



Second Grade

Language Arts

Math

Science

Geography

History

Parents' Reference Guide to
Standards
in Poudre School District

Language Arts

Standard 1 – Reading

Students read and understand a variety of materials

- Use sound-letter relationships and phonics as word recognition strategies.
- Identify what they already know and need to know, in a group, about a topic before they read about it.
- Apply word recognition strategies when reading a variety of materials: rhymes and poems, stories, directions, nonfiction material, fairy tales and folk tales, including those from other communities and cultures.
- Use information from reading to enhance vocabulary.
- Use information from what they have learned to develop vocabulary.

Standard 2 – Writing and Speaking

Students write and speak for a variety of purposes and audiences.

- Begin to adapt word choice, with support, to various audiences.
- Give and receive feedback, with prompting and support, as an aid in beginning to edit, revise and produce a finished product in speech and writing for a larger audience or an audience beyond the classroom.
- Use story parts (beginning, middle and end).
- Begin using descriptive vocabulary and, with support, begin to use figures of speech to communicate a clear message.
- Develop awareness of nouns, verbs and homonyms.

Standard 3 – Language Structure

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

- Use correct subject/verb agreement when writing, with support.
- Explore using compound sentences when writing in a group.
- Begin to use correct basic capitalization and basic ending punctuation of simple sentences.
- Correctly spell frequently used words much of the time.

Standard 4 – Thinking and Viewing

Students apply thinking skills to their reading, writing, speaking, listening and viewing.

- Use reading, writing, speaking, and listening, with support, to define and solve problems.
- Begin to differentiate between fact and opinion, with support, in written and spoken forms.
- Begin to recognize author's point of view, in a group and with support.

Standard 5 – Research

Students read to locate, select and make use of relevant information from a variety of media, reference, and technological sources.

- Recognize organizational features of printed text (for example: title, author, illustrator, title page, page numbering, table of contents, structure of text, index, chapter headings, copyright information, alphabetizing) and some features of electronic media.
- Begin to sort information, with support, as it relates to a specific topic or purpose.
- Begin to give credit for borrowed information, with support, by telling or listing sources (for example: book title and author).

Standard 6 – Literature and Culture

Students read and recognize literature as a record and expression of cultural heritage.

- Use literary terminology, for example: character, setting, problem, solution.
- Read, respond to and discuss a variety of literature, for example: fiction, rhymes and poems, non-fiction.
- Begin to read, respond to and discuss content area material, with support.

Math

Standard 1 – Number Sense

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

- Demonstrate one-to-one correspondence using concrete objects.
- Generate different representations for a given number.
- Identify and name common unit fractions.

- Use place value manipulatives to represent decimal numbers and represent money as decimal numerals.
- Use place value manipulatives to demonstrate ones, tens and hundreds place for numbers 0 to 999.
- Read, name, count, order time in intervals of minutes, hours, days, months and years.

Standard 2 – Patterns and Algebra

Students use algebraic methods to explore, model and describe patterns and functions involving numbers, shapes, data and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

- Identify, reproduce, extend, create, and describe more complex patterns and sequences involving color, shape, size, and number.
- Construct, use and interpret simple tables, graphs and charts to describe relationships and solve problems.
- Use $>$, $<$ and $=$ to compare two sets of numbers.
- Determine a rule that describes the generation of a sequence of shapes and numbers.

Standard 3 – Statistics and Probability

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

- Collect data; place information on a graph with labeled axis.
- Obtain information from bar graphs.
- Given data displayed in different kinds of graphs, determine greatest and least, greater than and less than.
- Generate data from random events.
- Use the concept of chance to determine possible outcomes.

Standard 4 – Geometry

Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

- Classify various two-dimensional geometric shapes according to given attributes (using familiar, everyday objects, manipulatives or pictures).

Standard 5 – Measurement

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations and communicate the reasoning used in solving these problems.

- Estimate and measure length (whole inch and whole centimeter) and hour (hour and half-hour intervals).
- Demonstrate the process of measuring length, time and money, given the appropriate tools.
- Without using tools, describe and compare the measure of familiar objects (for example: heights of friends, weights of books, inside vs. outside temperatures).
- Use geometric figures to demonstrate the terms “greater than” and “less than” as they relate to measurement and number sense.
- Correctly identify and classify shapes within their environment.

Standard 6 – Computation

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

- Demonstrate conceptual meaning for addition and subtraction operations using whole numbers (for example: when two sets are combined it results in a larger set; when a portion of a set is removed the remaining set is smaller).
- Demonstrate the conceptual meaning of fractions, using a physical model, with the ability to apply the fraction $\frac{1}{2}$ to a problem-solving situation.
- Demonstrate conceptual meaning and proficiency with basic addition and subtraction facts (for example: 2 digit without remaining).
- Develop methods to explain estimation with whole numbers when adding and subtracting (all basic facts).

Science

Standard 1 – Scientific Investigation

Students understand the processes of scientific investigation and design as well as conduct, communicate about, and evaluate such investigations.

- As a class, ask questions and state predictions (hypothesis) that can be addressed through scientific investigation (scientific method).
- As a class, determine variable and controls.

- As a class, select and use the tools necessary to solve the problem.
- As a class, observe and give a reasonable explanation for data collected.

Standard 2 – Physical Science

Students know and understand common properties, forms, and changes in matter and energy. (Focus: physics and chemistry)

- Know that objects can be described and classified by their composition and physical properties.
- Explore properties of liquid and solids.

Standard 3 – Life Science

Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (Focus: biology, anatomy, physiology, botany, zoology, ecology)

- Observe and compare the needs, structure, behavior and life cycles of a variety of insects: milkweed, bugs, butterflies, silkworms.
- Compare the life styles of various insects' habitats, place in the food chain, who eats them, who they eat.
- Identify characteristics common to vertebrates.
- Know that there is variation among individuals within a population.

Standard 4 – Earth and Space Science

Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space. (Focus: geology, meteorology, astronomy, oceanography)

- Identify uses of rocks and soils.
- Recognize that fossils are evidence of past life.
- Know that Earth materials consist of solid rocks, soils, liquid water and the gases of the atmosphere.
- Investigate properties of clay and soil.

Standard 5 – Science, Technology and Human Activity

Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.

- Recognize renewable and non renewable earth resources.

- Describe a resource-related community activity in which you can participate.
- Describe technology used for careers in your community.
- Identify activities that benefit the community in which students can participate.

Standard 6 – Scientific Connections

Students understand that science involves a particular way of knowing and understanding common connections among scientific disciplines.

- Continue to collect data gained from direct experience and record on individual charts.
- Recognize that systems involve both living and non-living things.
- Organize and classify scientific information (gain an awareness of various science disciplines).
- Understand that it is helpful to work with a team in science and to share findings with others.

Geography

Standard 1 – People, Places and Environments

Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places and environments.

- Understand different uses of world, U.S., state, and community maps.
- Use a globe to locate continents and oceans.
- Apply direction to school building N/S/E/W.
- Identify industrial, commercial, residential, rural and recreational areas of the community.

Standard 2 – Regional Characteristics

Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

- Compare and contrast rural life vs. city life.
- Develop awareness of different uses for areas, for example: parks.

Standard 3 – Earth

Students understand how physical processes shape Earth's surface patterns and systems.

- Describe the water cycle.
- Observe the seasons.
- Observe the length of daylight during the seasons.
- Gain awareness of the calendar and seasons.
- Identify birds and common animals of Colorado

Standard 4 – Economic, Political, Cultural and Social Processes

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

- Give reasons why Camp Collins relocated to the Fort Collins area.
- Give reasons why people came to Fort Collins and/or local community in the beginning.
- Describe the past and present forms of communication and transportation used in the local community.
- Describe how local communities work together and deal with conflict.

Standard 5 – Human Interactions

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution and importance of resources.

- Discuss the making of Horsetooth Reservoir to provide water for the local areas.
- Discuss local community growth.
- List some natural resources and give examples of what can be recycled.

Standard 6 – Past, Present and Future

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

- Make a time line, as a class or individuals, of Fort Collins and/or local community history.
- Read literature about children living in the past.

Reading and writing are essential skills of social studies. The social studies curriculum is subdivided into disciplines. For clarity these are listed separately, yet in a third-grade classroom these will often be taught within a larger thematic unit. This is called integration of subjects.

History

Standard 1 – Chronological Organization

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

- Distinguish between past, present and future time in the community.
- Begin to construct a brief oral narrative describing, in sequence a past event.

Standard 2 – Historical Inquiry

Students know how to use the processes and resources of historical inquiry.

- Pose questions about the history of the community.
- Identify the main idea of historical stories.
- Identify where historical information came from.
- Begin to make connections between the past and present in Fort Collins and/or local community's history.

Standard 3 – Diverse Societies

Students understand that societies are diverse and have changed over time.

- Identify cultural heritage evident in your community.
- Explain the cultural origins of place (for example: names in the community).

Standard 4 – Science, Technology and Economic Activity

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

- Describe economic needs and wants of a community (for example: education, recreation, transportation, city services).

Standard 5 – Political Institutions and Theories

Students understand political institutions and theories that have developed and changed over time.

- Give examples of various ways decisions are made: majority vote, compromise, one person.
- Describe the people who make decisions in the city government.

Standard 6 – Religion and Philosophy

Students know that religious and philosophical ideas have been powerful forces throughout history.

- Recite the Pledge of Allegiance and recognize it as a statement of our country's foundation.
- Read and listen to history, daily life and beliefs of people who settled in Fort Collins and /or local community.

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