

Identifier	Poplar - Grade 2 - World Language	Introduced	Completed
2 WL 1	<b>CONVERSATION</b>		
2 WL 1.01	Sing songs.		
2 WL 1.02	Follow, repeat and give simple directions.		
2 WL 1.03	Name and identify familiar objects		
2 WL 1.04	Use and initiate appropriate expression and gestures of courtesy and request.		
2 WL 1.05	Recognize numbers and counting from 1 to 10.		
2 WL 1.06	Count aloud in a group and alone numbers 1 to 10.		
2 WL 1.07	Recite and relay idioms related to everyday events and occurrences.		
2 WL 2	<b>SPEAKING AND WRITING</b>		
2 WL 2.01	Comprehend and initiate brief oral directions, commands, and information.		
2 WL 2.02	Respond to general and personal questions.		
2 WL 2.03	Identify sounds with corresponding letters and letter combinations.		
2 WL 4	<b>CULTURAL PRACTICES AND PERSPECTIVES</b>		
2 WL 4.01	Identify certain culture specific traditions, holidays, and events.		
2 WL 4.02	Order holidays and events through a calendar.		
2 WL 4.03	Identify and map parallel and contrasting traditions, holidays and events about and between cultures.		
2 WL 5	<b>CULTURAL PRODUCTS AND OUTLOOKS</b>		
2 WL 5.01	Explore and sample products of the culture, including food, musical instruments, performances, clothing, and toys.		
2 WL 6	<b>CROSS CULTURAL KNOWLEDGE AND UNDERSTANDING</b>		
2 WL 6.01	Practice familiar concepts in the foreign language, including, numbers, colors, animals, nursery rhymes, and fairy tales.		

Identifier	Poplar - Grade 2 - Native Language	Introduced	Completed
2 NL 1	<b>HERITAGE</b>		
2 NL 1.01	Describe family roles.		
2 NL 1.02	Describe extended family roles.		
2 NL 1.03	Describe tribal roles.		
2 NL 1.04	Discuss community membership.		
2 NL 1.05	View tribal artifacts.		
2 NL 2.1	<b>ALPHABET</b>		
2 NL 2.1.01	Pronounce Dakota vowels		
2 NL 2.1.02	Memorize Dakota vowels.		
2 NL 2.1.03	Pronounce Dakota consonants.		
2 NL 2.1.04	Memorize Dakota consonants.		
2 NL 2.2	<b>NUMBERS</b>		
2 NL 2.2.01	Pronounce Dakota numbers 1-50.		
2 NL 2.2.02	Memorize Dakota numbers 1-20.		
2 NL 3	<b>VOCABULARY</b>		
2 NL 3.1	<b>VOCABULARY: DAYS OF THE WEEK</b>		
2 NL 3.1.01	Pronounce Dakota vocabulary.		
2 NL 3.1.02	Illustrate Dakota vocabulary.		
2 NL 4	<b>LITERATURE</b>		
2 NL 4.1	<b>LITERATURE: STORYTELLING: IKTOMI</b>		
2 NL 4.1.01	Retell and illustrate "Iktomi and the Ducks"		
2 NL 4.1.02	Retell and illustrate "Iktomi and the Buffalo Skull"		
2 NL 4.1.03	Retell and illustrate "Iktomi and the Berries"		
2 NL 4.1.04	Retell and illustrate "Iktomi and the Boulder"		
2 NL 4.2	<b>LITERATURE: MUSIC: IKTOMI</b>		
2 NL 4.2.01	Improvise [vocables] with and without a score in a group and alone.		
2 NL 4.2.02	Sing "Lullaby" in Sioux language in a group and alone.		

Identifier	Poplar - Grade 2 - Computer and Technology	Introduced	Completed
2 CT 1	<b>PROBLEM SOLVING</b>		
2 CT 1.01	Explain how different components are used to different ends and outcomes.		
2 CT 1.02	Explain the purposes of different devices utilized for different outcomes.		
2 CT 1.03	Explain the use of parts of a presentation mapped to different technologies.		
2 CT 2	<b>PRODUCTIVITY TOOLS</b>		
2 CT 2.01	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
2 CT 2.02	Create a document that demonstrates simple typing and editing skills.		
2 CT 2.03	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
2 CT 2.04	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
2 CT 2.05	Explain the purpose of a multimedia presentation using multimedia software.		
2 CT 2.06	Create and save files on various storage media.		
2 CT 2.07	Use electronic communication devices.		
2 CT 2.08	Use devices that require connectivity.		
2 CT 3	<b>RESEARCH TOOLS</b>		
2 CT 3.01	Select a research topic or define a problem using technology tools.		
2 CT 3.02	Use the correct vocabulary identified with specific technologies.		
2 CT 3.03	Select information for a research topic or problem from a remote resource.		
2 CT 3.04	Use organizational formats with a technology tool to arrange information.		
2 CT 4	<b>TOOLS AND PROCESSES</b>		
2 CT 4.01	Identify the appropriateness and uses of resources and tools in technology based activities.		
2 CT 4.02	Select and use applicable tools for tasks.		
2 CT 4.03	Recognize the importance of safety in computer and technology applications.		
2 CT 4.04	With minimum 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	<b>SYSTEMS</b>		
2 CT 5.01	Explain a system.		
2 CT 5.02	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 5.03	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
2 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
2 CT 6.01	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
2 CT 6.02	Practice etiquette using technology. Describe changes in the local community because of technology.		
2 CT 6.03	Show by illustration different careers and professions in the field of technology		
2 CT 6.04	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Poplar - Grade 2 - Health	Introduced	Completed
2 H 1	<b>HEALTH PROMOTION / DISEASE PREVENTION</b>		
2 H 1.01	Identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene).		
2 H 1.02	Identify basic anatomy (i.e., eyes, nose, ears, etc.).		
2 H 1.03	Describe how healthy eating promotes growth and well-being.		
2 H 1.04	Identify and differentiate between helpful and harmful drugs.		
2 H 1.05	Identify hazardous conditions related to personal health and safety.		
2 H 1.06	Recognize basic prevention strategies for common illnesses.		
2 H 1.07	Demonstrate the ability to locate school and community health helpers.		
2 H 1.08	Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).		
2 H 1.09	Describe how germs cause disease.		
2 H 1.10	List rules for taking medicines.		
2 H 2	<b>HEALTH INFORMATION / ACCESSING INFORMATION</b>		
2 H 2.01	Show linkages between actions and consequences of positive and negative health behaviors.		
2 H 2.02	Identify positive and negative behaviors with need for health care.		
2 H 2.03	Cite several examples of home fire safety concerns.		
2 H 2.04	List rules for safety when riding a school bus.		
2 H 2.05	Describe basic safety procedures when playing in or near water.		
2 H 2.06	Describe basic safety procedures when near electricity.		
2 H 2.07	Describe basic safety procedures when riding a bicycle.		
2 H 2.08	Recognize that human growth and development begins inside the mother.		
2 H 3	<b>HEALTH ENHANCEMENT / SELF MANAGEMENT</b>		
2 H 3.01	Show the characteristics of bullies and victims.		
2 H 3.02	Identify basic and appropriate refusal skills.		
2 H 3.03	Demonstrate basic injury prevention and management strategies for personal health.		
2 H 3.04	Identify stress.		
2 H 3.05	Define abuse.		
2 H 3.06	Tell what to do if abused.		
2 H 3.07	Give examples of both acceptable and unacceptable behaviors and their consequences.		
2 H 4	<b>INFLUENCES</b>		
2 H 4.01	Identify foods of various cultures.		
2 H 4.02	Show how technology has influence on displaying health and chronic disease.		
2 H 4.03	Show various health advertising in a different forms.		
2 H 4.04	Name the foods shown in the food pyramid.		
2 H 4.04	List three reasons for the importance of eating a variety of foods.		
2 H 4.05	Strive to improve personal best.		
2 H 5	<b>INTERPERSONAL COMMUNICATION</b>		
2 H 5.01	Show basic verbal and nonverbal communication techniques.		
2 H 5.02	Show ways to communicate care, consideration, and respect for self and others.		
2 H 5.03	Cite ways people show respect for their own and others' bodies.		
2 H 6	<b>DECISION MAKING / GOAL SETTING</b>		
2 H 6.01	Show a decision-making process model.		
2 H 7	<b>PERSONAL AND COMMUNITY HEALTH</b>		
2 H 7.01	Explain positive health choices.		
2 H 7.02	Transfer weight using different body parts.		
2 H 7.03	Demonstrate ability to follow directions.		
2 H 7.04	Demonstrate ability to take turns.		
2 H 7.05	Practice rules of safety in and around school.		
2 H 7.06	Demonstrate responsibility for school equipment.		

Identifier	Poplar - Grade 2 - Music	Introduced	Completed
2 Mus 1	<b>RHYTHM</b>		
2 Mus 1.01	Identify, create, and maintain a steady beat.		
2 Mus 1.02	Identify and create rhythms that have no steady beat.		
2 Mus 1.03	Identify, create, and perform rhythms that include silent beats.		
2 Mus 2	<b>HARMONY / TEXTURE</b>		
2 Mus 2.01	Perform rhythms and sing melodies in unison.		
2 Mus 2.02	Demonstrate independence of parts when performing.		
2 Mus 2.03	Perform rhythms and sing melodies with accompaniment.		
2 Mus 2.04	Perform rhythms and sing melodies without accompaniment.		
2 Mus 2.05	Describe, create, and perform ostinato patterns.		
2 Mus 2.06	Recognize and vocalize echo patterns.		
2 Mus 2.07	Identify an orchestra performance; name and identify the various instruments.		
2 Mus 2.08	Identify a band performance; name and identify the various instruments.		
2 Mus 2.09	Identify the instrument families and their members.		
2 Mus 3	<b>MELODY</b>		
2 Mus 3.01	Identify high and low registers.		
2 Mus 3.02	Identify and trace melodic contour.		
2 Mus 3.03	Recognize and identify musical sequences.		
2 Mus 3.04	Recognize musical phrasing		
2 Mus 3.05	Recognize and identify patterns in music.		
2 Mus 3.06	Develop understanding and sense of pitch.		
2 Mus 4	<b>FORM</b>		
2 Mus 4.01	Understand and use call and response, both as caller and as responder.		
2 Mus 4.02	Identify and describe AB form.		
2 Mus 4.03	Identify and describe ABA / Rondo form.		
2 Mus 4.04	Understand and use solo and response, both as soloist and as responder.		
2 Mus 4.05	Identify and perform multiple endings.		
2 Mus 5	<b>TONE COLOR</b>		
2 Mus 5.01	Recognize and identify tones produced in the environment.		
2 Mus 5.02	Recognize, identify, and produce vocal tones.		
2 Mus 5.03	Recognize, identify, and produce instrumental tones.		
2 Mus 6	<b>TONALITY</b>		
2 Mus 6.01	Identify, describe, and perform major scales.		
2 Mus 6.02	Identify, describe, and perform minor scales.		
2 Mus 7	<b>EXPRESSIVE QUALITIES</b>		
2 Mus 7.01	Identify and produce dynamic variation.		
2 Mus 7.02	Identify and imitate musical styles.		
2 Mus 7.03	Identify tempo and describe rates of tempo.		
2 Mus 7.04	Apply interpretive skills to performances.		
2 Mus 7.05	Define and demonstrate accelerando (Accel.)		
2 Mus 7.06	Define and demonstrate ritardando (Rit.)		
2 Mus 7.07	Define and demonstrate relative durations of notes and rests.		
2 Mus 7.08	Creatively expand on the qualities of music performed.		
2 Mus 8	<b>CAREERS</b>		
2 Mus 8.01	Explore the work of a music composer as a career.		
2 Mus 8.02	Explore the work of a music performer as a career.		
2 Mus 8.03	Explore the work of a music teacher as a career.		
2 Mus 8.04	Explore the work of a music conductor as a career.		
2 Mus 9	<b>CULTURE</b>		
2 Mus 9.01	Explore music and musical expression from around the world.		
2 Mus 10	<b>MUSIC APPRECIATION AND CRITICISM</b>		
2 Mus 10.01	Evaluate music and musical performances of all types.		
2 Mus 10.02	Listen to and evaluate solos and ensembles.		
2 Mus 10.03	Observe and evaluate concert etiquette as demonstrated by oneself and others.		
2 Mus 10.04	Develop music appreciation and skills for life.		

Identifier	Poplar - Grade 2 - Physical Education	Introduced	Completed
2 PE 1	<b>LEARNING AND DEVELOPMENT OF MOTOR SKILLS</b>		
2 PE 1.01	Understand the vocabulary of simple movement patterns.		
2 PE 1.02	Identify the basic elements (i.e., opposition) of movement forms.		
2 PE 1.03	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
2 PE 1.04	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
2 PE 2	<b>MOVEMENT FORMS</b>		
2 PE 2.01	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
2 PE 2.02	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
2 PE 2.03	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
2 PE 3	<b>MOVEMENT AS COMMUNICATION</b>		
2 PE 3.01	Create shapes at high, medium, and low levels in a movement sequence.		
2 PE 3.02	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
2 PE 3.03	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
2 PE 3.04	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
2 PE 3.05	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
2 PE 3.06	Discuss and demonstrate how movement in dance is used to communicate.		
2 PE 3.07	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 3.08	Perform to a steady beat at various tempos		
2 PE 4	<b>INDIVIDUAL FITNESS</b>		
2 PE 4.01	Identify health-related fitness components addressed in selected exercises.		
2 PE 4.02	Engage in daily moderate to vigorous structured physical activity.		
2 PE 4.03	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
2 PE 4.04	Perform various structured exercises in a safe manner.		
2 PE 4.05	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
2 PE 5	<b>SOCIAL INTERACTION</b>		
2 PE 5.01	Apply class rules, procedures, and safe practices with teacher reinforcement.		
2 PE 5.02	Engage in physical activity involving cooperation and sharing to complete assigned task.		
2 PE 5.03	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
2 PE 5.04	Participate in multicultural activities (dance, games, and activities).		

Identifier	Poplar - Grade 2 - Theater	Introduced	Completed
2 Th 1	<b>THEATRICAL COMPONENTS</b>		
2 Th 1.01	Create a simple script based on personal experience, imagination, or the retelling of a story.		
2 Th 1.02	Work in a group to plan, rehearse and present a dramatized idea or story.		
2 Th 1.03	Identify and describe roles and responsibilities in a dramatic presentation: on stage and behind the scenes.		
2 Th 1.04	Illustrate the meaning behind a presentation.		
2 Th 1.05	Explain the parts of a production advertisement/ campaign.		
2 Th 1.06	Create simple sets and sound effects for a dramatized idea or story.		
2 Th 1.07	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
2 Th 2	<b>ROLE OF THE PERFORMER</b>		
2 Th 2.01	Identify through observation traits of a person, animal, or object.		
2 Th 2.02	Imitate the traits of a given person, animal, or object.		
2 Th 2.03	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
2 Th 3	<b>VIEWING A PERFORMANCE / PERFORMER</b>		
2 Th 3.01	Retell and discuss performances of students and visiting artists.		
2 Th 3.02	Express personal reactions to a dramatized performance.		
2 Th 3.03	Explain through examples the differences between fantasy and reality.		
2 Th 4	<b>VIEWING A PERFORMANCE / PERFORMER IN CONTEXT</b>		
2 Th 4.01	Show and illustrate how movies or television reveal information about other people and times.		
2 Th 4.02	Identify similarities and differences between dramatic characters and real people.		

Identifier	Poplar - Grade 2 - Visual Arts	Introduced	Completed
2 VA 1	<b>KNOWLEDGE</b>		
2 VA 1.01	Show the differences between media.		
2 VA 1.02	Show different media and explain the responses to them.		
2 VA 1.03	Use different media, techniques, and processes to produce works of art.		
2 VA 1.04	Name and identify the secondary colors.		
2 VA 1.05	Identify warm, cool, and neutral colors.		
2 VA 1.06	Identify and name the following geometric forms: sphere, cylinder, egg, cube, rectangular solid, pyramid, cone, and dome.		
2 VA 1.07	Identify and name the following types of lines: parallel, diagonal, spiral, crossing, horizontal, vertical, peaked, branched, and scalloped.		
2 VA 1.08	Properly use, scissors, paper punch, stapler, ruler, and paint brush.		
2 VA 1.09	Name two major artists.		
2 VA 2	<b>APPLICATION</b>		
2 VA 2.1	Identify selected elements of design and principles of design in nature and in works of art.		
2 VA 2.2	Show different purposes of art and design.		
2 VA 2.3	Show different responses to different arts.		
2 VA 2.4	Use elements and principles of design to create works of art.		
2 VA 3	<b>CONTENT</b>		
2 VA 3.1	Explain the subject matter and its intended meanings.		
2 VA 3.2	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
2 VA 4	<b>CONTEXT</b>		
2 VA 4.1	Find different art works in context to historical and cultural events.		
2 VA 4.2	Find works of art belonging to particular cultures, times, or places.		
2 VA 4.3	Create a work of art that is influenced by a particular historical period or culture.		
2 VA 5	<b>INTERPRETATION</b>		
2 VA 5.1	Compare and contrast characteristics of works of art.		
2 VA 5.2	Show the merits of particular artworks.		
2 VA 5.3	Discuss possible meanings of art.		

Identifier	Poplar - Grade 2 - Language Arts/Reading	Introduced	Completed
<b>2 ELA 1</b>	<b>LITERATURE</b>		
2 ELA 1.01	Ask and answer questions to demonstrate understanding of key details of a text.		
2 ELA 1.02	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
2 ELA 1.03	Describe how characters in a story respond to major events and challenges.		
2 ELA 1.04	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.		
2 ELA 1.05	Describe the overall structure of a story, including the beginning and the ending.		
2 ELA 1.06	Acknowledge differences in points of view of characters: e.g., speaking in a different voice for each character when reading dialogue aloud.		
2 ELA 1.07	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
2 ELA 1.09	Compare and contrast two or more versions of the same story by different authors or from different cultures.		
2 ELA 1.10	Read and comprehend literature, including stories and poetry.		
<b>2 ELA 2</b>	<b>INFORMATIONAL TEXT</b>		
2 ELA 2.01	Ask and answer questions to demonstrate understanding of key details of a text.		
2 ELA 2.02	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		
2 ELA 2.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
2 ELA 2.04	Determine the meaning of words and phrases within a relevant text.		
2 ELA 2.05	Know and use various text features to locate key facts or information in a text efficiently.		
2 ELA 2.06	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
2 ELA 2.07	Explain how specific images contribute to and clarify a text.		
2 ELA 2.08	Describe how reasons support specific points the author makes in a text.		
2 ELA 2.09	Compare and contrast the most important points presented by two texts on the same topic.		
2 ELA 2.10	Read and comprehend informational texts, including history/ social studies, science, and technical texts.		
<b>2 ELA 3</b>	<b>READING STANDARDS: FOUNDATION SKILLS</b>		
2 ELA 3.03	Know and apply phonics and word analysis skills in decoding words.		
2 ELA 3.04	Read with sufficient accuracy and fluency to support comprehension.		
<b>2 ELA 4</b>	<b>WRITING</b>		
2 ELA 4.01	Write opinion pieces in which a topic or book is introduced, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.		
2 ELA 4.02	Write informative/ explanatory texts in which a topic is introduced, use facts and definitions to develop points, and provide a concluding statement or section.		
2 ELA 4.03	Write narratives in which a well elaborated event is recounted, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and provide a sense of closure.		
2 ELA 4.05	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
2 ELA 4.06	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.		
2 ELA 4.07	Participate in shared research and writing projects.		
2 ELA 4.08	Recall information from experiences or gather information from provided sources to answer a question.		
<b>2 ELA 5</b>	<b>SPEAKING AND LISTENING</b>		
2 ELA 5.01	Participate in collaborative conversations with diverse partners: peers and adults in small and larger groups.		
2 ELA 5.02	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
2 ELA 5.03	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
2 ELA 5.04	Tell as story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
2 ELA 5.05	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
2 ELA 5.06	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
<b>2 ELA 6</b>	<b>LANGUAGE</b>		
2 ELA 6.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
2 ELA 6.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
2 ELA 6.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		

Identifier	<b>Poplar - Grade 2 - Language Arts/Reading</b>	Introduced	Completed
2 ELA 6.04	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.		
2 ELA 6.05	Demonstrate understanding of word relationships and nuances in word meanings.		
2 ELA 6.06	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.		

Identifier	Poplar - Grade 2 - Mathematics	Introduced	Completed
2 M 1	<b>MATHEMATICAL PRACTICES</b>		
2 M 1.01	Makes sense of problems and persevere in solving them.		
2 M 1.02	Reason abstractly and quantitatively.		
2 M 1.03	Construct viable arguments and critique the reasoning of others.		
2 M 1.04	Model with mathematics.		
2 M 1.05	Use appropriate tools strategically.		
2 M 1.06	Attend to precision.		
2 M 1.07	Look for and make use of structure.		
2 M 1.08	Look for and express regularity in repeated reasoning.		
2 M 2	<b>COUNTING AND CARDINALITY</b>		
2 M 2.01	Know number names and the count sequence: count by 2's to 100.		
2 M 3	<b>OPERATIONS AND ALGEBRA</b>		
2 M 3.01	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (use cultural contexts) (see glossary, table 1)		
2 M 3.02	Fluently add and subtract within 20 using mental strategies.		
2 M 3.03	By the end of grade 2, know from memory all sums of two one-digit numbers.		
2 M 3.04	Determine whether a group of objects, up to 20, has an odd or even number of members, e.g., by pairing objects or counting them by twos. Write an equation to express an even number as a sum of two equal addends. (use cultural contexts)		
2 M 3.05	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.		
2 M 4	<b>MEASUREMENT AND DATA</b>		
2 M 4.01	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		
2 M 4.02	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		
2 M 4.03	Estimate lengths using units of inches, feet, centimeters, and meters.		
2 M 4.04	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
2 M 4.05	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (use cultural contexts)		
2 M 4.06	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line diagram.		
2 M 4.07	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		
2 M 4.08	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, and using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?		
2 M 4.09	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.		
2 M 4.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in the bar graph. (use cultural contexts) (see glossary, table 1)		
2 M 5	<b>NUMBER AND OPERATIONS IN BASE TEN</b>		
2 M 5.01	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.		
2 M 5.02	Understand that 100 can be thought of as a bundle of ten tens, called a 'hundred'.		
2 M 5.03	Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones.)		
2 M 5.04	Count within 1000; skip-count by fives, tens, and hundreds.		
2 M 5.05	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		
2 M 5.06	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons.		
2 M 5.07	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationships between addition and subtraction.		
2 M 5.08	Add up to four two-digit numbers using strategies based on place value and properties of operations.		

Identifier	<b>Poplar - Grade 2 - Mathematics</b>	Introduced	Completed
2 M 5.09	Add and subtract three-digit numbers using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts the hundreds and hundreds, tens and tens, ones and ones; sometimes it is necessary to compose or decompose tens or hundreds.		
2 M 5.10	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		
2 M 5.11	Explain why addition and subtraction strategies work, using place value and the properties of operations. Note: Explanations may be supported by drawings or objects.		
2 M 6	<b>GEOMETRY</b>		
2 M 6.01	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		
2 M 6.02	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		
2 M 6.03	Partition circles and rectangles into two, three, or four equal shares, describe the shares using appropriate terminology.		

Identifier	Poplar - Grade 2 - Social Studies		Introduced	Completed
<b>2 SS 1</b>	<b>CIVICS</b>			
2 SS 1.1.01	Rules and Law	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		
2 SS 1.1.02	Rules and Law	Participate in class decision making.		
2 SS 1.2.01	Citizenship	Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		
2 SS 1.3.01	International Relations	Name their school and community.		
<b>2 SS 2</b>	<b>ECONOMICS</b>			
2 SS 2.1.01	Economic Way of Thinking	Give examples of what is given up when choices are made.		
2 SS 2.1.02	Economic Way of Thinking	Give examples of all-or-nothing choices (e.g., choose music on or off).		
2 SS 2.2.01	Functioning of Markets	Demonstrate an understanding of trade.		
2 SS 2.2.02	Functioning of Markets	Give examples of prices people have paid when buying goods and services.		
2 SS 2.2.03	Functioning 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 2.3.01	Private US Economic Institutions	Identify reasons people use banks.		
2 SS 2.4.01	Money	Explain what money is and how it is used.		
2 SS 2.5.01	US Economy as a Whole	Explain what a consumer does.		
2 SS 2.5.02	US Economy as a Whole	Give examples of ways people earn money by working.		
2 SS 2.6.01	Evolving Economy	Explain how tools and machinery may help a person work faster or better, or make a person's work easier.		
2 SS 2.6.02	Evolving Economy	Give examples of inventions.		
<b>2 SS 3</b>	<b>GEOGRAPHY</b>			
2 SS 3.1.01	Geographic Skills	Ask questions about location.		
2 SS 3.1.02	Geographic Skills	Gather geographic information from books and pictures.		
2 SS 3.1.03	Geographic Skills	Make lists and graphs and arrange visual materials to display geographic information.		
2 SS 3.1.04	Geographic Skills	Identify and group information from several geographic sources.		
2 SS 3.1.05	Geographic Skills	Display the results of a geographic inquiry.		
2 SS 3.2.01	World in Spatial Terms	Identify the map title and map symbols on a variety of maps.		
2 SS 3.2.02	World in Spatial Terms	Describe what a map or globe represents.		
2 SS 3.2.03	World in Spatial Terms	Recognize geographic information from maps, globes, photographs, and graphs.		
2 SS 3.2.04	World in Spatial Terms	Choose a title and construct a key from given map symbols.		
2 SS 3.2.05	World in Spatial Terms	Identify the difference between a map and a globe.		
2 SS 3.2.06	World in Spatial Terms	Recognize spatial patterns on a map.		
2 SS 3.3.01	Places and Regions	Identify basic types of landforms and bodies of water.		
2 SS 3.3.02	Places and Regions	Identify traditions and customs that families practice.		
2 SS 3.3.03	Places and Regions	Give examples of how technology is used in the home and classroom.		
2 SS 3.3.04	Places and Regions	Identify changes that have occurred over time at home, at school, or in the neighborhood.		
2 SS 3.3.05	Places and Regions	Identify areas that have different purposes in the home or the classroom.		
2 SS 3.4.01	Physical Systems	Describe the weather conditions typical to each season in the community and in other places.		
2 SS 3.4.02	Physical Systems	Identify the basic elements of a simple ecosystem.		
2 SS 3.5.01	Human Systems	Use a school map to construct a visual model of population distribution.		
2 SS 3.5.02	Human Systems	Give oral directions from one location to another within your school or community.		
2 SS 3.5.03	Human Systems	List and classify different ways to move people, goods, and ideas.		
2 SS 3.5.04	Human Systems	Compare the differences between rural and urban communities.		
2 SS 3.5.05	Human Systems	Distinguish between goods and services.		
2 SS 3.5.06	Human Systems	Use a map or chart to display information about an economic product.		
2 SS 3.5.07	Human Systems	Distinguish between wants and needs and describe how people fulfill them.		
2 SS 3.5.08	Human Systems	List different organizations to which people belong.		
2 SS 3.5.09	Human Systems	Identify places where cooperation and conflict take place.		
2 SS 3.6.01	Environment and Society	Identify ways people depend on their local environments.		
2 SS 3.6.02	Environment and Society	List typical human activities that take place in different physical environments.		
2 SS 3.6.03	Environment and Society	Identify how people shape the physical environment at home and school.		
2 SS 3.7.01	Geographic Applications	Discuss the location of major current events.		
2 SS 3.7.02	Geographic Applications	Plan a geographic change for a classroom or school (e.g., changing the location of furniture or students).		
<b>2 SS 4</b>	<b>HISTORY</b>			
2 SS 4.1.01	Chronology	Identify past, present, and future events.		
2 SS 4.2.01	1200 to 1750	Tell why Columbus Day is celebrated.		
2 SS 4.2.02	1200 to 1750	Tell why Thanksgiving Day is celebrated.		
2 SS 4.3.01	1700 to 1865	Tell why the Fourth of July is celebrated.		

Identifier	Poplar - Grade 2 - Social Studies		Introduced	Completed
2 SS 4.3.02	1700 to 1865	Tell why Presidents' Day is celebrated.		
2 SS 4.4.01	1860 to 1920	Tell why Labor Day is celebrated.		
2 SS 4.4.02	1860 to 1920	Tell why Memorial Day and Veterans Day are celebrated.		
2 SS 4.5.01	1945 to 1990	Tell why Martin Luther King Jr. Day is celebrated.		

Identifier	Poplar - Grade 2 - Science		Introduced	Completed
2 S 1	<b>PHYSICAL SCIENCE</b>			
2 S 1.1.01	Forces and Motion	Observe and describe objects moving at different speeds.		
2 S 1.1.02	Forces and Motion	Assemble, take apart, and reassemble constructions using interlocking blocks, erector sets, and the like.		
2 S 1.2.01	Structure and Properties of Matter	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color, texture).		
2 S 1.2.02	Structure and Properties of Matter	Put small objects together to form bigger objects.		
2 S 1.3.01	Energy and Matter	Describe an object as hot or cold.		
2 S 1.3.02	Energy and Matter	Investigate and describe how objects can change state (e.g., melting ice cube).		
2 S 1.3.03	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 2	<b>LIFE SCIENCE</b>			
2 S 2.1.01	Structure and Function	Investigate and describe how living things grow and change.		
2 S 2.1.02	Structure and Function	Distinguish living from nonliving things using established criteria.		
2 S 2.2.01	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 2.3.01	Heredity and Diversity	Investigate and describe how particular animals have offspring that are the same kind of animal.		
2 S 2.3.02	Heredity and Diversity	Investigate and describe how some living things look alike and others do not.		
2 S 3	<b>EARTH AND SPACE SCIENCES</b>			
2 S 3.1.01	Earth Structures and Composition	Describe that rocks come in many sizes and shapes and have interesting textures, colors, and patterns.		
2 S 3.2.01	Earth History	Investigate and describe how changes happen to many things (e.g., weather).		
2 S 3.3.01	Cycles of Matter and Energy	Investigate and describe how the sun warms the land, air, and water.		
2 S 3.3.02	Cycles of Matter and Energy	Investigate and describe how weather changes from day to day and throughout the year.		
2 S 3.4.01	Solar System and Universe	Observe and describe the sun, moon, planets, and stars.		
2 S 3.4.02	Solar System and Universe	Describe the movement of some of the objects in the sky.		
2 S 4	<b>ENVIRONMENTAL SCIENCES</b>			
2 S 4.1.01	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 4.1.02	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 4.2.01	Natural Resources	Investigate and describe how some resources can be used and reused.		
2 S 4.2.02	Natural Resources	Describe the various resources that provide the necessary things that are used by people in their daily lives.		
2 S 4.3.01	Conservation	Describe how people live in different places in different ways.		
2 S 4.3.02	Conservation	Describe how some things in students' daily lives change and other things stay the same.		
2 S 5	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
2 S 5.1.01	Scientific, Historical, and Technological Perspectives	Explain that everybody can invent things and ideas.		
2 S 5.2.01	Systems, Models, Risk, and Predictions	Explain that something may not work if some of its parts are missing.		
2 S 6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
2 S 6.1.01	Scientific Values and Attitudes	Make observations and give descriptions using words, numbers, and drawings.		
2 S 6.1.02	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 6.2.01	Communication Skills	Follow verbal instructions accurately.		
2 S 6.2.02	Communication Skills	Produce simple pictographs to describe observations.		
2 S 6.2.03	Communication Skills	Cooperate and contribute ideas within a group.		
2 S 6.3.01	Scientific Applications of Mathematics	Give rough estimates of numerical answers to problems before calculating.		
2 S 6.3.02	Scientific Applications of Mathematics	Recognize unexpected or unusual results in activities.		
2 S 6.4.01	Laboratory Skills and Safety	Keep a record of observations and measurements taken over time.		