy their basic wants and needs.**
SS2.4.1	List community wants and how they are met (taxes).
SS2.4.2	List community needs and how they are met (taxes)

LANGUAGE ARTS

LITERATURE

The student responds to a variety of text.

COM2.2.1	**The student uses literary concepts to interpret and respond to text.**

COM2.2.1.1	The student identifies and describes character(s) in literature. ♦
COM2.2.1.2	The student identifies and describes setting. ♦
COM2.2.1.3	The student retells the plot of a story.

COM2.2.2	**The student understands the significance of literature and its contribution to various cultures.**

COM2.2.2.1	**The student reads to connect personal experiences and ideas with those of other cultures in literature.**
COM2.2.2.2	**The student identifies various languages, traditions, and cultures found in literature.**
COM2.2.2.3	**The student makes connections between specific aspects of literature from a variety of cultures and personal experiences.**

MATH

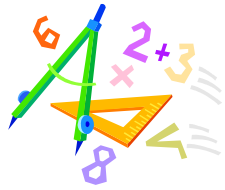
(♦ = Assessed Indicator N = Non-Calculator Item)

MA2.1.1	**The student demonstrates number sense for whole numbers, fractions, and money using concrete objects in a variety of situations.**

MA2.1.1.K1	The student knows, explains, and represents whole numbers from 0 through 1,000 using concrete objects. ♦
MA2.1.1.K2a	The student compares and orders whole numbers from 0 through 1,000 using concrete objects.
MA2.1.1.K2b	The student compares and orders fractions greater than or equal to zero with like denominators (halves, fourths, thirds, eighths) using concrete objects.
MA2.1.1.K3	The student uses addition and subtraction to show equivalent representations for whole numbers from 0 through 100.
MA2.1.1.K4	The student identifies and uses ordinal positions from first (1st) through twentieth (20th).
MA2.1.1.K5	The student identifies coins, states their values, and determines the total value to $1.00 of a mixed group of coins using pennies, nickels, dimes, quarters, and half-dollars. ♦
MA2.1.1.K6	The student counts a like combination of currency ($1, $5, $10, $20) to $100.

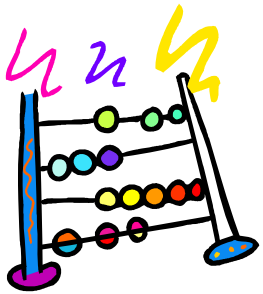
MA2.1.2	**The student demonstrates an understanding of whole numbers with a special emphasis on place value and recognizes, uses, and explains the concepts of properties as they relate to whole numbers in a variety of situations.**

MA2.1.2.K1a	The student reads and writes whole numbers from 0 through 1,000 in **numerical form**.
MA2.1.2.K1b	The student reads and writes whole numbers from 0 through 100 in words.
MA2.1.2.K1c	The student reads and writes whole numbers from 0 through 1,000 in numerical form when presented in word form.
MA2.1.2.K2	The student represents whole numbers from 0 through 1,000 using various groupings and place value models emphasizing 1s, 10s, and 100s; explains the groups; and states the value of the digit in ones place, tens place, and hundreds place. ♦
MA2.1.2.K3	The student counts subsets of whole numbers from 0 through 1,000 forwards and backwards.
MA2.1.2.K4	The student identifies the place value of the digits in whole numbers from 0 through 1,000. ♦
MA2.1.2.K5	The student identifies any whole number from 0 through 100 as even or odd.
MA2.1.2.K6a	The student **uses** the **concept** of the commutative property of addition with whole numbers from 0 through 100 and demonstrates their meaning including the use of concrete objects.
MA2.1.2.K6b	The student **uses** the **concept** of the zero property of addition (additive identity) with whole numbers from 0 through 100 and demonstrates their meaning.
MA2.1.2.K6c	The student **uses** the **concept** of the associative property of addition with whole numbers from 0 through 100 and demonstrates their meaning.
MA2.1.2.K6d	The student **uses** the **concept** of symmetric property of equality applied to basic addition and subtraction facts with whole numbers from 0 through 100 and demonstrates their meaning.



MA2.1.3	**The student uses computational estimation with whole numbers and money in a variety of situations.**
MA2.1.3.A1	The student adjusts original whole number estimate of a real-world problem using numbers from 0 through 1,000 based on additional information.
MA2.1.3.A2	The student estimates to check whether or not the result of a real-world problem using whole numbers from 0 through 1,000 and monetary amounts through $50 is reasonable and makes predictions based on the information.
MA2.1.3.A3	The student selects a reasonable magnitude from three given quantities, a one-digit numeral, a two-digit numeral, and a three-digit numeral (5, 50, 500) based on a familiar problem situation and explains the reasonableness of the selection.

MA2.1.4	**The student models, performs, and explains computation with whole numbers and money using concrete objects in a variety of situations.**
MA2.1.4.K1	The student computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology.
MA2.1.4.K2	The student states and uses with efficiency and accuracy basic addition facts with sums from 0 through 20 and corresponding subtraction facts. N
MA2.1.4.K3	The student skip counts by 2s, 5s, and 10s through 100 and skip counts by 3s through 36.
MA2.1.4.K4	The class uses repeated addition (multiplication) with whole numbers to find the sum when given the number of groups (ten or less) and given the same number of concrete objects in each group (twenty or less).
MA2.1.4.K5	The class uses repeated subtraction (division) with whole numbers when given the total number of concrete objects in each group to find the number of groups.
MA2.1.4.K6	The class fair shares/measures out (divides) a total amount through 100 concrete objects into equal groups.
MA2.1.4.K7a	The student performs and explains the computational procedure of adding and subtracting three-digit whole numbers with and without regrouping including the use of concrete objects. ♦ N
MA2.1.4.K7b	The student performs and explains the computational procedure of adding and subtracting monetary amounts through $.99 using cent notation (25¢+ 52¢) and money models. ♦
MA2.1.4.K8	The student identifies basic addition and subtraction fact families (facts with sums from 0 through 20 and corresponding subtraction facts). ♦
MA2.1.4.K9	The student reads and writes horizontally and vertically the same addition or subtraction expression. ♦ N

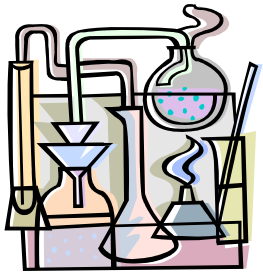


COM2.1.3	**The student expands vocabulary.**
COM2.1.3.1	The student demonstrates automatic recognition of sight words.
COM2.1.3.2	The student determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs. ♦
COM2.1.3.3	The student identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.
COM2.1.3.4	The student uses a picture dictionary, dictionary, or glossary to understand word meaning. ♦
COM2.1.3.5	The student determines meaning of words through knowledge of word structure. ♦

COM21.4	**The student comprehends a variety of text (narrative, expository, technical, and persuasive).**
COM2.1.4.1	The student recognizes the differences between narrative, expository, and technical texts.
COM2.1.4.2	The student locates and discusses text features to understand information.
COM2.1.4.3	The student uses pictures, content, and prior knowledge to make predictions.
COM2.1.4.4	The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
COM2.1.4.5	The student uses illustrations, text, and prior knowledge to make inferences and draw conclusions. ♦
COM2.1.4.6	The student identifies text structure. ♦
COM2.1.4.7	The student sequences events according to basic story structure of beginning, middle, and end. ♦
COM2.1.4.8	The student compares and contrasts information between texts and within a single text.
COM2.1.4.9	The student identifies cause-effect relationships in narrative and expository texts.
COM2.1.4.10	The student retells or determines important events and main ideas from narrative and expository texts. ♦
COM2.1.4.11	The student identifies topic, main idea, and supporting details in appropriate level texts. ♦
COM2.1.4.12	The student distinguishes between fact and opinion in various texts.

S.2.6.1	**The student will demonstrate responsibility for their own health.**
S.2.6.1.1	The student engages in personal care.
S.2.6.1.2	The student discusses healthy foods.
S.2.6.1.3	The student discusses that humans need to practice being safe.

S.2.7.1	**The student will know they practice science.**
S.2.7.1.1	The student is involved in explorations that make his/her mind wonder and know that he/she is practicing science.
S.2.7.1.2	The student uses technology to learn about people in science.



LANGUAGE ARTS

READING

The student reads and comprehends text across the curriculum.

COM2.1.1	The student uses skills in alphabetics to construct meaning from text.
COM2.1.1.1	The student manipulates onsets and rimes in spoken syllables.
COM2.1.1.2	The student uses knowledge of developmentally appropriate decoding skills. ♦
COM2.1.1.3	The student uses common onset and rime patterns to decode unfamiliar words.
COM2.1.1.4	The student identifies and manipulates phonemes in spoken words.

COM2.1.2	The student reads fluently.
COM2.1.2.1	The student uses knowledge of conventions to read fluently at instructional or independent reading levels. ♦
COM2.1.2.2	The student reads expressively with appropriate pace, phrasing, intonation, and rhythm.
COM2.1.2.3	The student uses knowledge of sentence structure to read fluently at instructional or independent reading levels.
COM2.1.2.4	The student uses a variety of word recognition strategies to read fluently.
COM2.1.2.5	The student begins to adjust reading rate to support comprehension when reading narrative and expository texts.

MA2.2.1	**The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.**
MA2.2.1.K1a	The student uses concrete objects, drawings, and other representations to work with repeating patterns.
MA2.2.1.K1b	The student uses concrete objects, drawings, and other representations to work with growing (extending) patterns.
MA2.2.1.K2a	The student uses counting numbers related to number theory to generate patterns.
MA2.2.1.K2b	The student uses whole numbers that increase or decrease to generate patterns.
MA2.2.1.K2c	The student uses geometric shapes to generate patterns.
MA2.2.1.K2d	The student uses measurements to generate patterns.
MA2.2.1.K2e	The student uses the calendar to generate patterns.
MA2.2.1.K2f	The student uses money and time to generate patterns.
MA2.2.1.K2g	The student uses things related to daily life to generate patterns.
MA2.2.1.K2h	The student uses things related to size, shape, color, texture, or movement to generate patterns.
MA2.2.1.K3	The student identifies and continues a pattern presented in various formats including numeric (list or table), visual (picture, table, or graph), verbal (oral description), kinesthetic (action), and written. ♦
MA2.2.1.K4a	The student generates repeating patterns.
MA2.2.1.K4b	The student generates growing (extending) patterns.

MA2.2.2	**The student uses symbols and whole numbers to solve addition and subtraction equations using concrete objects in a variety of situations.**
MA2.2.2.K2a	The student finds the sum or difference in one-step equations with whole numbers from 0 through 99.
MA2.2.2.K2b	The student finds the sum or difference in one-step equations with up to two different coins.
MA2.2.2.K3	The student finds unknown addend or subtrahend using basic addition and subtraction facts (fact family).
MA2.2.2.K4	The student describes and compares two whole numbers from 0 through 1,000 using the terms; is equal to, is less than, is greater than.

MA2.2.3	**The student recognizes and describes whole number relationships using concrete objects in a variety of situations.**
MA2.2.3.K1	The student states mathematical relationships between whole numbers from 0 through 100 using various methods including mental math, paper and pencil, and concrete objects.
MA2.2.3.K2	The student finds the values and determines the rule that involve addition or subtraction of whole numbers from 0 through 100 using a horizontal or vertical function table (input/output machine, T-table).
MA2.2.3.K3	The student generalizes numerical patterns using whole numbers from 0 through 100 with one operation (addition, subtraction) by stating the rule using words.

MA2.2.4	**The student uses mathematical models including concrete objects to represent, show, and communicate mathematical relationships in a variety of situations.**
MA2.2.4.K1a	The student knows, explains, and uses process models (concrete objects, pictures, diagrams, number lines, unifix cubes, hundred charts, or measurement tools) to model computational procedures and mathematical relationships, to compare and order numerical quantities, and to represent fractional parts.

MA2.2.4.K1b	The student knows, explains, and uses place value models (place value mats, hundred charts, or base ten blocks) to compare, order, and represent numerical quantities and to model computational procedures.
MA2.2.4.K1c	The student knows, explains, and uses fraction models (fraction strips or pattern blocks) to compare, order, and represent numerical quantities.
MA2.2.4.K1d	The student knows, explains, and uses money models (base ten blocks or coins) to compare, order, and represent numerical quantities.
MA2.2.4.K1e	The student knows, explains, and uses function tables (input/output machines, T-tables) to model numerical relationships.
MA2.2.4.K1f	The student knows, explains, and uses two-dimensional geometric models to model perimeter and properties of geometric shapes and three-dimensional geometric models and real-world objects to compare size and to model attributes of geometric shapes.
MA2.2.4.K1g	The student knows, explains, and uses two-dimensional geometric models, three-dimensional geometric models, and process models to model probability.
MA2.2.4.K1h	The student knows, explains, and uses graphs using concrete objects, representational objects or abstract representations, pictographs, frequency tables, tally marks, horizontal and vertical bar graphs, Venn diagrams or other pictorial displays to organize and display data.
MA2.2.4.K1i	The student knows, explains, and uses Venn diagrams to sort data.
MA2.2.4.K2	The student creates a mathematical model to show the relationship between two or more things.

MA2.3.1	**The student recognizes geometric shapes and describes their properties using concrete objects in a variety of situations.**
MA2.3.1.K1	The student recognizes and investigates properties of circles, squares, rectangles, triangles, and ellipses (ovals) (plane figures/two-dimensional shapes) using concrete objects, drawings, and appropriate technology.
MA2.3.1.K2	The student recognizes, draws, and describes circles, squares, rectangles, triangles, ellipses (ovals) (plane figures). ♦
MA2.3.1.K3	The student recognizes cubes, rectangular prisms, cylinders, cones, and spheres (solids/three-dimensional figures).
MA2.3.1.K4	The student recognizes the square, triangle, rhombus, hexagon, parallelogram, and trapezoid from a pattern block set.
MA2.3.1.K5	The student compares geometric shapes (circles, squares, rectangles, triangles, ellipses) to one another.
MA2.3.1.K6	The student recognizes whether a shape has a line of symmetry.

MA2.3.2	**The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.**
MA2.3.2.K1	The student uses whole number approximations (estimations) for length, weight, and volume using standard and nonstandard units of measure.
MA2.3.2.K2	The student reads and tells time by five-minute intervals using analog and digital clocks. ♦
MA2.3.2.K4a	The student measures length to the nearest inch or foot and to the nearest whole unit of a nonstandard unit. ♦
MA2.3.2.K4b	The student measures weight to the nearest nonstandard unit.
MA2.3.2.K4c	The student measures volume to the nearest cup, pint, quart, or gallon.
MA2.3.2.K4d	The student measures temperature to the nearest degree.
MA2.3.2.K5a	The student states the number of minutes in an hour.
MA2.3.2.K5b	The student states the number of days in each month.

MA2.3.3	**The student recognizes and shows one transformation on simple shapes and concrete objects in a variety of situations.**
MA2.3.3.K1	The student knows and uses the cardinal points (north, south, east, west).
MA2.3.3.K2	The student recognizes that changing an object's position or orientation including whether the object is nearer or farther away does not change the name, size, or shape of the object.

MA2.3.4	**The student identifies one or more points on a number line in a variety of situations.**
MA2.3.4.K1	The student locates and plots whole numbers from 0 through 1000 on a segment of a number line.
MA2.3.4.K3	The student uses a segment of a number line to model addition and subtraction using whole numbers from 0 through 1,000.

MA2.4.1	**The student applies the concepts of probability using concrete objects in a variety of situations.**
MA2.4.1.K1	The student recognizes any outcome of a simple event in an experiment or simulation as impossible, possible, certain, likely, or unlikely.

MA2.4.2	**The student collects, organizes, displays, and explains numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations.**
MA2.4.2.K1a-d	The student organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using graphs with concrete objects, pictographs with a whole symbol or picture representing one, two, or ten (no partial symbols or pictures), frequency tables (tally marks), and horizontal and vertical bar graphs. ♦
MA2.4.2.K3	The student identifies the minimum (lowest) and maximum (highest) values in a whole number data set.
MA2.4.2.K4	The student finds the range for a data set using two-digit whole numbers.
MA2.4.2.K5a	The student finds the mode (most) for a data set using concrete objects that include quantitative/numerical data (whole numbers through 100).
MA2.4.2.K5b	The student finds the mode (most) for a data set using concrete objects that include qualitative/non-numerical data (category that occurs most often).

SCIENCE

S.2.1.1	**The student will be involved in activities that develop skills necessary to conduct scientific inquiries.**
S.2.1.1.3	The student uses appropriate materials, tools, and safety procedures to collect information.
S.2.1.1.4	The student asks and answers questions about objects.
S.2.1.1.5	The student describes an observation orally or pictorially.
USD.2.1.1.6	The student describes an observation through written language.

S.2.2.1	**The student will develop skills to describe objects.**
S.2.2.1.1	The student observes properties of objects and measures or describes those properties using age-appropriate tools and materials.

S.2.3.1	**The student will develop an understanding of the characteristics of living things.**
S.2.3.1.2	The student observes life cycles of different living things.
S.2.3.1.4	The student examines the structures/parts of living things.

S.2.4.3	**The student will describe changes in weather.**
S.2.4.3.2	The student records weather changes daily.
S.2.4.3.3	The student discusses weather safety procedures.

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S.2.5.1	**The student will use technology to learn about the world around them.**
S.2.5.1.2	The student experiences science through technology..

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