Identifier	Nevada - Grade 2 - Computer and Technology	Introduced	Completed
2 CT 2	**PRODUCTIVITY TOOLS**		
2 CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
2 CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
2 CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
2 CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
2 CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
2 CT 2.3.6	Create and save files on various storage media.		
2 CT 2.3.7.1	Identify electronic communication devices.		
2 CT 2.3.7.2	Identify devices that require connectivity.		
2 CT 3	**RESEARCH TOOLS**		
2 CT 3.3.1	Select a research topic or define a problem using technology tools.		
2 CT 3.3.3	Select information for a research topic or problem from a remote resource.		
2 CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
2 CT 4	**TOOLS AND PROCESSES**		
2 CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
2 CT 4.3.2	Select and use applicable tools for tasks.		
2 CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
2 CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
2 CT 5	**SYSTEMS**		
2 CT 5.3.1	Define a system.		
2 CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
2 CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
2 CT 6	**IMPLICATIONS ON SOCIETY**		
2 CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
2 CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
2 CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

Identifier	**Nevada - Grade 2 - Health**	Introduced	Completed
2 H			
2 H 1.2.1	Identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene).		
2 H 1.2.2	Identify basic anatomy (i.e., eyes, nose, ears, etc.).		
2 H 1.2.3	Describe how healthy eating promotes growth and well-being.		
2 H 1.2.4	Identify and differentiate between helpful and harmful drugs.		
2 H 1.2.5	Identify hazardous conditions related to personal health and safety.		
2 H 1.2.6	Recognize basic prevention strategies for common illnesses.		
2 H 1.2.7	Demonstrate the ability to locate school and community health helpers.		
2 H 1.2.8	Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).		
2 H 2.2.2	Identify positive and negative behaviors with need for health care.		
2 H 3.2.1	Identify characteristics of bullies and victims.		
2 H 3.2.2	Identify basic refusal skills.		
2 H 3.2.3	Demonstrate basic injury prevention and management strategies for personal health.		
2 H 3.2.4	Identify stress.		
2 H 4.2.1	Identify foods of various cultures.		
2 H 4.2.3	Identify health advertising in a variety of forms.		
2 H 5.2.1	Name basic verbal and nonverbal communication techniques.		
2 H 5.2.2	Describe ways to communicate care, consideration, and respect for self and others.		
2 H 6.2.1	Identify a decision-making process model.		
2 H 7.2.1	Identify positive health choices.		

Identifier	Nevada - Grade 2 - Music	Introduced	Completed
2 Mus 1	**SINGING**		
2 Mus 1.3.1	Sing a simple melody with accurate pitch.		
2 Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
2 Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
2 Mus 2	**PLAYING INSTRUMENTS**		
2 Mus 2.3.1	Play classroom instruments using proper technique.		
2 Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
2 Mus 3	**IMPROVISATION**		
2 Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
2 Mus 4	**WRITING**		
2 Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
2 Mus 4.3.2	Create short songs and instrumental pieces.		
2 Mus 4.3.3	Organize pieces using a variety of sound sources.		
2 Mus 5	**READING**		
2 Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
2 Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
2 Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
2 Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
2 Mus 6	**LISTENING**		
2 Mus 6.3.1	Identify simple elements of music.		
2 Mus 7	**EVALUATION**		
2 Mus 7.3.1	Use criteria to evaluate performances and compositions.		
2 Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
2 Mus 9	**CULTURAL AND HISTORICAL CONNECTIONS**		
2 Mus 9.3.1	Identify several styles of music from various cultures.		
2 Mus 9.3.2	Identify various uses for music in daily experience.		
2 Mus 10	**CROSS-CURRICULAR**		
2 Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	**Nevada - Grade 2 - Physical Education**	Introduced	Completed
2 PE			
2 PE 1.2.1	Understand the vocabulary of simple movement patterns.		
2 PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
2 PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
2 PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
2 PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
2 PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
2 PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
2 PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
2 PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
2 PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
2 PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
2 PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
2 PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
2 PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
2 PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
2 PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
2 PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
2 PE 4.2.4	Perform various structured exercises in a safe manner.		
2 PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
2 PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
2 PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
2 PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
2 PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		

Identifier	**Nevada - Grade 2 - Theater**	Introduced	Completed
2 Th			
2 Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
2 Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
2 Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
2 Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
2 Th 2.3.2	Imitate the traits of a given person, animal, or object.		
2 Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
2 Th 3.3.2	Express personal reactions to a dramatized performance.		
2 Th 3.3.3	Identify the differences between fantasy and reality.		
2 Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		

Identifier	Nevada - Grade 2 - Visual Arts	Introduced	Completed
2 VA 1	**KNOWLEDGE**		
2 VA 1.3.3	Use different media, techniques, and processes to produce works of art.		
2 VA 2	**APPLICATION**		
2 VA 2.3.1	Identify selected elements of design and principles of design in nature and in works of art.		
2 VA 2.3.4	Use elements and principles of design to create works of art.		
2 VA 3	**CONTENT**		
2 VA 3.3.2	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
2 VA 4	**CONTEXT**		
2 VA 4.3.2	Identify works of art as belonging to particular cultures, times, or places.		
2 VA 4.3.3	Create a work of art that is influenced by a particular historical period or culture.		
2 VA 5	**INTERPRETATION**		
2 VA 5.3.3	Discuss possible meanings of art.		

Identifier	Kamico - Grade 2 - Language Arts/Reading		Introduced	Completed
R 2	**READING**			
R 2.1.1A	Word Identification	Use structural cues to recognize words such as compounds, base words, and inflections; use structural cues such as prefixes and suffixes to recognize words.		
R 2.1.1B	Word Identification	Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.		
R 2.1.2A	Vocabulary Development	Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words.		
R 2.1.2B	Vocabulary Development	Demonstrate knowledge of synonyms and antonyms.		
R 2.1.3A	Variety of Texts	Read from a variety of genres to acquire information.		
R 2.1.4A	Comprehension	Use prior knowledge to anticipate meaning and make sense of texts.		
R 2.1.4B	Comprehension	Identify main ideas of text selections.		
R 2.1.4C	Comprehension	Produce summaries of text selections.		
R 2.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, relationships, and changes.		
R 2.2.1B	Text Structures/ Literary Concepts	Identify the importance of the setting to a story's meaning.		
R 2.2.1C	Text Structures/ Literary Concepts	Recognize the story problem(s) or plot.		
R 2.3.1A	Comprehension	Establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained.		
R 2.3.1B	Comprehension	Retell the order of important events in stories.		
R 2.3.1C	Comprehension	Draw and discuss visual images based on text descriptions.		
R 2.3.1D	Comprehension	Represent text information in different ways, including story maps, graphs, and charts.		
R 2.3.2A	Text Structures/ Literary Concepts	Distinguish different forms of texts, including lists, newsletters, and signs, and the functions they serve.		
R 2.3.2B	Text Structures/ Literary Concepts	Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts.		
R 2.3.2C	Text Structures/ Literary Concepts	Understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts).		
R 2.3.3A	Inquiry/ Research	Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams.		
R 2.4.1A	Comprehension	Make and explain inferences from texts such as determining causes and effects, making predictions, and drawing conclusions.		
R 2.4.1B	Comprehension	Identify similarities and differences across texts such as in topics, characters, and problems.		
R 2.4.1C	Comprehension	Distinguish fact from opinion in various texts.		
R 2.4.2A	Literary Response	Support interpretations or conclusions with examples drawn from text.		
R 2.4.3A	Text Structures/ Literary Concepts	Distinguish fiction from nonfiction, including fact and fantasy.		
R 2.4.3B	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
W 2	**WRITING**			
W 2.1.1A	Purposes	Write to record ideas and reflections.		
W 2.1.1B	Purposes	Write in different forms for different purposes, such as lists to record and letters to invite or thank.		
W 2.1.1C	Purposes	Write to inform, such as to explain, describe, and narrate.		
W 2.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 2.2.1A	Writing Processes	Compose complete sentences in written texts and use the appropriate end punctuation.		
W 2.2.1B	Writing Processes	Revise selected drafts by adding or deleting text.		
W 2.3.1A	Grammar/ Usage	Use singular and plural forms of regular nouns.		
W 2.3.1B	Grammar/ Usage	Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts.		
W 2.3.1C	Grammar/ Usage	Replace an indefinite reference with a specific noun or noun phrase.		
W 2.3.1D	Grammar/ Usage	Recognize grammatically correct writing.		
W 2.4.1A	Capitalization/ Punctuation	Use basic capitalization and punctuation correctly, such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points.		
W 2.4.2A	Spelling	Spell proficiently.		
W 2.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 2 - Language Arts/Reading	Introduced	Completed
	READING		
2 ELA 1.2.1	Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression.		
2 ELA 1.2.2	Use knowledge of phonics and structural elements (e.g., syllables, basic prefixes, roots, and suffixes) to decode unfamiliar words of one or more syllables in context.		
2 ELA 1.2.3	Identify the meanings of common prefixes, suffixes, and abbreviated words in context.		
2 ELA 1.2.4	Identify and use knowledge of spelling patterns such as special vowel spellings when reading; apply knowledge of basic syllabication rules when reading (e.g., V/CV = su/per, VC/CV = sup/per).		
2 ELA 1.2.5	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.		
2 ELA 2.2.1	Identify prereading strategies that aid comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.		
2 ELA 2.2.2	Identify self-correcting strategies, such as self-questioning and rereading.		
2 ELA 2.2.3	Formulate the main idea of the text while reading.		
2 ELA 2.2.4	Retell the main idea of text.		
2 ELA 3.2.1	Analyze simple elements of a story, such as settings, characters, and plot (e.g., restate the logical and sequential development of a story and generate alternative endings to stories).		
2 ELA 3.2.2	Make basic inferences about character traits and predict story outcomes.		
2 ELA 3.2.3	Compare and contrast different versions of the same stories from different cultures and eras.		
2 ELA 3.2.5	Compare rhythm, rhyme, and alliteration in poetry.		
2 ELA 3.2.7	Distinguish between poetry and prose.		
2 ELA 4.2.1	Locate table of contents and chapter headings and interpret information from diagrams, charts, and graphs.		
2 ELA 4.2.2	Identify and explain cause and effect and determine the main idea of a passage.		
2 ELA 4.2.3	Ask questions to gain understanding of important information in text.		
2 ELA 4.2.6	Read and follow simple directions to perform a task.		
	WRITING		
2 ELA 5.2.1	Use at least two sources to write an informative paper.		
2 ELA 5.2.2	Write friendly letters.		
2 ELA 5.2.3	Write stories and poems.		
2 ELA 5.2.4	Write responses to literature.		
2 ELA 6.2.1	Generate possible ideas for future writing by recalling experiences, talking, drawing, and hearing stories.		
2 ELA 6.2.2	Organize ideas through activities such as listing and clustering.		
2 ELA 6.2.3	Write stories or other compositions.		
2 ELA 6.2.4	Revise writing for detail and clarity.		
2 ELA 6.2.5	Edit, with teacher assistance, for correct word usage.		
2 ELA 6.2.6	Produce writing for given audiences.		
2 ELA 6.2.7	Share writing with others and listen to responses.		
2 ELA 7.2.1	Use nouns, verbs, pronouns, adjectives, and adverbs in writing.		
2 ELA 7.2.2	Identify complete and incomplete sentences in writing.		
2 ELA 7.2.3	Use commas in the greeting and closure of a letter and with dates and words in a series; use end punctuation, contractions, and possessives correctly.		
2 ELA 7.2.4	Capitalize proper nouns and initials.		
2 ELA 7.2.5	Use correct spelling of simple words containing short, long, and r-controlled vowels, blends, digraphs, and common irregular words (e.g., said, who, they).		
2 ELA 7.2.6	Create readable compositions that are legible.		
	LISTENING AND SPEAKING		
2 ELA 8.2.1	Determine the purpose(s) for listening, such as to obtain information, to solve problems, or enjoyment.		
2 ELA 8.2.2	Attend to and respond to public presentations and a variety of media.		
2 ELA 8.2.3	Recognize that different dialects exist.		
2 ELA 8.2.4	Follow two-step oral directions to complete a task.		
2 ELA 9.2.1	Select and use specific vocabulary to communicate ideas.		
2 ELA 9.2.2	Speak clearly at an understandable pace.		
2 ELA 9.2.3	Make oral presentations that maintain a clear focus.		
2 ELA 9.2.4	Recount experiences and tell stories that move through a logical sequence of events and include character and setting.		
2 ELA 9.2.5	Give clear directions to complete a simple task.		
2 ELA 10.2.1	Demonstrate turn taking and attentiveness in conversations and group discussions.		
2 ELA 10.2.2	Ask and answer questions to gather and provide information.		
2 ELA 10.2.3	Present ideas and information in groups.		
	RESEARCH		
2 ELA 11.2.1	Formulate questions to explore areas of interest.		
2 ELA 11.2.2	Locate and use information from reference materials and technology.		
2 ELA 11.2.5	Share research findings using various media.		

Identifier	Lander - Grade 2 - Language Arts/Reading	Introduced	Completed
2ELA1	**WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING**		
2ELA1.1	Use knowledge of phonics to decode words of one or more syllables in context		
2ELA1.2	Use structural elements (e.g., syllables, prefixes, roots, and suffixes) to decode words of one or more syllables in context		
2ELA1.3	Read high-frequency words to build fluency and construct meaning		
2ELA1.4	Read texts aloud with fluency, accuracy, and appropriate intonation and expression		
2ELA1.5	Identify the meanings of common prefixes, and suffixes, and abbreviated words in context		
2ELA1.6	Identify and use knowledge of spelling patterns to correctly spell words		
2ELA1.7	Identify and use special vowel spellings to correctly spell words		
2ELA1.8	Identify and use knowledge of spelling patterns and special vowel spellings when reading		
2ELA1.9	Identify and use basic syllabication rules		
2ELA1.10	Apply knowledge of basic syllabication rules when reading		
2ELA1.11	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to understand text		
2ELA2	**READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES**		
2ELA2.1	Access prior knowledge, predict, preview, and set a purpose as pre-reading strategies to aid comprehension		
2ELA2.2	Identify self-correcting strategies such as self-questioning and rereading		
2ELA2.3	Recall important details/facts		
2ELA2.4	Recall sequence of events		
2ELA2.5	Recall the main idea of text		
2ELA2.6	Retell the main idea of text		
2ELA2.7	Formulate the main idea while reading		
2ELA2.8	Identify cause and effect		
2ELA2.9	Compare and contrast information		
2ELA2.10	Draw conclusions		
2ELA2.11	Respond to fiction and nonfiction selections		
2ELA2.12	Locate words and/or sentences to answer questions		
2ELA2.13	Describe, classify, compare, and contrast objects/pictures and information		
2ELA2.14	Demonstrate comprehension of various forms of literature		
2ELA3	**READING COMPREHENSION—LITERATURE**		
2ELA3.1	Identify simple elements of a story such as setting, characters, and plot		
2ELA3.2	Make basic inferences about characters and predict story outcomes		
2ELA3.3	Restate the logical and sequential development of a story		
2ELA3.4	Generate alternative endings to stories		
2ELA3.5	Identify simple character traits		
2ELA3.6	Compare and contrast different versions of the same stories from different cultures and eras		
2ELA3.7	Compare rhythm, rhyme, and alliteration in poetry		
2ELA3.8	Distinguish between poetry and prose		
2ELA3.9	Identify different types of literature		
2ELA3.10	Read independently/daily		
2ELA4	**READING COMPREHENSION—INFORMATIONAL TEXTS**		
2ELA4.1	Locate table of contents and chapter headings		
2ELA4.2	Interpret information from diagrams, charts, and graphs		
2ELA4.3	Identify and explain cause and effect		
2ELA4.4	Determine the main idea of a passage		
2ELA4.5	Ask questions to gain understanding of important information in a text		
2ELA4.6	Read and follow simple directions to perform a task		
2ELA4.7	Read a variety of non-fiction from content areas		
2ELA5	**WRITING—COMPOSITION**		
2ELA5.1	Participate in daily writing activities		
2ELA5.2	Write complete sentences		
2ELA5.3	Use at least two sources to write an informative paper		
2ELA5.4	Write friendly letters		
2ELA5.5	Write stories and poems		
2ELA5.6	Write responses to literature		
2ELA5.7	Write directions		
2ELA6	**WRITING—PROCESS**		
2ELA6.1	Generate possible ideas for future writing by recalling experiences, talking, drawing, and listening to stories		
2ELA6.2	Organize ideas through activities such as listing, webbing, and clustering		
2ELA6.3	Identify a purpose for writing		

Identifier	Lander - Grade 2 - Language Arts/Reading	Introduced	Completed
2ELA6.4	Write stories or other compositions		
2ELA6.5	Ask questions to develop and clarify ideas		
2ELA6.6	Revise writing for detail and clarity		
2ELA6.7	Self-check for organization, ideas, word choice, and sentence structure		
2ELA6.8	Edit, with teacher assistance, for correct word usage		
2ELA6.9	Correct for mechanics, spelling, grammar, and punctuation		
2ELA6.10	Produce writing for given audiences		
2ELA6.11	Share writing with others and listen to responses		
2ELA6.12	Display writing through informal/formal publication		
2ELA7	**WRITING—MECHANICS**		
2ELA7.1	Use nouns, verbs, pronouns, adjectives, and adverbs in writing		
2ELA7.2	Demonstrate correct grammar usage when writing sentences		
2ELA7.3	Identify complete and incomplete sentences in writing		
2ELA7.4	Use commas in the greeting and closing of a letter		
2ELA7.5	Use commas in words in a series		
2ELA7.6	Use commas in dates		
2ELA7.7	Use a comma between city and state		
2ELA7.8	Use end punctuation		
2ELA7.9	Use periods in abbreviations		
2ELA7.10	Use periods with initials		
2ELA7.11	Use contractions correctly		
2ELA7.12	Use possessives correctly		
2ELA7.13	Capitalize proper nouns and initials		
2ELA7.14	Use correct spelling of words containing short, long, and r-controlled vowels		
2ELA7.15	Use correct spelling of words containing blends and digraphs		
2ELA7.16	Use correct spelling of irregular words (e.g., said, who, they)		
2ELA7.17	Create readable compositions that are legible		
2ELA8	**LISTENING**		
2ELA8.1	Determine the purposes) for listening (e.g., to obtain information, to solve problems, or for enjoyment)		
2ELA8.2	Link prior knowledge with new information		
2ELA8.3	Activate prior knowledge		
2ELA8.4	Listen to different types of literature		
2ELA8.5	Attend and respond to public presentations and a variety of media		
2ELA8.6	Distinguish among different dialects		
2ELA8.7	Follow two-step oral directions to complete a task		
2ELA9	**SPEAKING**		
2ELA9.1	Select and use specific vocabulary to communicate ideas		
2ELA9.2	Speak clearly at an understandable pace		
2ELA9.3	Make oral presentations that maintain a clear focus		
2ELA9.4	Recount experiences and tell stories that move through a logical sequence of events and include character and setting		
2ELA9.5	Give clear directions to complete a simple task		
2ELA9.6	Participate in various forms of oral communication (i.e., informal dialogue, music, plays, book talks, oral reports, speeches)		
2ELA10	**DISCUSSION**		
2ELA10.1	Demonstrate turn-taking and eye contact in conversations and group discussions		
2ELA10.2	Ask and answer questions to gather and provide information		
2ELA10.3	Present ideas and information in groups		
2ELA11	**RESEARCH AND STUDY SKILLS**		
2ELA11.1	Use parts of a book to locate information		
2ELA11.2	Alphabetize words by second letter and apply basic knowledge of alphabetical order		
2ELA11.3	Construct simple graphic organizers to show relationships of ideas (e.g., story map, semantic map, web, chart, graph, diagram)		
2ELA11.4	Formulate questions to explore areas of interest		
2ELA11.5	Locate and use information from reference materials and technology		
2ELA11.6	Present research findings using various media		
2ELA11.7	Use test-taking strategies		

Identifier	Kamico - Grade 2 - Mathematics	Introduced	Completed
M 2.1	**NUMBER, OPERATION, AND QUANTITATIVE REASONING**		
M 2.1.1A	Use concrete models to represent whole numbers, and use place value to read and write whole numbers.		
M 2.1.1B	Use place value to compare and order whole numbers.		
M 2.1.1C	Use place value to describe the value of whole numbers.		
M 2.1.2A	Name fractional parts of a whole object when given a concrete representation.		
M 2.1.2B	Name fractional parts of a set of objects when given a concrete representation.		
M 2.1.3A	Recall and apply basic addition facts.		
M 2.1.3B	Select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary.		
M 2.1.3C	Determine the value of a collection of coins.		
M 2.1.4A	Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.		
M 2.1.4B	Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.		
M 2.1.5A	Round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.		
M 2.1.5B	Estimate sums and differences.		
M 2.2	**PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING**		
M 2.2.1A	Solve subtraction problems related to addition facts (fact families).		
M 2.2.2A	Generate a list of paired numbers based on a real-life situation.		
M 2.2.2B	Identify patterns in a list of related number pairs based on a real-life situation and extend the list.		
M 2.2.2C	Identify, describe, and extend patterns to make predictions and solve problems.		
M 2.3	**GEOMETRY AND SPATIAL REASONING**		
M 2.3.1A	Identify attributes of any shape or solid.		
M 2.3.1B	Use attributes to describe how two shapes or two solids are alike or different, and cut geometric shapes apart and identify the new shapes made.		
M 2.3.2A	Identify congruent shapes.		
M 2.3.2B	Identify lines of symmetry in shapes.		
M 2.3.3A	Use whole numbers to locate and name points on a line.		
M 2.4	**MEASUREMENT**		
M 2.4.1A	Identify concrete models that approximate standard units of length, capacity, and weight; measure length, capacity, and weight using concrete models that approximate standard units.		
M 2.4.1B	Describe activities that take approximately one second, one minute, and one hour.		
M 2.4.2A	Use linear measure to find the perimeter of a shape.		
M 2.4.2B	Use models of square units to determine the area of shapes.		
M 2.4.3A	Read a thermometer to gather data.		
M 2.4.3B	Describe time on a clock using hours and minutes.		
M 2.5	**PROBABILITY AND STATISTICS**		
M 2.5.1A	Construct picture graphs and bar-type graphs.		
M 2.5.1B	Draw conclusions and answer questions based on picture graphs and bar-type graphs.		
M 2.5.1C	Use data to describe events as more likely or less likely.		
M 2.6	**UNDERLYING PROCESSES AND MATHEMATICAL TOOLS**		
M 2.6.1A	Identify the mathematics in everyday situations.		
M 2.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 2.6.1C	Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.		
M 2.6.2A	Explain and record observations using objects, words, pictures, numbers, and technology.		
M 2.6.2B	Relate informal language to mathematical language and symbols.		
M 2.6.3A	Reason and support his or her thinking using objects, words, pictures, numbers, and technology.		
M 2.6.4A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 2 - Mathematics	Introduced	Completed
2 M 1	**NUMBERS, NUMBER SENSE, AND COMPUTATION**		
2 M 1.2.1	Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts; immediately recall basic addition facts (sums through 10) and the corresponding subtraction facts.		
2 M 1.2.2	Add and subtract multidigit numbers without regrouping.		
2 M 1.2.3	Generate and solve one-step addition and subtraction problems based on practical situations.		
2 M 1.2.4	Use decimals to show money amounts.		
2 M 1.2.5	Use the patterns in numbers to skip count.		
2 M 1.2.7	Estimate the number of objects in a set to 20; read and write number words to 20 and use ordinal positions first to twentieth.		
2 M 1.2.8	Use, model, and identify place-value positions of 1's, 10's, and 100's.		
2 M 1.2.9	Identify, model, and label 1/2 and 1/4 as parts of a whole.		
2 M 2	**PATTERNS, FUNCTIONS, AND ALGEBRA**		
2 M 2.2.1	Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives; use patterns and their extensions to solve problems.		
2 M 2.2.2	Generate and solve problems based on various numerical sentences; represent mathematical situations using numbers, symbols, and words.		
2 M 2.2.3	Use variables and open sentences to express relationships.		
2 M 2.2.4	Generate and solve problems based on various numerical sentences; represent mathematical situations using numbers, symbols, and words.		
2 M 2.2.7	Model, explain, and solve a number sentence involving addition and subtraction.		
2 M 3	**MEASUREMENT**		
2 M 3.2.1	Compare and order objects by various measurable attributes (e.g., time, temperature, length, weight, capacity, and area) communicating their similarities and differences.		
2 M 3.2.2	Measurement: Compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit (e.g., inch, yard, centimeter, meter).		
2 M 3.2.4	Determine the value of any given set of coins.		
2 M 3.2.6	Read time to the nearest quarter hour; distinguish between A.M. and P.M.		
2 M 4	**SPATIAL RELATIONSHIPS AND GEOMETRY**		
2 M 4.2.1	Describe and compare two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.		
2 M 4.2.2	Compare the size (larger and smaller) of similar two-dimensional figures (e.g., circles, triangles); identify congruent shapes.		
2 M 4.2.3	Identify figures with symmetry as they appear in the environment; create two-dimensional designs that contain a line of symmetry.		
2 M 4.2.4	Identify, name, sort, describe, two- and three-dimensional geometric figures and objects (e.g., circle/sphere, square/cube).		
2 M 5	**DATA ANALYSIS**		
2 M 5.2.1	Collect, organize, record, and explain classification of data using concrete materials.		
2 M 6	**PROBLEM SOLVING**		
2 M 6.2.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
2 M 6.2.2	Apply previous experience and knowledge to new problem-solving situations.		
2 M 6.2.3	Formulate (own) problems; use various approaches to investigate and solve problems.		
2 M 6.2.4	Explain and verify results with respect to the original problem.		
2 M 6.2.6	Try more than one strategy when the first strategy proves to be unproductive.		
2 M 6.2.8	Apply solutions and strategies from earlier problems to new problem situations.		
2 M 6.2.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
2 M 7	**MATHEMATICAL COMMUNICATION**		
2 M 7.2.1	Discuss and exchange ideas about mathematics as a part of learning.		
2 M 7.2.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
2 M 7.2.4	Use pictorial representations to identify mathematical operations and concepts.		
2 M 7.2.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
2 M 7.2.12	Explain and justify thinking about mathematical ideas and solutions.		
2 M 7.2.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
2 M 7.2.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
2 M 7.2.17	Use mathematical notation to communicate and explain mathematical situations.		
2 M 8	**MATHEMATICAL REASONING**		
2 M 8.2.1	Justify and explain the solutions to problems using manipulative and physical models.		
2 M 8.2.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
2 M 8.2.8	Ask questions to reflect on, clarify, and extend thinking.		
2 M 8.2.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		

Identifier	Nevada - Grade 2 - Mathematics	Introduced	Completed
2 M 8.2.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
2 M 9	**MATHEMATICAL CONNECTIONS**		
2 M 9.2.1	Link new concepts to prior knowledge.		
2 M 9.2.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
2 M 9.2.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
2 M 9.2.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
2 M 9.2.8	Identify, explain, and use mathematics in everyday life.		

Identifier	**Lander - Grade 2 - Mathematics**	Introduced	Completed
2M1	**NUMBERS, NUMBER SENSE, AND COMPUTATION**		
2M1.1	Compare and order groups of objects and numerals less than 1,000		
2M1.2	Use ordinal positions first through twentieth		
2M1.3	Use the inherent patterns in numbers to skip count by 2's, 3's, 5's, and 10's to 100 and beyond		
2M1.4	Use, model, and identify place value positions (ones, tens, and hundreds)		
2M1.5	Read, write, and use number words (0—20)		
2M1.6	Demonstrate understanding of the processes of addition and subtraction		
2M1.7	Use decimals to show money amounts		
2M1.8	Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts		
2M1.9	Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts		
2M1.10	Add and subtract multi-digit numbers without regrouping		
2M1.11	Add and subtract two-digit numbers with regrouping		
2M1.12	Add and subtract money amounts		
2M1.13	Describe and explain sequence of steps in addition and subtraction algorithms		
2M1.14	Use a variety of appropriate strategies to compute and solve problems with whole numbers		
2M1.15	Estimate the number of objects in a set to 20; verify by counting, and revise estimate, as needed, based on results		
2M1.16	Generate and solve one-step addition and subtraction problems based on practical situations		
2M1.17	Use estimation and mental computation in appropriate situations to solve problems		
2M2	**PATTERNS, FUNCTIONS, AND ALGEBRA**		
2M2.1	Compare and contrast attributes of objects, shapes, and numbers		
2M2.2	Recognize and describe repeating and increasing patterns using symbols, objects, manipulatives, and calculators		
2M2.3	Use patterns and their extensions to solve problems		
2M2.4	Use variables and open sentences to express relationships		
2M2.5	Generate and solve problems based on various numerical sentences		
2M2.6	Model, explain, and solve a number sentence involving addition and subtraction		
2M2.7	Represent mathematical situations using numbers, symbols, and words		
2M3	**MEASUREMENT**		
2M3.1	Compare and order objects by various measurable attributes including time, temperature, length, weight, capacity, and area, and communicate their similarities and differences		
2M3.2	Compare objects to standard whole units such as inches, yards, centimeters, and meters to identify the objects as greater than, less than, or equal to the given unites		
2M3.3	Estimate and measure length, weight, and capacity of objects, using a standard or non standard unit of measure		
2M3.4	Read time to nearest quarter hour; distinguish between day and night (i.e., A.M. and P.M.)		
2M3.5	Determine the value of any given set of coins and bills		
2M4	**SPATIAL RELATIONSHIPS AND GEOMETRY**		
2M4.1	Describe and compare and contrast two-dimensional shapes (circles, triangles, rectangles [squares]) regardless of position		
2M4.2	Use position words such as before, far, below, left to describe location of objects and to place objects		
2M4.3	Identify congruent shapes		
2M4.4	Compare the size (larger and smaller) or similar two-dimensional figures such as circles, triangles		
2M4.5	Recognize and describe position of shapes after transformation (flip, turn, slide), using models		
2M4.6	Identify figures with symmetry as they appear in the environment		
2M4.7	Create two-dimensional designs that contain a line of symmetry		
2M4.8	Identify, name, sort, describe, compare, and contrast two– and three-dimensional geometric figures and objects such as circle/sphere, square/cube, triangle/pyramid		
2M5	**DATA ANALYSIS**		
2M5.1	Collect, organize, record and explain classification of data using concrete materials		
2M5.2	Collect, organize, tally, display, and interpret data in charts, tables, and graphs		
2M5.3	Read and interpret simple picture and bar graphs to solve problems		
2M6	**PROBLEM SOLVING**		
2M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
2M6.2	Apply previous experience and knowledge to new problem-solving situations		
2M6.3	Formulate own problems; use various approaches to investigate and solve problems		
2M6.4	Explain and verify results with respect to the original problem		
2M6.5	Try more than one strategy when the first strategy proves to be unproductive		
2M6.6	Apply solutions and strategies from earlier problems to new problem situations		

Identifier	**Lander - Grade 2 - Mathematics**	Introduced	Completed
2M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
2M7	**MATHEMATICAL COMMUNICATION**		
2M7.1	Discuss and exchange ideas about mathematics as a part of learning		
2M7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
2M7.3	Use pictorial representations to identify mathematical operations and concepts		
2M7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
2M7.5	Explain and justify thinking about mathematical ideas and solutions		
2M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
2M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
2M7.8	Use mathematical notation to communicate and explain mathematical situations		
2M8	**MATHEMATICAL REASONING**		
2M8.1	Justify and explain the solutions to problems using manipulatives and physical models		
2M8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
2M8.3	Ask questions to reflect on, clarify, and extend thinking		
2M8.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
2M9	**MATHEMATICAL CONNECTIONS**		
2M9.1	Link new concepts to prior knowledge		
2M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
2M9.3	Identify practical applications of mathematical principles that can be applied to other disciplines		
2M9.4	Identify, explain, and use mathematics in everyday life		

Identifier	Nevada - Grade 2 - Social Studies		Introduced	Completed
2 SS C	**CIVICS**			
2 SS C 1.2.1	Rules and Law	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		
2 SS C 1.2.4	Rules and Law	Participate in class decision making.		
2 SS C 5.2.3	Citzenship	Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		
2 SS C 8.2.1	International Relations	Name their school and community.		
2 SS E	**ECONOMICS**			
2 SS E 1.2.1	Economic Way of Thinking	Give examples of what is given up when choices are made.		
2 SS E 1.2.3	Economic Way of Thinking	Give examples of all-or-nothing choices (e.g., choose music on or off).		
2 SS E 3.2.1	Funtioning of Markets	Demonstrate an understanding of trade.		
2 SS E 3.2.2	Funtioning of Markets	Give examples of prices people have paid when buying goods and services.		
2 SS E 3.2.3	Funtioning of Markets	Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.		
2 SS E 4.2.1	Private US Economic Institutions	Identify reasons people use banks.		
2 SS E 5.2.1	Money	Explain what money is and how it is used.		
2 SS E 6.2.2	US Economy as a Whole	Explain what a consumer does.		
2 SS E 6.2.6	US Economy as a Whole	Give examples of ways people earn money by working.		
2 SS E 7.2.1	Evolving Economy	Explain how tools and machinery may help a person work faster or better, or make a person's work easier.		
2 SS E 7.2.4	Evolving Economy	Give examples of inventions.		
2 SS G	**GEOGRAPHY**			
2 SS GS.2.1	Geographic Skills	Ask questions about location.		
2 SS GS.2.2	Geographic Skills	Gather geographic information from books and pictures.		
2 SS GS.2.3	Geographic Skills	Make lists and graphs and arrange visual materials to display geographic information.		
2 SS GS.2.4	Geographic Skills	Identify and group information from several geographic sources.		
2 SS GS.2.5	Geographic Skills	Display the results of a geographic inquiry.		
2 SS G 1.2.1	World in Spatial Terms	Identify the map title and map symbols on a variety of maps.		
2 SS G 1.2.2	World in Spatial Terms	Describe what a map or globe represents.		
2 SS G 1.2.3	World in Spatial Terms	Recognize geographic information from maps, globes, photographs, and graphs.		
2 SS G 1.2.4	World in Spatial Terms	Choose a title and construct a key from given map symbols.		
2 SS G 1.2.5	World in Spatial Terms	Identify the difference between a map and a globe.		
2 SS G 1.2.6	World in Spatial Terms	Recognize spatial patterns on a map.		
2 SS G 2.2.1	Places and Regions	Identify basic types of landforms and bodies of water.		
2 SS G 2.2.2	Places and Regions	Identify traditions and customs that families practice.		
2 SS G 2.2.4	Places and Regions	Give examples of how technology is used in the home and classroom.		
2 SS G 2.2.5	Places and Regions	Identify changes that have occurred over time at home, at school, or in the neighborhood.		
2 SS G 2.2.6	Places and Regions	Identify areas that have different purposes in the home or the classroom.		
2 SS G 3.2.1	Physical Systems	Describe the weather conditions typical to each season in the community and in other places.		
2 SS G 3.2.3	Physical Systems	Identify the basic elements of a simple ecosystem.		
2 SS G 4.2.1	Human Systems	Use a school map to construct a visual model of population distribution.		
2 SS G 4.2.2	Human Systems	Give oral directions from one location to another within your school or community.		
2 SS G 4.2.3	Human Systems	List and classify different ways to move people, goods, and ideas.		
2 SS G 4.2.4	Human Systems	Compare the differences between rural and urban communities.		
2 SS G 4.2.5	Human Systems	Distinguish between goods and services.		
2 SS G 4.2.6	Human Systems	Use a map or chart to display information about an economic product.		
2 SS G 4.2.7	Human Systems	Distinguish between wants and needs and describe how people fulfill them.		
2 SS G 4.2.8	Human Systems	List different organizations to which people belong.		
2 SS G 4.2.9	Human Systems	Identify places where cooperation and conflict take place.		
2 SS G 5.2.1	Environment and Society	Identify ways people depend on their local environments.		
2 SS G 5.2.2	Environment and Society	List typical human activities that take place in different physical environments.		
2 SS G 5.2.4	Environment and Society	Identify how people shape the physical environment at home and school.		
2 SS G 6.2.2	Geographic Applications	Discuss the location of major current events.		
2 SS G 6.2.4	Geographic Applications	Plan a geographic change for a classroom or school (e.g., changing the location of furniture or students).		
2 SS H	**HISTORY**			
2 SS H 1.2.2	Chronology	Identify past, present, and future events.		
2 SS H 5.2.6	1200 to 1750	Tell why Columbus Day is celebrated.		
2 SS H 5.2.8	1200 to 1750	Tell why Thanksgiving Day is celebrated.		
2 SS H 6.2.4	1700 to 1865	Tell why the Fourth of July is celebrated.		

Identifier	Nevada - Grade 2 - Social Studies		Introduced	Completed
2 SS H 6.2.13	1700 to 1865	Tell why Presidents' Day is celebrated.		
2 SS H 7.2.11	1860 to 1920	Tell why Labor Day is celebrated.		
2 SS H 7.2.17	1860 to 1920	Tell why Memorial Day and Veterans Day are celebrated.		
2 SS H 9.2.8	1945 to 1990	Tell why Martin Luther King Jr. Day is celebrated.		

Identifier	Lander - Grade 2 - Social Studies	Introduced	Completed
2S1	**CIVICS**		
2S1.1	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks		
2S1.2	Participate in class decision making		
2S1.3	Name a traditional U.S. patriotic activity, holiday, or symbol (e.g., Fourth of July)		
2S1.4	Name the school and community		
2S1.5	Discuss responsible citizenship, including the importance of education		
2S1.6	Demonstrate awareness of the rights and property of individuals		
2S1.7	Complete tasks independently		
2S1.8	Work cooperatively in groups		
2S1.9	Recognize differences of opinion		
2S1.10	Identify appropriate ways to make changes and resolve conflicts		
2S1.11	Recite the "Pledge of Allegiance"		
2S2	**ECONOMICS**		
2S2.1	Given up when choices are made		
2S2.2	Give examples of an all-or-nothing choice (e.g., choose to have music on or off)		
2S2.3	Demonstrate an understanding of trade		
2S2.4	Give examples of prices people have paid when buying goods and services		
2S2.5	Give reasons why consumers choose to buy more of a good or service (including when its price is low) and when they choose to buy less (including when its price is high)		
2S2.6	Identify reasons people use banks		
2S2.7	Explain what money is and how it is used		
2S2.8	Explain what a consumer does		
2S2.9	Give examples of ways people earn money by working		
2S2.10	Explain how tools and machinery may help a person work faster or better, or make a person's work easier		
2S2.11	Give examples of inventions		
2S2.12	Identify community occupations in a given job cluster (e.g., medical, educational)		
2S3	**GEOGRAPHY**		
2S3.1	Identify the map titles and map symbols on a variety of maps		
2S3.2	Describe what a map or globe represents		
2S3.3	Recognize geographic information from maps, globes, photographs, and graphs		
2S3.4	Choose a title and construct a key (legend) from given map symbols		
2S3.5	Recognize spatial patterns on a map		
2S3.6	Identify and locate land and water on a map or globe, using the terms continent and ocean		
2S3.7	Locate Nevada and the United States on a map		
2S3.8	Identify basic types of landforms and bodies of water (e.g., mountains, valleys, islands, lakes, rivers)		
2S3.9	Identify traditions and customs that families practice		
2S3.10	Give examples of how technology is used in the home and classroom		
2S3.11	Identify changes that have occurred over time at home, at school, or in the neighborhood		
2S3.12	Identify areas that have different purposes in the home or the classroom		
2S3.13	Describe the weather conditions typical to each season in the community and in other places		
2S3.14	Identify some basic elements of a simple ecosystem (e.g., plants, animals)		
2S3.15	Use a school map to construct a visual model of population distribution		
2S3.16	Give oral directions from one location to another within the school or community		
2S3.17	Categorize different ways to move people, goods, and ideas		
2S3.18	Compare and contrast rural and urban communities		
2S3.19	Distinguish between goods and services		
2S3.20	Use a map or chart to display information about an economic product		
2S3.21	Distinguish between wants and needs and describe how people fulfill them		
2S3.22	List different groups to which people belong		
2S3.23	Identify places where cooperation and conflict take place		
2S3.24	Identify how people shape the physical environment at home and school		
2S3.25	Recognize the location of major current events		

Identifier	**Lander - Grade 2 - Social Studies**	Introduced	Completed
2S3.26	Plan a spatial change for a classroom or school (e.g., changing the location of furniture, redesigning the playground)		
2S3.27	Ask questions about location		
2S3.28	Gather geographic information from books and pictures		
2S3.29	Make simple lists and graphs and arrange visual materials to display geographic information		
2S3.30	Identify and group information from several geographic sources		
2S3.31	Display the results of a geographic inquiry		
2S3.32	Name the cardinal directions: north, south, east, and west		
2S3.33	Construct simple maps		
2S3.34	Describe natural resources (e.g., water, air, trees, rocks, plants, animals, oil, gas)		
2S4	**HISTORY**		
2S4.1	Identify past, present, and future events		
2S4.2	Tell why Columbus Day is celebrated		
2S4.3	Tell why Thanksgiving Day is celebrated		
2S4.4	Tell why the Fourth of July is celebrated		
2S4.5	Tell why Presidents' Day is celebrated		
2S4.6	Tell why Labor Day is celebrated		
2S4.7	Tell why Memorial Day and Veterans' Day are celebrated		
2S4.8	Tell why Martin Luther King, Jr. Day is celebrated		
2S4.9	Describe Native American daily life prior to European colonization (e.g., housing, farming, illness) and describe Native American life of today		
2S4.10	Discuss why and from where people came to North America and the United States		
2S4.11	Discuss the courage of various Americans		
2S4.12	Read historical passages and restate details		
2S4.13	Recognize a timeline		

Identifier	Kamico - Grade 2 - Science	Introduced	Completed
	SCIENTIFIC PROCESSES		
S 2.1.1A	Demonstrate safe practices during classroom and field investigations.		
S 2.1.1B	Learn how to use and conserve resources and dispose of materials.		
S 2.1.2A	Ask questions about organisms, objects, and events.		
S 2.1.2B	Plan and conduct simple descriptive investigations.		
S 2.1.2C	Compare results of investigations with what students and scientists know about the world.		
S 2.1.2D	Gather information using simple equipment and tools to extend the senses.		
S 2.1.2E	Construct reasonable explanations and draw conclusions using information and prior knowledge.		
S 2.1.2F	Communicate explanations about investigations.		
S 2.1.3A	Make decisions using information.		
S 2.1.3B	Discuss and justify the merits of decisions.		
S 2.1.3C	Explain a problem in his/her own words and identify a task and solution related to the problem.		
S 2.1.4A	Collect information using tools including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances.		
S 2.1.4B	Measure and compare organisms and objects and parts of organisms and objects, using standard and nonstandard units.		
	SCIENCE CONCEPTS		
S 2.1.5A	Classify and sequence organisms, objects, and events based on properties and patterns.		
S 2.1.5B	Identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers.		
S 2.1.6A	Manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as flashlights without batteries and plants without leaves.		
S 2.1.6B	Manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves, such as a guitar and guitar strings.		
S 2.1.6C	Observe and record the functions of plant parts.		
S 2.1.6D	Observe and record the functions of animal parts.		
S 2.1.7A	Observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement.		
S 2.1.7B	Identify, predict, and test uses of heat to cause change such as melting and evaporation.		
S 2.1.7C	Demonstrate a change in the motion of an object by giving the object a push or a pull.		
S 2.1.7D	Observe, measure, and record changes in weather, the night sky, and seasons.		
S 2.1.8A	Identify characteristics of living organisms.		
S 2.1.8B	Identify characteristics of nonliving objects.		
S 2.1.9A	Identify the external characteristics of different kinds of plants and animals that allow their needs to be met.		
S 2.1.9B	Compare and give examples of the ways living organisms depend on each other and on their environments.		
S 2.1.10A	Describe and illustrate the water cycle.		
S 2.1.10B	Identify uses of natural resources.		

Identifier	Nevada - Grade 2 - Science		Introduced	Completed
2 S PS	**PHYSICAL SCIENCE**			
2 S PS 1.2.1	Forces and Motion	Observe and describe objects moving at different speeds.		
2 S PS 1.2.3	Forces and Motion	Assemble, take apart, and reassemble constructions using interlocking blocks, erector sets, and the like.		
2 S PS 2.2.1	Structure and Properties of Matter	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color, texture).		
2 S PS 2.2.3	Structure and Properties of Matter	Put small objects together to form bigger objects.		
2 S PS 3.2.1	Energy and Matter	Describe an object as hot or cold.		
2 S PS 3.2.2	Energy and Matter	Investigate and describe how objects can change state (e.g., melting ice cube).		
2 S PS 3.2.3	Energy and Matter	Investigate and describe how sound can be produced by vibrating objects and how it has different properties (e.g., high-low, soft-loud).		
2 S LS	**LIFE SCIENCE**			
2 S LS 6.2.1	Structure and Function	Investigate and describe how living things grow and change.		
2 S LS 6.2.2	Structure and Function	Distinguish living from nonliving things using established criteria.		
2 S LS 7.2.4	Internal and External Influences on Organisms	Explain that some diseases are caused by germs and some are not; diseases caused by germs may be spread by people who have them.		
2 S LS 8.2.1	Heredity and Diversity	Investigate and describe how particular animals have offspring that are the same kind of animal.		
2 S LS 8.2.2	Heredity and Diversity	Investigate and describe how some living things look alike and others do not.		
2 S ESS	**EARTH AND SPACE SCIENCES**			
2 S ESS 10.2.1	Earth Structures and Composition	Describe that rocks come in many sizes and shapes and have interesting textures, colors, and patterns.		
2 S ESS 12.2.1	Earth History	Investigate and describe how changes happen to many things (e.g., weather).		
2 S ESS 13.2.1	Cycles of Matter and Energy	Investigate and describe how the sun warms the land, air, and water.		
2 S ESS 13.2.2	Cycles of Matter and Energy	Investigate and describe how weather changes from day to day and throughout the year.		
2 S ESS 14.2.1	Solar System and Universe	Observe and describe the sun, moon, planets, and stars.		
2 S ESS 14.2.2	Solar System and Universe	Describe the movement of some of the objects in the sky.		
2 S ES	**ENVIRONMENTAL SCIENCES**			
2 S ES 15.2.1	Ecosystems	Investigate and describe the roles of plants as producers and animals as consumers and how living things may depend on each other.		
2 S ES 15.2.2	Ecosystems	Investigate and describe how animals eat plants or other animals for food and may also use plants or even other animals (for shelter and nesting).		
2 S ES 16.2.1	Natural Resources	Investigate and describe how some resources can be used and reused.		
2 S ES 16.2.2	Natural Resources	Describe the various resources that provide the necessary things that are used by people in their daily lives.		
2 S ES 17.2.1	Conservation	Describe how people live in different places in different ways.		
2 S ES 17.2.2	Conservation	Describe how some things in students' daily lives change and other things stay the same.		
2 S NHS	**THE NATURE AND HISTORY OF SCIENCE**			
2 S NHS 18.2.1	Scientific, Historical, and Technological Perspectives	Explain that everybody can invent things and ideas.		
2 S NHS 20.2.3	Systems, Models, Risk, and Predictions	Explain that something may not work if some of its parts are missing.		
2 S SI	**SCIENTIFIC INQUIRY: PROCESSES AND SKILLS**			
2 S SI 21.2.1	Scientific Values and Attitudes	Make observations and give descriptions using words, numbers, and drawings.		
2 S SI 21.2.2	Scientific Values and Attitudes	Record observations of investigations over time in a notebook or journal (e.g., growth of a plant, changes in weather).		
2 S SI 22.2.1	Communication Skills	Follow verbal instructions accurately.		
2 S SI 22.2.2	Communication Skills	Produce simple pictographs to describe observations.		
2 S SI 22.2.3	Communication Skills	Cooperate and contribute ideas within a group.		
2 S SI 23.2.3	Scientific Applications of Mathematics	Give rough estimates of numerical answers to problems before calculating.		
2 S SI 23.2.5	Scientific Applications of Mathematics	Recognize unexpected or unusual results in activities.		
2 S SI 24.2.4	Laboratory Skills and Safety	Keep a record of observations and measurements taken over time.		

Identifier	**Lander - Grade 2 - Science**	Introduced	Completed
2Sc1	**PHYSICAL SCIENCE**		
2Sc1.1	Investigate, observe, and describe objects moving at different speeds		
2Sc1.2	Build, take apart, and reassemble constructions using materials such as interlocking blocks, erector sets, etc.		
2Sc1.3	Describe and sort objects in terms of their observable properties (e.g., state of matter, shape, color, texture)		
2Sc1.4	Combine small objects to form larger objects		
2Sc1.5	Sort solids and liquids according to similarities and differences		
2Sc1.6	Observe and describe the interactions of solids mixed with water and liquids mixed with water		
2Sc1.7	Describe an object as hot or cold		
2Sc1.8	Investigate and describe how objects can change state (e.g., melting ice cube)		
2Sc1.9	Investigate and describe how sound can be produced by vibrating objects and how it has different properties (e.g., high-low, soft-loud)		
2Sc2	**LIFE SCIENCE**		
2Sc2.1	Investigate, observe, and describe how animals grow and change through their life cycles		
2Sc2.2	Investigate, observe, and describe how plants grow and change through their life cycles		
2Sc2.3	Distinguish living from non-living things using established criteria		
2Sc2.4	Explain that some diseases are caused by germs and some are not; diseases caused by germs may be spread by people who have them		
2Sc2.5	Investigate and describe how particular animals have offspring that are the same kind of animal		
2Sc2.6	Investigate and describe how some living things look alike and others do not		
2Sc3	**EARTH AND SPACE SCIENCES**		
2Sc3.1	Describe that rocks come in many sizes and shapes and have interesting textures, colors, and patterns		
2Sc3.2	Investigate and describe how changes happen to many things (e.g., weather)		
2Sc3.3	Investigate and describe how the sun warms the land, air, and water		
2Sc3.4	Investigate and describe how weather changes from day to day and throughout the year		
2Sc3.5	Observe and describe the sun, moon, planets, and stars		
2Sc3.6	Describe the movement of some of the objects in the sky		
2Sc4	**ENVIRONMENTAL SCIENCES**		
2Sc4.1	Investigate and describe the roles of plants as producers and animals as consumers and how living things may depend on each other		
2Sc4.2	Investigate and describe how animals eat plants or other animals for food and may also use plants or even other animals (for shelter and nesting)		
2Sc4.3	Investigate and describe how some resources can be used and reused		
2Sc4.4	Describe the various resources that provide the necessary things that are used by people in their daily lives		
2Sc4.5	Describe how people live in different places in different ways		
2Sc4.6	Describe how some things in students' daily lives change and other things stay the same		
2Sc5	**THE NATURE AND HISTORY OF SCIENCE**		
2Sc5.1	Explain that everyone can invent things and ideas		
2Sc5.2	Construct models of useful things		
2Sc5.3	Explain that something may not work if some of its parts are missing		
2Sc6	**SCIENTIFIC INQUIRY: PROCESSES AND SKILLS**		
2Sc6.1	Conduct investigations and experiments independently or with a partner		
2Sc6.2	Use simple equipment, tools, and resources (e.g., books, technology) to gather information		
2Sc6.3	Make observations and give descriptions using words, numbers, and drawings		
2Sc6.4	Record observations of investigations over time in a science notebook/journal (e.g., growth of a plant, changes in weather)		
2Sc6.5	Follow verbal instructions accurately		
2Sc6.6	Produce simple pictographs to describe observations and explanations		
2Sc6.7	Cooperate and contribute ideas within a group		
2Sc6.8	Estimate numerical answers to problems before calculating		
2Sc6.9	Recognize unexpected or unusual results in activities		
2Sc6.10	Keep a record of observations and measurements taken over time		
2Sc6.11	Raise new questions based on observations and interactions		