

# **CURRICULUM OBJECTIVES: GRADE TWO 2025-26**

# NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

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# LANGUAGE ARTS

## Informational Reading

- Readers use text features to help them learn information.
- Readers develop an understanding of an informational text's central idea or topic.
- Readers use letter-sound and word pattern knowledge to decode tricky words.
- Readers share what they are learning with others.

## Informational Writing

- Writers use a variety of sources to learn about a topic of interest.
- Writers generate questions about a topic and research to learn more about it.
- Writers give and ask for feedback.
- Writers edit their writing for accuracy.

## Narrative Reading

- Readers use the story elements to understand and retell the story.
- Readers compare the points of view of characters within and across texts.
- Readers use letter-sound and word pattern knowledge to decode tricky words.
- Readers talk with partners about their books.

## Narrative Writing

- Writers compose true or imaginary stories with story elements.
- Writers give and ask for feedback.
- Writers edit their writing for accuracy.

## Opinion Writing

- Writers present ideas supported by reasons or information to share opinions.
- Writers give and ask for feedback.
- Writers edit their writing for accuracy.

## Reading Foundations

- Readers understand and implement good reading habits.
- Readers build their reading stamina.
- Readers use their decoding strategies to figure out tricky words.
- Readers retell stories and talk about their reading with others.

## Writing Foundations

- Writers share stories and ideas.
- Writers organize their writing.
- Writers edit their writing for accuracy.
- Writers use conventions of writing to make it easy to read.



### Library Usage

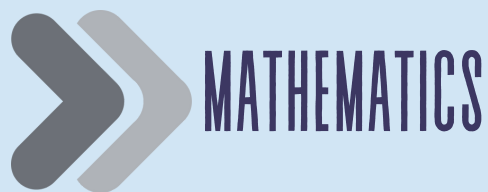
- Begin to recognize, decipher, and locate call numbers.
- Use strategies to pick “just right” books.
- Locate the title page and identify its parts.
- Identify Caldecott and other awards.

### Digital Citizenship

- Describe what a digital footprint is and we create one.
- Use strategies for communicating in respectful and responsible ways when using a digital platform.

### Research Skills

- Begin to use non-fiction sources to gather research information.



### Understanding Place Value up to 1,000

- Identify groups of tens as hundreds.
- Model and write numbers to 1,000.
- Understand the value of digits in numbers.
- Write numbers in standard form, expanded form, and word form.
- Represent numbers in different ways.
- Skip count within 1,000.
- Identify numbers that are 1, 10, or 100 more and less than a number.
- Compare two numbers up to 1,000 using symbols.

### Strategies for Addition and Subtraction

- Add in any order to find a sum.
- Find the sum using the doubles plus one and doubles minus one strategy.
- Add three numbers.
- Make a ten strategy to add two numbers.
- Count on and count back strategy to find the sum and difference.
- Write related addition and subtraction equations.
- Add and subtract using the make-a-ten strategy.
- Solve addition and subtraction problems using mental math strategies.

- Solve addition and subtraction problems using a number line.
- Add two numbers using place value.
- Add and subtract using the break-apart method.
- Add and subtract using models.

### **Addition and Subtraction up to 1,000**

- Add in any order to find the sum.
- Add three numbers.
- Solve two-step addition problems.
- Add using partial sums.
- Add and subtract using the break-apart method.
- Regroup to add and subtract.
- Add and subtract two and three-digit numbers.
- Add three one or two-digit numbers.
- Add up to four two-digit numbers.
- Solve one and two-step addition and subtraction problems.
- Subtract and add a one or two-digit number from a two-digit number.
- Subtract from three-digit numbers with zeros.

### **Addition and Subtraction in Word Problems**

- Solve addition and subtraction word problems.
- Choose any strategy to solve one and two-step word problems.
- Explain the strategy used to solve one and two-step word problems.
- Identify keywords.
- Separate sets when starting with no more than 10 objects.
- Collect and keep track of survey data.

### **Measure and Estimate Lengths**

- Measure the length of an object in centimeters, meters, and inches.
- Measure using an inch ruler, yardstick, or measuring tape and estimate an object in inches, feet, or yards.
- Measure the same object using two different measurement units.
- Compare the length of two objects.
- Solve length word problems.

### **Represent and Interpret Data**

- Organize and understand how to use a picture graph, line plot, bar graph, or tally chart.
- Measure objects to make a line plot.
- Survey peers to collect data.

## Money and Time

- Skip count within 1,000.
- Find the total value of a group of coins.
- Order a group of coins to find the total value.
- Show money amounts in different ways.
- Make one dollar using coins.
- Solve word problems involving money.
- Find the total value of a group of bills.
- Tell time to the nearest five minutes.
- Describe the time before or after the hour in different ways.
- Describe time using a.m. and p.m.

## Identify Shapes

- Recognize and describe two-dimensional shapes.
- Identify angles of a polygon.
- Draw shapes given a description.
- Identify, draw, and describe cubes.
- Show a rectangle as equal squares.
- Identify shapes that show halves, thirds, and fourths.
- Draw partitions to show halves, thirds, and fourths of a shape in different ways.



## **CREATING**

- Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.
- Generate musical patterns and ideas within the context of a given tonality and meter.
- Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
- Interpret and apply personal, peer, and teacher feedback to revise personal music.
- Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or an informal audience.

## PERFORMING

- Sing with good posture, breath control, from memory, and articulation.
- Demonstrate beat vs. rhythm while playing various classroom instruments.
- Demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.
- When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- Demonstrate understanding of expressive qualities and how creators use them to convey expressive intent.
- Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
- Perform appropriately for the audience and purpose.
- Perform music from other cultures and sing songs in other languages.

## RESPONDING

- Demonstrate musical perception by describing or answering questions about music heard while using appropriate arts-related vocabulary.
- Identify and describe simple musical forms.
- Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
- Describe how specific music concepts are used to support a specific purpose in music.
- Apply personal and expressive preferences in the evaluation of music for specific purposes
- Practice employing audience behavior.

## CONNECTING

- Use the expressive and rhythmic elements of music-making in interpretive readings.
- Explain how music reflects historical and social events and movements.
- Acknowledge the relationships between music and mixed media arts.
- Describe and compare characteristics of various genres of Western art and music.
- Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.
- Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.



## MOVEMENT CONCEPTS AND SKILLS

### Manipulative and Non-Manipulative Movements and Skills

- Demonstrate and follow the proper cues for manipulative movements and execute the skill (i.e., throw, catch, strike, collect, kick, dribble and volley).
- Explain the difference between offense and defense.
- Demonstrate appropriate behavior while participating in and viewing games, sports, and other movement activities.
- Demonstrate basic safety rules throughout activities and understand the importance of how they contribute to a safe environment.
- Adjust and correct movements and skills in response to feedback.
- Demonstrate non-manipulative skills (i.e., turn, twist, roll, balance, jump, land, stretch, curl, climb).
- Demonstrate all skills during individual play, team games, and leisure activities.

### Team-Building Activities

- Work together to accomplish a common goal.
- Brainstorm ideas and evaluate outcomes.
- Demonstrate appropriate behavior while participating in and viewing games, sports, and other movement activities.
- Explain characteristics of good sportsmanship.
- Differentiate when to use cooperative and competitive strategies during group activities.
- Demonstrate kindness towards self and others.

### Physical Fitness Activities

- Jump rope.
- Participate in physical fitness activities such as body weight exercises and running.
- Explain the importance of physical fitness.

### Pathways, Body Shapes, Personal and General Space

- Find own personal space and stay in it.
- Travel in and differentiate between different pathways (i.e., straight, zig-zag, curved).
- Identify different body shapes.
- Demonstrate basic safety rules throughout the class and understand the importance of rules for a safe environment.

### Rhythmic Activities and Locomotor and Non-Locomotor

- Perform and differentiate between all locomotor movements properly (i.e., walk, run, jump, hop, gallop, skip, slide, leap, chase, flee, dodge).
- Perform and differentiate between all non-locomotor movements properly (i.e., bending, stretching, twisting, curling).
- Participate in rhythmic activities and transfer body weight.
- Control bodies when stationary and non-stationary.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.

### Mindfulness

- Perform balance, deep breathing, stretching, flexibility, and mindfulness exercises.

### Goal Setting

- Develop and execute a fitness or personal goal.
- Develop and execute a team goal.
- Demonstrate strategies used in achieving goals.
- Brainstorm ideas and evaluate outcomes.

## **NUTRITION**

- Fruits and Vegetables/Food Groups
- Identify the five different food groups.
- Categorize foods according to their food group on MyPlate.

### Healthy vs. Unhealthy Habits

- Differentiate between healthy and unhealthy eating habits.
- Explain why eating healthy foods is good for bodies.
- Categorize foods as woaah, slow, or go foods.

## **PERSONAL WELLNESS**

### Creativity

- Create, tweak, and implement new games involving whole body locomotor activity.
- Devise plans and execute for success in a variety of activities.

### Decision-Making/Problem-Solving

- Work alone or in groups to solve movement puzzles within the rules of the activity.
- Modify with partners or in group activities for greater success/participation.

### Focus and Concentration

- Work out an order for dealing with information or tasks.
- Block out external distractions while focusing on important elements of activity or instructions.

### Cue Recognition

- Move fluidly between multiple external cues ( i.e., music, teacher, peer commands).
- Sustain effort for longer periods of time taking note of internal cues whilst demonstrating perseverance.



### Drugs and Diseases

- Name and demonstrate ways to prevent the spread of germs.
- Identify ways in which drugs can be harmful.
- Identify what medicines are, how they are used, and the importance of utilizing medications properly.
- Discuss the effects of tobacco, alcohol, and drugs on an individual's health.
- Explain the difference between prescription medicine and over-the-counter medicine.

### Healthy Relationships

- Explain what characteristics make a bully and identify how teasing and taunting are harmful to one's mental and physical health.
- Identify different kinds of relationships that people have.
- Differentiate types of friendship and identify that friends are important throughout life.
- Identify physical similarities and differences between genders.
- Recognize when and how to seek help when feeling ill, scared, sad, lonely, or bullied.
- Explain the steps to making effective health decisions, including thinking before acting, and how this affects one's health.
- Distinguish the roles and responsibilities of different family members.
- Compare and contrast how individuals and families attempt to address basic human needs.

### Safety

- Review simple first aid procedures, including getting help and calling 911, contacting poison control, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.
- Recommend safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.
- Discuss how parents, peers, and the media influence health decisions.
- Summarize the various forms of abuse and ways to get help.
- Examine safe unsafe behaviors and their impacts when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

### Social-Emotional Learning

- Explain how personal feelings can affect wellness.
- Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.
- Demonstrate respect for varying ideas and opinions.
- Determine ways to cope with rejection, loss, and separation.
- Summarize and explain healthy ways to manage challenging situations.

### **Unit 1: Relationships in Habitats**

In this unit of study, students develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students also compare the diversity of life in different habitats. The crosscutting concepts of cause and effect and structure and function are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and developing and using models. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### **Unit 2: Properties of Matter**

In this unit of study, students demonstrate an understanding of observable properties of materials through analysis and classification of different materials. The crosscutting concepts of patterns, cause and effect, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and analyzing and interpreting data. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### **Unit 3: Changes to Matter**

In this unit of study, students continue to develop an understanding of observable properties of materials through analysis and classification of different materials. The crosscutting concepts of cause and effect and energy and matter are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in constructing explanations, designing solutions, and engaging in argument from evidence. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### **Unit 4: The Earth's Land and Water**

In this unit of study, students use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The crosscutting concept of patterns is called out as an organizing concept for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### **Unit 5: Changes to Earth's Land**

In this unit of study, students apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change. The crosscutting concepts of stability and change; structure and function; and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in asking questions and defining problems, developing and using models, and constructing explanations and designing solutions. Students are also expected to use these practices to demonstrate an understanding of the core ideas.



# SOCIAL STUDIES

## Communities, Conflict, and Problem-Solving

- Identify how the government functions in multiple ways.
- Explain individual responsibilities in a democratic society.
- Utilize primary sources that show varying perspectives.
- Compare how communities change over time.
- Compare how past events, innovation, and individuals impact the present.
- Investigate problem-solving and collaboration techniques.
- Identify how stereotypes and prejudice cause conflict.
- Describe and explain the political, economic, and social contributions of LGBTQ+ individuals and persons with disabilities and the APPI community as relevant to instruction and grade level.

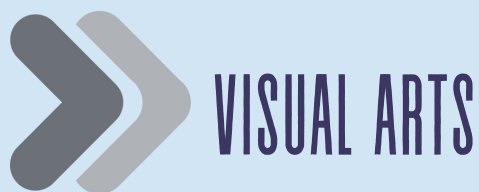
## Goods and Services

- Describe how goods and services move from place to place.
- Explain why supply and demand influence our economy.
- Identify reasons why people and countries trade around the world.
- Recognize how savings, debt, and investment impact individual lives.
- Discuss why a favorable economy utilizes human capital, physical capital, and natural resources.
- Identify goods produced domestically and abroad.
- Understand that some people have more than others.
- Compare and contrast the wants and needs of communities.
- Explain how scarcity and choice influence decisions made by individuals and communities.
- Understand that consumers are buyers, and producers are workers and sellers.
- Explain how incentives motivate producers and consumers.
- Explain how producers and consumers can exchange goods and services.
- Distinguish between goods and services.
- Identify the basic goods and services a family needs for everyday life.
- Identify uses of natural resources.
- Examine how access to natural resources affects people's daily life.
- Explain what it means to "earn" and "save" money.
- Compare and contrast transportation in the past and present.
- Identify the modes of communication used to transmit ideas.

## People and the Environment

- Describe how human activities affect the cultural and environmental characteristics of different regions.
- Illustrate the culture and environmental characteristics of different regions in New Jersey and the United States.
- Identify positive and negative attributes of living in different locations.

- Discuss how ideas, goods, and people are distributed in multiple ways.
- Understand cultural and physical characteristics of regions using google maps.
- Identify and locate the seven continents and four oceans.
- Compare and contrast information that can be found on different types of maps, and determine when the information is useful.
- Use physical and political maps to identify locations and spatial relationships of places in local and nearby communities.
- Identify and use the elements of a map including the map key, compass rose, and symbols.
- Plan a project to inform others about environmental issues.



## CREATING

### Color and Value

- Understand simple color theory.
- Identify and mix tertiary colors.
- Recognize the color wheel.

### Line and Texture

- Experiment with line composition.
- Use lines to create texture.
- Utilize texture in artwork.

### Shape, Form and Space

- Identify and explore organic shapes.
- Introduction to three-dimensional vocabulary and techniques.
- Identify foreground, middle ground, background.

### Generating and Conceptualizing Ideas

- Brainstorm collaboratively multiple approaches to an art or design problem.
- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

### Organizing and Developing Ideas

- Experiment with various materials and tools to explore personal interests in a work of art or design.
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- Repurpose objects to make something new.

## **Refining and Completing Projects**

- Discuss and reflect with peers about choices made in creating artwork.

## **PRESENTING**

- Categorize artwork based on a theme or concept for an exhibit.
- Distinguish between different materials or artistic techniques for preparing artwork for presentation.
- Analyze how art exhibited inside and outside of schools contributes to communities.

## **RESPONDING**

- Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- Categorize images based on expressive properties.
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
- Use learned art vocabulary to express preferences about artwork.

## **CONNECTING**

- Create works of art about events in home, school, or community life.
- Compare and contrast cultural uses of artwork from different times and places, including climate change.



## **Basic Greetings/Expression/Farewell**

- Articulate questions and answer to basic greetings.
- Use basic greetings, farewells, and expressions of courtesy in both oral and written forms.
- Articulate phrases to describe states of being/emotions.
- Conclude class with different ways of saying goodbye.
- Express greetings from different Hispanic cultures.

## **Colors/Shapes**

- Illustrate shapes upon recall of words.
- Write and name shapes, colors, and sizes.
- Ask what color an object is and tell what color it is in full phrase.
- Write about objects in simple sentences.

## Calendar/Weather

- Recognize and name the days of the week, months of the year, and numbers 0-39.
- Understand and recognize calendar vocabulary.
- Describe the weather for each month.
- Ask and tell birthdate.
- Recite birthday songs and traditions in the target language.
- Illustrate weather expressions using a variety of weather vocabulary.

## Foods

- Illustrate pictures for each written food.
- Write the names of fruits and vegetables.
- Describe and write sentences about fruits and vegetables in size and color.
- Describe foods as yummy, delicious, or bad.
- Respond to foods.

## Animals (Farm vs. Rainforest and Pets)

- Recognize and name animals previously learned.
- Describe animals with adjectives, with a focus on colors and size.

## Likes/Dislikes (Food, Activities, Animals)

- Articulate and write about fruits and vegetables, activities, and animals students may like.
- Illustrate a comic or storyboard with characters asking and answering.

## Family

- Recognize and/or name various family members by a picture in a story.
- Identify characters by their familial role.
- Describe family members with adjectives.
- Create a family tree.
- Understand common phrases used by people in the family.

## School Supplies

- Identify and read/write names of school materials.
- Construct sentences describing what is needed at school.
- Differentiate between American school practices versus target culture.
- Articulate personal needs for the school setting.