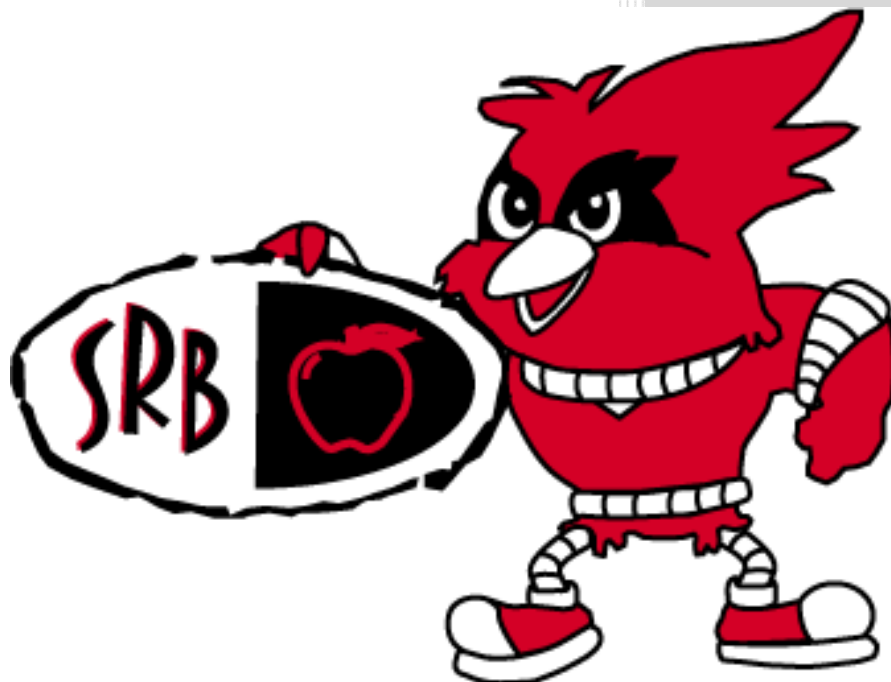


# Michigan GLCE Second Grade Grade Level Content Expectations



*A Guide for Parents, Teachers and Students*

St. Robert Bellarmine School



Dear Parents, Teachers and Students:

The No Child Left Behind Act of 2001 called upon states to implement, by the 2005-2006 school year, grade level assessments based on "rigorous academic standards". Michigan's new Grade Level Content Expectations (GLCE) based on national standards have been created to provide schools, teachers, and parents with detailed information about what students are expected to know and be able to do at the end of each grade. Recently the Michigan Department of Education has released Grade Level Content Expectations for science and social studies. While these grade level outcomes highlight that which is essential for all students to learn, they are not intended to represent the entire richness of a district curriculum. The accompanying St. Robert Bellarmine School skill sheets are more inclusive and reflective of the breadth of our district's instruction for elementary students.

Parents can use the guide to:

- Learn what students should know and be able to do at the end of the school year according to State of Michigan expectations.
- Discuss student progress during Parent/Teacher Conferences.
- Explore ways to support learning in the classroom.
- Ask for strategies and learning tools to use at home to support what is being taught in the classroom.

We value and share your commitment to excellence in education. We look forward to working together to help your child achieve and succeed.

Nancy Kuszczak  
*Principal*

## 2<sup>nd</sup> Grade English Language Arts ➤ Reading

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	R.WS.02.01	<b>Phonemic Awareness: Students will...</b> Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. Recognize that words are composed of sounds blended together and carry meaning.
<input type="checkbox"/>	R.WS.02.02	
<input type="checkbox"/>	R.WS.02.03	<b>Phonics: Students will...</b> Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet. Use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context <ul style="list-style-type: none"> <li>— letter/sound</li> <li>— onset and rimes</li> <li>— whole word chunks</li> <li>— word families</li> <li>— long and short vowels</li> <li>— diagraphs <i>wh, ph</i></li> <li>— irregular vowels <i>ei, ie, ea, ue</i>.</li> </ul>
<input type="checkbox"/>	R.WS.02.04	
<input type="checkbox"/>	R.WS.02.05	<b>Word Recognition: Students will...</b> Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation. Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3. Make progress in acquiring the Dolch First 1000 words for mastery in grade 5. Use strategies to identify unknown words and construct meaning <ul style="list-style-type: none"> <li>— reread a sentence or paragraph when meaning is unclear</li> <li>— use context as a basis for predicting meaning of unfamiliar words</li> <li>— increase bank of known sight words</li> <li>— use subvocalization to sound out unknown words.</li> </ul> Begin to internalize previously learned skills and strategies.
<input type="checkbox"/>	R.WS.02.06	
<input type="checkbox"/>	R.WS.02.07	
<input type="checkbox"/>	R.WS.02.08	
<input type="checkbox"/>	R.WS.02.09	
<input type="checkbox"/>	R.WS.02.10	<b>Vocabulary: Students will...</b> Use syntactic and semantic cues <ul style="list-style-type: none"> <li>— reading context, picture clues</li> <li>— prefixes <i>re-, un-</i></li> <li>— suffixes <i>-s, -ed, -ing</i></li> </ul> to determine the meaning of words in grade level appropriate texts. Know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed). Determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) in contexts using strategies and resources). Use context clues, mental pictures, questioning.
<input type="checkbox"/>	R.WS.02.11	
<input type="checkbox"/>	R.WS.02.12	
<input type="checkbox"/>	R.WS.02.13	
<input type="checkbox"/>	R.FL.02.01	<b>Fluency in Reading: Students will...</b> Read aloud using intonation, pauses, and emphasis. Use punctuation cues (periods and questions marks). Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books. Recognize identified grade 2 high frequency words and sight words.
<input type="checkbox"/>	R.FL.02.02	
<input type="checkbox"/>	R.FL.02.03	
<input type="checkbox"/>	R.FL.02.04	

## 2<sup>nd</sup> Grade English Language Arts ➤ Reading (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	R.NT.02.01	<b>Narrative Text: Students will...</b> Discuss and describe the similarities of plot and character —in literature and other texts from around the world that have been recognized for quality and literary merit.
<input type="checkbox"/>	R.NT.02.02	Identify and describe a variety of genre including — poetry — fantasy — legends — drama.
<input type="checkbox"/>	R.NT.02.03	Identify and describe — characters' actions and motivations — setting (time and place) — problem/solution — sequence of events.
<input type="checkbox"/>	R.NT.02.04	Identify and explain how authors/illustrators use literary devices — illustrations to depict major story events — title — comparisons (metaphor/simile) to reveal characters' thoughts and actions.
<input type="checkbox"/>	R.NT.02.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.
<input type="checkbox"/>	R.IT.02.01	<b>Informational Text: Students will...</b> Identify and describe a variety of informational genre including — simple how-to books — personal correspondence — science and social studies magazines.
<input type="checkbox"/>	R.IT.02.02	Discuss informational text patterns — sequential — enumerative.
<input type="checkbox"/>	R.IT.02.03	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas — boldface type — graphs — maps — diagrams — charts.
<input type="checkbox"/>	R.IT.02.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.
<input type="checkbox"/>	R.CM.02.01	<b>Comprehension: Students will...</b> Activate prior knowledge.
<input type="checkbox"/>	R.CM.02.02	Connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response.
<input type="checkbox"/>	R.CM.02.03	Retell the main idea(s) and relevant details of grade level appropriate narrative and informational text.
<input type="checkbox"/>	R.CM.02.04	Make text-to-self and text-to-text connections and comparisons.
<input type="checkbox"/>	R.CM.02.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.
<input type="checkbox"/>	R.CM.02.06	Map story elements across texts.
<input type="checkbox"/>	R.CM.02.07	Graphically represent key ideas and details across texts.
<input type="checkbox"/>	R.CM.02.08	Ask questions as they read.
<input type="checkbox"/>	R.CM.02.09	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.



## 2<sup>nd</sup> Grade English Language Arts ➤ Writing (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/>	W.GN.02.04 W.GN.02.05	Develop two research questions related to a teacher-selected topic. With teacher assistance <ul style="list-style-type: none"> <li>— gather resources (electronic and/or print)</li> <li>— organize information using key ideas</li> <li>— use the writing process to produce and present the final project.</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	W.PR.02.01 W.PR.02.02 W.PR.02.03    W.PR.02.04  W.PR.02.05 W.PR.02.06  W.PR.02.07    W.PR.02.08 W.PR.02.09    W.PR.02.10  W.PR.02.11	<b>Writing Process: Students will...</b> Consider audience and purpose for writing. Begin to use styles and patterns derived from studying authors. Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern <ul style="list-style-type: none"> <li>— problem/solution</li> <li>— sequence</li> <li>— description</li> <li>— compare and contrast.</li> </ul> Write two paragraph clusters, each containing a main idea and some supporting details. Write in first and third person based on genre type and purpose. Narrow down a broader story idea to focus on only one aspect of the total idea. Use a sequenced organizational pattern with <ul style="list-style-type: none"> <li>— grade level appropriate grammar</li> <li>— usage</li> <li>— mechanics</li> <li>— temporary spellings that reflect a close approximation of the sequence of sounds in the word.</li> </ul> Constructively and specifically respond orally to the writing of others. Identify sections of their own text that need to be revised using <ul style="list-style-type: none"> <li>— reorganization</li> <li>— additions</li> <li>— deletions</li> <li>— appropriate use of transitions.</li> </ul> Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience. Both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist.
<input type="checkbox"/>	W.PS.02.01	<b>Personal Style: Students will...</b> Develop personal style in oral, written, and visual messages <ul style="list-style-type: none"> <li>— narrative - descriptive language, use of imagination, varying sentence beginnings</li> <li>— informational – facts, effective conclusions.</li> </ul>
<input type="checkbox"/>	W.GR.02.01	<b>Grammar and Usage: In the context of writing students will...</b> Correctly use <ul style="list-style-type: none"> <li>— complete and compound sentences</li> <li>— nouns and verbs</li> <li>— commas</li> <li>— contractions</li> <li>— colons to denote time</li> <li>— capitalization.</li> </ul>

## 2<sup>nd</sup> Grade English Language Arts > Writing (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.SP.02.01	<b>Spelling: In the context of writing, students will...</b> Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use <ul style="list-style-type: none"> <li>— structural cues (letter/sound, rimes)</li> <li>— environmental sources (word walls, word lists).</li> </ul>
<input type="checkbox"/>	W.HW.02.01	<b>Handwriting: Students will...</b> Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
<input type="checkbox"/>	W.AT.02.01	<b>Writing Attitude: Students will...</b> Be enthusiastic about writing and learning to write.

## 2<sup>nd</sup> Grade English Language Arts > Speaking

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.CN.02.01	<b>Speaking Conventions: Students will...</b> Use more complex conjunctions (although, instead of, so that). Use nominative and objective case pronouns. Use common grammatical structures—subject/verb agreement, pronoun/noun agreement. Explore and use language to communicate effectively with a variety of audiences and for different purposes such as <ul style="list-style-type: none"> <li>— questions and answers</li> <li>— discussions</li> <li>— social interactions.</li> </ul> Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations. Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.) Be aware that language differs from school and home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community).
<input type="checkbox"/>	S.CN.02.02	
<input type="checkbox"/>	S.CN.02.03	
<input type="checkbox"/>	S.CN.02.04	
<input type="checkbox"/>	S.CN.02.05	
<input type="checkbox"/>	S.CN.02.06	
<input type="checkbox"/>	S.CN.02.07	
<input type="checkbox"/>	S.DS.02.01	<b>Spoken Discourse: Students will...</b> Engage in substantive conversation <ul style="list-style-type: none"> <li>— remaining focused on subject matter</li> <li>— with interchanges building on prior responses</li> <li>— in the context of book discussions, peer conferencing, or other interactions.</li> </ul>
<input type="checkbox"/>	S.DS.02.02	Tell/retell stories (poetry, folk literature, drama) using <ul style="list-style-type: none"> <li>— story grammar</li> <li>— elaborated information about characters</li> <li>— characters' actions and motivations</li> <li>— setting (time and place)</li> <li>— plot</li> <li>— setting as related to plot while maintaining appropriate intonation and tone of voice.</li> </ul>
<input type="checkbox"/>	S.DS.02.03	Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.

## 2<sup>nd</sup> Grade English Language Arts ➤ Speaking (continued)

<input type="checkbox"/>	S.DS.02.04	<p>Plan and deliver presentations or reports</p> <ul style="list-style-type: none"> <li>— using an informational, organizational pattern (description, cause and effect, compare and contrast)</li> <li>— using appropriate text features (illustrations, pictures)</li> <li>— providing supportive facts and details to make their point reflecting the source of information</li> <li>— using appropriate props</li> <li>— maintaining appropriate intonation and tone of voice.</li> </ul>
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## 2<sup>nd</sup> Grade English Language Arts ➤ Listening & Viewing

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.CN.02.01	<p><b>Conventions: Students will...</b></p> <p>Give, restate, and follow three- and four-step directions.</p> <p>Ask appropriate questions during a presentation or report.</p> <p>Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).</p> <p>Listen to the comments of a peer and respond on topic and add a connected idea.</p> <p>Use effective listening and viewing behaviors in large and small group settings</p> <ul style="list-style-type: none"> <li>— eye contact</li> <li>— attentive</li> <li>— supportive.</li> </ul> <p>Begin to evaluate the messages they experience in broadcast and print media.</p> <p>Distinguish between factual and opinion (advertising hype, propaganda).</p>
<input type="checkbox"/>	L.CN.02.02	
<input type="checkbox"/>	L.CN.02.03	
<input type="checkbox"/>	L.CN.02.04	
<input type="checkbox"/>	L.CN.02.05	
<input type="checkbox"/>	L.CN.02.06	
<input type="checkbox"/>	L.CN.02.07	
<input type="checkbox"/>	L.RP.02.01	<p><b>Response: Students will...</b></p> <p>Listen to or view and discuss a variety of genres.</p> <p>Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.</p>
<input type="checkbox"/>	L.RP.02.02	
<input type="checkbox"/>	L.RP.02.03	

## 2<sup>nd</sup> Grade Mathematics ➤ Numbers & Operations

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.ME.02.01	<p><b>Count, write and order numbers</b></p> <p>Count to 1000 by 1's, 10's, and 100's starting from any number in the sequence.</p> <p>Read and write numbers to 1000 in numerals and words, and relate them to the quantities they represent.</p> <p>Compare and order numbers to 1000; use the symbols &gt; and &lt;.</p> <p>Count orally by 3's and 4's starting with 0, and by 2's, 5's and 10's starting from any number.</p>
<input type="checkbox"/>	N.ME.02.02	
<input type="checkbox"/>	N.ME.02.03	
<input type="checkbox"/>	N.ME.02.04	
<input type="checkbox"/>	N.ME.02.05	<p><b>Understand place value</b></p> <p>Express numbers up to 1000 using place value, e.g., 137 is 1 hundred, 3 tens, and 7 ones; use concrete materials.</p>

## 2<sup>nd</sup> Grade Mathematics ➤ Numbers & Operations (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	N.FL.02.06 N.MR.02.07 N.MR.02.08 N.MR.02.09 N.FL.02.10 N.FL.02.11 N.FL.02.12	<p><b>Add and subtract whole numbers</b></p> <p>Decompose 100 into addition pairs, e.g., <math>99 + 1</math>, <math>98 + 2</math>...</p> <p>Find the distance between numbers on the number line, e.g., how far is 79 from 26?</p> <p>Find missing values in open sentences, e.g., <math>42 + \underline{\quad} = 57</math>; use relationship between addition and subtraction.</p> <p>Given a contextual situation that involves addition and subtraction for numbers up to two digits, model using objects or pictures, explain in words, record using numbers and symbols; solve.</p> <p>Add fluently two numbers up to two digits each, using strategies including formal algorithms; subtract fluently two numbers up to two digits each.</p> <p>Estimate and calculate the sum of two numbers with three digits that do not require regrouping.</p> <p>Calculate mentally sums and differences involving: three-digit numbers and ones; three-digit numbers and tens; three-digit numbers and hundreds.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	N.MR.02.13 N.MR.02.14 N.MR.02.15 N.MR.02.16 N.MR.02.17	<p><b>Understand meaning of multiplication and division</b></p> <p>Understand multiplication as the result of counting the total number of objects in a set of equal groups, e.g., <math>3 \times 5</math> gives the number of objects in 3 groups of 5 objects or <math>3 \times 5 = 5 + 5 + 5 = 15</math>.</p> <p>Represent multiplication using area and array models.</p> <p>Understand division (<math>\div</math>) as another way of expressing multiplication, using fact families within the <math>5 \times 5</math> multiplication table; emphasize that division “undoes” multiplication, e.g., <math>2 \times 3 = 6</math> can be rewritten as <math>6 \div 2 = 3</math> or <math>6 \div 3 = 2</math>.</p> <p>Given a simple situation involving groups of equal size or of sharing equally, represent with objects, words, and symbols; solve.</p> <p>Develop strategies for fluently multiplying numbers up to <math>5 \times 5</math>.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	N.ME.02.18 N.ME.02.19 N.ME.02.20 N.ME.02.21 N.ME.02.22	<p><b>Work with unit fractions</b></p> <p>Recognize, name, and represent commonly used unit fractions with denominators 12 or less; model <math>1/2</math>, <math>1/3</math>, and <math>1/4</math> by folding strips.</p> <p>Recognize, name, and write commonly used fractions: <math>1/2</math>, <math>1/3</math>, <math>2/3</math>, <math>1/4</math>, <math>2/4</math>, <math>3/4</math></p> <p>Place 0 and halves <math>1/2</math>, <math>1 \frac{1}{2}</math>, <math>2 \frac{1}{2}</math> etc. on the number line; relate to a ruler.</p> <p>For unit fractions from <math>1/12</math> to <math>1/2</math>, understand the inverse relationship between the size of a unit fraction and the size of the denominator. Compare unit fractions from <math>1/12</math> to <math>1/2</math>.</p> <p>Know that fractions such as <math>2/2</math>, <math>3/3</math>, and <math>4/4</math> are equal to the whole (one).</p>

## 2<sup>nd</sup> Grade Mathematics ➤ Measurement

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	M.UN.02.01	<b>Measure, add, and subtract length</b> Measure lengths in meters, centimeters, inches, feet, and yards approximating to the nearest whole unit and using abbreviations: cm, m, in, ft, yd. Draw rectangles and triangles and compute perimeters by adding lengths of sides, recognizing the meaning of perimeter. Compare measure of length; add and subtract lengths (no conversion of units).
<input type="checkbox"/>	G.GS.02.03	
<input type="checkbox"/>	M.PS.02.02	
<input type="checkbox"/>	M.UN.02.03 M.TE.02.04	<b>Understand the concept of area</b> Measure area using non-standard units to the nearest whole unit Find the area of a rectangle with whole number side lengths by covering with unit squares and counting, or by using a grid of unit squares; write the area as a product.
<input type="checkbox"/>		
<input type="checkbox"/>	M.UN.02.05	<b>Tell time and solve time problems</b> Using both a.m. and p.m., tell and write time from the clock face in 5 minute intervals, and from digital clocks to the minute, include reading time: "9:15" as "nine fifteen"; "9:50" as nine fifty. Interpret time both as minutes after the hour and minutes before the next hour, e.g., 8:50 as eight fifty and ten to nine. Show times by drawing hands on clock face. Use the concept of duration of time, e.g., determine what time it will be half an hour from 10:15.
<input type="checkbox"/>	M.UN.02.06	
<input type="checkbox"/>	M.UN.02.07	<b>Record, add and subtract money</b> Read and write amounts of money using decimal notations e.g., \$1.15. Add and subtract money in mixed units, e.g., \$2.50 + 60 cents and \$5.75 – \$3, but not \$2.50 + \$3.10.
<input type="checkbox"/>	M.PS.02.08	
<input type="checkbox"/>	M.UN.02.09	<b>Read thermometers</b> Read temperature using the scale on a thermometer, in degrees Fahrenheit.
<input type="checkbox"/>	M.PS.02.10	<b>Solve measurement problems</b> Solve simple word problems involving length and money.

## 2<sup>nd</sup> Grade Mathematics ➤ Geometry

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	G.GS.02.01	<b>Identify and describe shapes</b> Identify, describe, and compare familiar two-dimensional and three-dimensional shapes, such as triangles, rectangles, squares, circles, semi-circles, spheres, rectangular prisms. Explore and predict the results of putting together and taking apart two-dimensional and three-dimensional shapes. Draw rectangles and triangles, and compute perimeters by adding lengths of sides, recognizing the meaning of perimeter. Distinguish between curves and straight lines and between curved surfaces and flat surfaces. Classify familiar plane and solid objects, e.g., square, rectangle, rhombus, cube, pyramid, prism, cone, cylinder, and sphere, by common attributes such as shape, size, color, roundness or number of corners and explain which attributes are being used for classification. Recognize that shapes that have been slid, turned or flipped are the same shape, e.g., a square rotated 45° is still a square. <b>Use coordinate systems</b> Find and name locations using simple coordinate systems such as maps and grids.
<input type="checkbox"/>	G.GS.02.02	
<input type="checkbox"/>	G.GS.02.03	
<input type="checkbox"/>	G.GS.02.04	
<input type="checkbox"/>	G.SR.02.05	
<input type="checkbox"/>	G.TR.02.06	
<input type="checkbox"/>	G.LO.02.07	

## 2<sup>nd</sup> Grade Social Studies ➤ Data & Probability

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	D.RE.02.01	<b>Create, interpret and solve problems involving pictographs</b> Make pictographs using a scale representation, using scales where symbols equal more than one.  Read and interpret pictographs with scales, using scale factors of 2 and 3. Solve problems using information in pictographs; include scales such as “each ■ represents 2 apples.”; avoid partial symbols.
<input type="checkbox"/>	D.RE.02.02	
<input type="checkbox"/>	D.RE.02.03	

## 2<sup>nd</sup> Grade Social Studies ➤ History

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		<b>Living and Working Together in Families and Schools</b> <i>Use historical thinking to understand the past.</i>
<input type="checkbox"/>	2 – H2.0.1	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
<input type="checkbox"/>	2 – H2.0.2	Explain why descriptions of the same event in the local community can be different.
<input type="checkbox"/>	2 – H2.0.3	Use an example to describe the role of the individual in creating history.
<input type="checkbox"/>	2 – H2.0.	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
<input type="checkbox"/>	2 – H2.0.5	Identify a problem in a community’s past and describe how it was resolved.
<input type="checkbox"/>	2 – H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

## 2<sup>nd</sup> Grade Social Studies ➤ Geography

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		<b>The World in Spatial Terms</b> <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>
<input type="checkbox"/>	2 – G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
<input type="checkbox"/>	2 – G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.
		<b>Places and Regions</b> <i>Understand how regions are created from common physical and human characteristics.</i>
<input type="checkbox"/>	2 – G2.0.1	Compare the physical and human characteristics of the local community with those of another community.
<input type="checkbox"/>	2 – G2.0.2	Describe how the local community is part of a larger region (e.g., county, Metropolitan area, state).
		<b>Human Systems</b> <i>Understand how human activities help shape the Earth’s surface.</i>
<input type="checkbox"/>	2 – G4.0.1	Describe land use in the community (e.g., where people live, where services are provided, where products are made).
<input type="checkbox"/>	2 – G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.
<input type="checkbox"/>	2 – G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

## 2<sup>nd</sup> Grade Social Studies ➤ Geography (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	2 – G5.0.1	<p><b>Environment and Society</b>  <i>Understand the effects of human-environment interactions.</i>            Suggest ways people can responsibly interact with the environment in the local community.</p>
<input type="checkbox"/>	2 – G5.0.2	<p>Describe positive and negative consequences of changing the physical environment of the local community.</p>

## 2<sup>nd</sup> Grade Social Studies ➤ Civics and Government

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	2 – C1.0.1	<p><b>Purposes of Government</b>  <i>Explain why people create governments.</i>            Explain why people form governments.</p>
<input type="checkbox"/>	2 – C1.0.2	<p>Distinguish between government action and private action.</p>
<input type="checkbox"/>	2 – C2.0.1	<p><b>Values and Principles of American Democracy</b>  <i>Understand values and principles of American constitutional democracy.</i>            Explain how local governments balance individual rights with the common good to solve local community problems.</p>
<input type="checkbox"/>	2 – C2.0.2	<p>Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</p>
<input type="checkbox"/>	2 – C3.0.1	<p><b>Structure and Functions of Government</b>  <i>Describe the structure of government in the United States and how it functions to serve citizens.</i>            Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.</p>
<input type="checkbox"/>	2 – C3.0.2	<p>Use examples to describe how local government affects the lives of its citizens.</p>
<input type="checkbox"/>	2 – C3.0.3	<p>Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).</p>
<input type="checkbox"/>	2 – C5.0.1	<p><b>Roles of the Citizen in American Democracy</b>  <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>            Identify ways citizens participate in community decisions.</p>
<input type="checkbox"/>	2 – C5.0.2	<p>Distinguish between personal and civic responsibilities and explain why they are important in community life.</p>
<input type="checkbox"/>	2 – C5.0.3	<p>Design and participate in community improvement projects that help or inform others.</p>

## 2<sup>nd</sup> Grade Social Studies ➤ Economics

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		<p><b>Market Economy</b>  <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i></p>
<input type="checkbox"/>	2 – E1.0.1	Identify the opportunity cost involved in a consumer decision.
<input type="checkbox"/>	2 – E1.0.2	Identify businesses in the local community.
<input type="checkbox"/>	2 – E1.0.3	Describe how businesses in the local community meet economic wants of consumers.
<input type="checkbox"/>	2 – E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.
<input type="checkbox"/>	2 – E1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

## 2<sup>nd</sup> Grade Social Studies ➤ Public Discourse, Decision Making, and Citizen Involvement

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		<p><b>Identifying and Analyzing Public Issues</b>  <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i></p>
<input type="checkbox"/>	2 – P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.
<input type="checkbox"/>	2 – P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
<input type="checkbox"/>	2 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.
		<p><b>Persuasive Communication About a Public Issue</b>  <i>Communicate a reasoned position on a public issue.</i></p>
<input type="checkbox"/>	2 – P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
		<p><b>Citizen Involvement</b>  <i>Act constructively to further the public good.</i></p>
<input type="checkbox"/>	2 – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.
<input type="checkbox"/>	2 – P4.2.2	Participate in projects to help or inform others.

## 2<sup>nd</sup> Grade Science ➤ Science Processes

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		<p><b>Inquiry Process</b>  <i>S.I.P.E.1. Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</i></p>
<input type="checkbox"/>	S.IP.02.11	Make purposeful observation of the natural world using the appropriate senses.
<input type="checkbox"/>	S.IP.02.12	Generate questions based on observations.
<input type="checkbox"/>	S.IP.02.13	Plan and conduct simple investigations.
<input type="checkbox"/>	S.IP.02.14	Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.
<input type="checkbox"/>	S.IP.02.15	Make accurate measurements with appropriate units (meter, centimeter) for the measurement tool.
<input type="checkbox"/>	S.IP.02.16	Construct simple charts and graphs from data and observations.

## 2<sup>nd</sup> Grade Science ➤ Science Processes (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	S.IA.02.12 S.IA.02.13 S.IA.02.14	<b>Inquiry Analysis and Communication</b> <i>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</i> Share ideas about science through purposeful conversation. Communicate and present findings of observations. Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools). Reflection and Social Implications
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	S.RS.02.11 S.RS.02.13 S.RS.02.15 S.RS.02.16	<i>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</i> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities. Recognize that when a science investigation is done the way it was done before, similar results are expected. Use evidence when communicating scientific ideas. Identify technology used in everyday life.

## 2<sup>nd</sup> Grade Science ➤ Physical Science

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	P.PM.02.12 P.PM.02.13 P.PM.02.14 P.PM.02.15	<b>Properties of Matter</b> <i>P.PM.E.1 Physical Properties – All objects and substances have physical properties that can be measured.</i> Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating). Measure the length of objects using rulers (centimeters) and meter sticks (meters). Measure the volume of liquids using common measuring tools (measuring cups, measuring spoons). Compare the weight of objects using balances.
<input type="checkbox"/>	P.PM.02.41	<i>P.PM.E.4 Material Composition - Some objects are composed of a single substance, while other objects are composed of more than one substance.</i> Classify objects as single substances (ice, silver, sugar, salt) or mixtures (salt and pepper, mixed dry beans).

## 2<sup>nd</sup> Grade Science ➤ Life Science

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.OL.02.14	<b>Organization of Living Things</b> <i>L.OL.E.1 Life Requirements - Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</i> Identify the needs of plants.
<input type="checkbox"/>	L.OL.02.22	<i>L.OL.E.2 Life Cycles - Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.</i> Describe the life cycle of familiar flowering plants including the following stages: seed, plant, flower, and fruit.

## 2<sup>nd</sup> Grade Science ➤ Life Science (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.HE.02.13	<p><b>Heredity</b>  <i>L.HE.E.1 Observable Characteristics - Plants and animals share many, but not all, characteristics of their parents.</i>                      Identify characteristics of plants (for example: leaf shape, flower type, color, size) that are passed on from parents to young.</p>

## 2<sup>nd</sup> Grade Science ➤ Earth Science

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	E.SE.02.21	<p><b>Solid Earth</b>  <i>E.SE.E.2 Surface Changes - The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</i>                      Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills).</p>
<input type="checkbox"/>	E.FE.02.11	<p><b>Fluid Earth</b>  <i>E.FE.E.1 Water - Water is a natural resource and is found under the ground, on the surface of the earth, and in the sky. It exists in three states (liquid, solid, gas) and can go back and forth from one form to another.</i>                      Identify water sources (wells, springs, lakes, rivers, oceans).                      Identify household uses of water (drinking, cleaning, food preparation).</p>
<input type="checkbox"/>	E.FE.02.12	
<input type="checkbox"/>	E.FE.02.13	Describe the properties (visible, flowing, melting, dew) of water as a liquid (lakes, rivers, streams, oceans).
<input type="checkbox"/>	E.FE.02.14	Describe the properties (hard, visible, freezing, ice) of water as a solid (ice, snow, iceberg, sleet, hail).
<input type="checkbox"/>	E.FE.02.21	<p><i>E.FE.E.2 Water Movement - Water moves in predictable patterns.</i>                      Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.                      Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).</p>
<input type="checkbox"/>	E.FE.02.22	