

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Language Arts Standards
Second Grade

Course Abilities [Apply the following to each content standard.]

1. Apply abilities to language arts.
 - A. Think clearly and solve problems about language (classify, decide, solve, compare).
 - B. Talk and write clearly about language (present, persuade, collaborate, explain, recommend).
 - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
 - D. Use the quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for many purposes.
 - A. Be able to read, comprehend, interpret, evaluate and enjoy literature (realistic fiction, fantasy, and nonfiction) and informational texts. State R1
 - B. Be able to use mass media (newspapers, radio, television, movies, Internet, CD-ROM).
 - C. Be able to conduct research (locate, observe and gather, analyze, conclude).
 - D. Possess technical skills:
 - listen, read, write and present: instructions, chart, thank you letter, letter of request, proposal, report, summary;
 - technology: be familiar with computer and uses.
 - E. Be able to use reading strategies and word analysis skills to comprehend texts for specific purposes. St R2

Course Content [Read, write, speak, and listen skillfully.]

3. Be able to read and understand the meaning of simple words.
 - A. Apply common non-exceptional phonetic analysis (blends, medial consonants, final digraphs, r-controlled vowels, silent e, and double vowels and diphthongs).
 - B. Identify and know meanings of compound words, contractions, prefixes, sufixes (-ly, 4u1) and word endings (-er, -est). R.2.2.3
 - C. Read and use sight words.
 - D. Use nouns, verbs, and descriptive words.
 - E. Identify and use opposites, rhyming words, and synonyms.
 - F. Alphabetize to the first letter.

4. Be able to read for meaning (main idea, sequences, and details) and be able to read aloud smoothly.
 - A. Choose books of personal interest and reading level.
 - B. Distinguish between and talk about realistic fiction, fantasy, and nonfiction.
 - C. Tell the main idea, sequence, and important details.
 - D. Predict outcomes and draw conclusions.
 - E. Tell about setting (in terms of time and place), plot (make logical predictions about what will happen next in a story), and characters (identify and describe). RI .1.5
 - F. Read age appropriate text aloud smoothly, clearly, and accurately (in the range of 85-100%) by reading with rhythm, flow, and expression, and demonstrating knowledge of punctuation and other conventions of print. R2.2.2
 - G. Monitor own reading and recognize when comprehension has broken down. RI .1 .9a
 - H. Use a variety of strategies to support comprehension, including reading, predicting, questioning, and context. R1.1.9b

Second Grade Language Arts (cont.)

5. Be able to communicate with a sequence of legible and complete sentences.
 - A. Print correctly and neatly so that others are able to read it.
 - B. Revise writing for proper spelling, capital letters at the beginning, and periods, question marks, and exclamation points at the end, for legibility, detail and clarity. WI .1 .3.b, W1 .1.5
 - C. Keep a journal using sequences of proper sentences, complete with subject and predicate. W1.1.1a
 - D. Write with imagination a sequence of proper sentences about what is read, imagined, and experienced.
 - E. Use sight words in sentences and to talk about the writing.
 - F. Write stories or descriptions of personal experiences with a beginning, middle, and an end. W.1.1.lb
 - G. Cite key information about sources such as title and author. W1 .1.4
 - H. Use a variety of simple and complex sentences in written work. W1 .1.3

6. Be able to discuss and give a brief speech using description and stating facts and opinions about one thing or idea.
 - A. Keep feet still, enunciate clearly, and speak with correct volume for both small and large groups.
 - B. Tell the main idea and show something to make the idea clearer.
 - C. Use a sequence when speaking.
 - D. Tell a personal experience and retell about something that was read, and know when the telling is complete.
 - E. Tell facts from opinions, tell them in a clear and logical order, and infer messages in texts. Ri .1.6
 - F. Use description when speaking.
 - G. Add good ideas in small and large group discussions in turn.
 - H. Answer questions briefly and clearly.
 - I. Make connections between fiction and nonfiction, personal experiences, others experiences, and other texts and locate details in text to illustrate those connections. R1 .1.7

7. Be able to listen to gain information and follow multi-step directions.
 - A. Sit quietly without distracting others and listen to show the speaker respect.
 - B. Listen to distinguish realistic fiction from fantasy and from nonfiction.
 - C. Listen for main ideas, to recall sequences and important details.
 - D. Ask appropriate questions.
 - E. Read and follow multi-step directions to perform procedures and complete tasks. RI .2.3

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Math Standards
Second Grade

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in math.
 - A. Think clearly and solve problems in math (classify, decide, estimate, solve, compare). DI .1.1 -DI.1.3
 - B. Talk and write clearly about math (present, persuade, collaborate, explain, recommend).
 - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
 - D. Use the quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply math knowledge and skills to a variety of purposes.
 - A. Be able to estimate and solve one-step daily life problems (estimate and explain estimation strategies, use cues to select operation, write problem sentence, solve and label solution).
 - B. Be able to conduct research (locate, observe and gather, present).
 - C. Be able to use manipulatives, graphs, charts, clocks (to the quarter-hour and in five-minute intervals), calendars (length of a day, week, month, year), and shapes (cubes, spheres, cylinders, cones, pyramids, rectangular prisms) to solve problems.
 - D. Possess technical skills:
 - listen/read/write/present: instructions, chart, letter of request, proposal, report, summary;
 - technology: word processing, Internet, AV production.
 - E. Apply mathematical concepts and processes to situations within and outside of school. EI .1.1 - 1.1.4

Course Content

3. Be able to read, write, and compare numbers 100 to 999 and understand hundreds place value.
 - A. Be able to read three-digit numbers and know that each place (hundreds, tens, and ones) can be any number (0 to 9). AI .1.2
 - B. Know that each hundreds number must have three digits and be able to make three-digit numbers.
 - C. Know the symbols: $<$, $>$, $=$, the appropriate vocabulary (greater than, less than, equal to), and be able to use them appropriately when comparing numbers up to 999. A4.1 .5
 - D. Know the sequence of numbers up to 999 and read, write, model, order, count, and demonstrate one-to-one correspondence with whole numbers beyond 100. AI .1.1

4. Be able to regroup to the tens place.
 - A. Know that a group of ten can be broken into ten ones and that ten ones equals a group of ten.
 - B. Regroup numbers to 99.

5. Be able to easily recall addition and subtraction facts and processes to 18 and know about multiplication.
 - A. Know fact families (5+3+8,3+5-8,8-5+3, 8-3-5) and "double" facts. A3.1.3, A4.I.2
 - B. Work number sentences vertically and horizontally.
 - C. Skip count starting at any point.
 - D. Compare addition to multiplication and choose between the two. A3.1.4, AI .2.3

(cont.)

Second Grade Math (cont.)

6. Be able to use standard linear (inch, foot, yard, centimeter, meter) and liquid (cup, pint, quart, gallon, liter) measures, and be able to measure time and temperature.
 - A. Properly place a ruler when measuring.
 - B. Compare and recognize an inch and centimeter and use rulers to measure up to 12 inches and 25 centimeters correctly. A2.I .1
 - C. Compare, estimate and measure down to one-half inch and one centimeter. A2.I .2, A2.I .4
 - D. Estimate and accurately measure out a given amount of liquid using cup, pint, quart, gallon, and liter.
 - E. Determine an amount of liquid to the cup.
 - F. Name and order the days of the week and months of the year. A2. 1.5
 - G. Tell time to the nearest half-hour, distinguishing between morning, afternoon, and evening. El .2.3, A2.I.6
 - H. Identify coins, their value, and the value of given sets of coins. A2.I .7

7. Be able to recognize and label fractions in halves, thirds, and fourths.
 - A. Know that a fraction is part of a whole and be able to identify a fractional part. A1 .1.5
 - B. Divide a circle, square, and rectangle into 1/2, 1/3, 2/3, 1/4, and 3/4. A3.I .6

8. Be able to collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions about the certainty, uncertainty, or impossibility of an event.
 - A. Collect, record, organize, and explain the classification of data. A6.I.I, A6.I.6
 - B. Describe and interpret data from a variety of visual displays (e.g., tallies, tables, pictographs, and bar graphs). A6.I .2
 - C. Use the terms maximum and minimum when working with a data set. A6.I .3
 - D. Find and record the possibilities of simple probability experiments; explain differences between chance and certainty, giving examples. A6.I .5

9. Know relationships among geometric figures.
 - A. Identify, sort, describe, model and compare plane and solid figures (e.g., cubes, cylinders, and spheres). A5.I.2, A5.I.3
 - B. Estimate and determine the perimeter and area of rectangles using manipulatives; demonstrate conservation of area. A5.I .4
 - C. Describe and identify geometric transformations as slides, flips, and turns. A5.I .5, A5.2.5

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Social Studies Standards
Second Grade (Understand the Neighborhood)

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in social studies.
 - A. Think clearly and solve problems about social studies (classify, decide, estimate, solve, compare).
 - B. Talk and write clearly about social studies (present, persuade, collaborate, explain, recommend).
 - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
 - D. Use the quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply social studies knowledge and skills to a variety of purposes.
 - A. Be able to conduct and present research (locate and organize information, write, and present).
 - B. Be able to relate social studies to self.
 - view life from other perspectives and others' point of view;
 - explain the effects important inventions, events, people, and moments have on self;
 - think about other people and other places to solve problems and make decisions;
 - relate current events to one's life (be able to talk about current events).
 - C. Possess technical skills:
 - listen/read/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary;
 - technology: word processing, Internet, AV production.

Course Content

3. Understand what makes up a neighborhood.
 - A. Know what a neighborhood is.
 - B. Be able to read maps of a neighborhood.
 - C. Know what things are in a neighborhood.
 - D. Know the geography of a neighborhood (school, businesses, parks, streets, other places).
 - E. Know how a neighborhood is part of a community, state, and country.
 - F. Know about the history of the neighborhood.

4. Understand how to work, play, and travel in a neighborhood.
 - A. Know how to get to and from school and other places.
 - B. Know who to go to for help.
 - C. Know about the groups and organizations in the neighborhood.
 - D. Know how the neighborhood is constantly changing.
 - E. Know the ways people earn a living in the neighborhood.
 - F. Know recreation in the neighborhood.

5. Understand neighborhoods throughout the world.
 - A. Know about neighborhoods throughout the state.
 - B. Know about neighborhoods throughout the country.
 - C. Know about neighborhoods in other countries.
 - D. Know about neighborhoods in history.
 - E. Be able to compare the neighborhoods of others to one's own.

Second Grade (cont.)

6. Understand the responsibilities of living in a neighborhood.
 - A. Be able to cooperate for the good of all.
 - B. Be able to help to make things happen.
 - C. Be able to respect the rights and property of others.
 - D. Be able to help the neighborhood succeed.
 - E. Be able to care for the neighborhood (environmentally and ecologically).

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Science Standards
Second Grade

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in science.
 - A. Think clearly and solve problems about science (classify, decide, estimate, solve, compare).
 - B. Talk and write clearly about science (present, persuade, collaborate, explain, recommend).
 - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
 - D. Use the quality process (plan, draft, analyze, and revise when producing products).
 - E. Explore related careers.

2. Be able to apply science knowledge and skills to a variety of purposes.
 - A. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusion).
 - B. Be able to conduct research (field research, library research, experimentation).
 - C. Be able to use scientific equipment appropriately (safely, effectively, efficiently, accurately).
 - D. Know how to preserve the earth (reuse, reduce, recycle, refuse).
 - E. Possess technical skills:
 - listen/read/write/present: instructions, chart, report, proposal, letter of request, summary;
 - technology: word processing, Internet, AV production.

Course Content

3. Understand how plants grow.
 - A. Know the changes in a plant as it grows.
 - B. Know the foods that are obtained from the parts of plants.
 - C. Know ways to grow a new plant (bulb, seed, cutting).
 - D. Know requirements for plant growth (light and water nutrients).

4. Be able to identify and classify the animals and animal groups.
 - A. Know animals that are mammals, birds, fish, reptiles, amphibians, and insects.
 - B. Be able to classify animals that are mammals, birds, fish, reptiles, amphibians, and insects.
 - C. Be able to compare conditions when dinosaurs lived with the conditions in which animals of today live.
 - D. Know about dinosaurs.
 - E. Know theories about why dinosaurs became extinct.

5. Understand how sound, light, and force work.
 - A. Be able to classify sounds by loud or soft and pleasant or unpleasant.
 - B. Know that sound is caused by objects that vibrate.
 - C. Know that sound travels through our ears.
 - D. Know sources of light.
 - E. Know that light helps us see.
 - F. Know what force is (push and pull).
 - G. Know about friction (rough, smooth, ease of movement over varied surfaces).

(cont.)

Second Grade (cont.)

6. Understand the components and characteristics of various plant and animal habitats.
 - A. Know the components of habitats (food, water, space, shelter).
 - B. Know about desert environment.
 - C. Know about woods environment.
 - D. Know about pond environment.
 - E. Know about ocean environment.
 - F. Know how we can help our environment.
 - G. Know about local environment.

7. Understand how weather affects our lives.
 - A. Be able to use a thermometer to tell temperature.
 - B. Know ways that weather can be harmful.
 - C. Know how weather affects plants, animals, and people.
 - D. Know the things that make up the weather.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Art Standards
Second Grade

1. Be able to use the elements of art, especially shape and line, to make creative things.
 - A. Know the elements of art and be able to find them in many things (intentional art, everyday objects, and nature).
 - B. Be able to find circles, squares, triangles, rectangles, and irregular shapes in many things (in isolation, intentional art, everyday objects, and nature).
 - C. Be able to make shapes in the same size and smaller or larger.
 - D. Be able to find lines in many things (intentional art, everyday objects, and nature).
 - E. Be able to make lines with fingers, pencils, crayons, brushes, markers, and found objects and use these lines to make shapes and drawings.
 - F. Be able to say why you used shapes and lines in your art.

2. Be able to use the principles of art, especially pattern and movement, to make creative things.
 - A. Be able to distinguish between the principles of art and identify principles in art, everyday objects, and nature.
 - B. Be able to identify patterns in art, everyday objects, and nature.
 - C. Be able to identify movement in art, everyday objects, and nature.
 - D. Be able to create examples of both pattern and movement in your art and in designing objects and decorating.
 - E. Be able to explain the purpose of pattern and movement in your art.

3. Be able to make many kinds of art and useful things and be able to decorate things. [Be able to use a wide variety of art materials/media especially drawing/coloring and mixed media to create own original art, functional objects, and/or decorative elements.]
 - A. Be able to complete many kinds of art by yourself and with others.
 - B. Be able to plan the art before you do it.
 - C. Be able to say why you made the art. [Be able to identify the ideal motivation behind the work.]
 - D. Be able to say what it is like to make art. [Be able to express feelings associated with creating art.]
 - E. Be able to show shape, line, pattern, and movement in your art.

4. Enjoy and know about art made by other cultures [cultures being studied in other subject areas such as music, social studies, or language arts or one or two major cultures] and by [two or three major artists chosen for status and to be multi-culture/gender fair].
 - A. Know how the art made in these cultures is different (styles, subject matter, media, history).
 - B. Know how artists get ideas in these cultures.
 - C. Know about the artists (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
 - D. Know some famous art made by these cultures and artists.
 - E. Be able to make art like the art of these cultures and these artists.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Physical Education Standards - Second Grade

Course Abilities (Should be achieved throughout year.)

1. Be able to apply physical education to life.
 - A. Be able to work to have better coordination, endurance, and a good attitude.
 - B. Know your heart rate is faster when you are active.
 - C. Know why you want to be active and be able to follow important safety rules when you are active.
 - D. Be able to be a good winner and loser, encourage others, and show social skills.
 - E. Know why you should practice skills many times.
 - F. Be able to take care of sports equipment.

Course Content

2. Be able to move in many ways alone, with a partner, or in a group [locomotor and nonlocomotor skills].
 - A. Be able to walk, slide, hop, gallop, run, leap, jump, carioca, and skip when told to.
 - B. Be able to do many stretching exercises when told to.
 - C. Be able to twist and swing in many ways with a partner.
 - D. Be able to rock in many ways.
3. Be able to control your body and parts of your body [perceptual motor proficiency].
 - A. Be able to control several body parts at once.
 - B. Be able to stay balanced in many positions on the floor.
 - C. Be able to stay balanced while doing many movements on the floor.
4. Be able to show eye-hand and eye-foot coordination.
 - A. Be able to throw different-sized balls at a target both overhand and underhand.
 - B. Be able to catch different-sized balls both overhand and underhand.
 - C. Be able to bounce a ball with either hand.
 - D. Be able to deflect a thrown or kicked ball.
 - E. Be able to kick a slowly rolling ball.
 - F. Be able to trap a slowly rolling ball.
 - G. Be able to bat a thrown ball with your fist, your hand, and a bat.
5. Be able to get stronger and better at moving. [Increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities.]
 - A. Be able to do individual jump rope skills with a short jump rope (two foot rebound forward and backward, two foot single rebound forward and backward, and alternate feet forward and backward).
 - B. Be able to do warm-up exercises, jumping jacks, pushups, and sit-ups.
 - C. Be able to move a parachute in many ways as a part of a group.
 - D. Be able to run for fun.
 - E. Be able to play many group games.
 - F. Be able to show you are in good shape. [Achieve age-appropriate norms on a standardized fitness test.]
6. Be able to move to different rhythms and experiment with dance movements.
 - A. Be able to experiment with the elements of dance (body, time, space, force).
 - B. Be able to stamp feet, do-si-do, step hop, elbow swing, and promenade.
 - C. Be able to move lummi sticks, ribbons, feathers, and scarves to different rhythms.
 - D. Be able to form single circles, double circles, lines, and partners.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Music Standards
Second Grade

1. Be able to hear crescendo and decrescendo, accents, and changes in dynamics. [Expression]
 - A. Be able to hear crescendo and decrescendo in music.
 - B. Be able to say how you react to crescendo and decrescendo in music.
 - C. Be able to use body movement to show your reaction to crescendo and decrescendo.
 - D. Be able to hear accents.
 - E. Be able to hear changes in dynamics and react with movement.

2. Know families of instruments and the four different voices. ~one color]
 - A. Know the many ways musical sounds are made.
 - B. Know by sight and sound wind, string, and percussion instruments.
 - C. Know if class instruments are wind, string, or percussion instruments.
 - D. Be able to create your own wind, string, and percussion instruments.
 - E. Be able to hear the difference between bass, tenor, alto, and soprano voices.

3. Know the intervals of the treble clef. [Melody]
 - A. Know the names of the intervals.
 - B. Know and be able to draw the treble clef and a staff.
 - C. Be able to try to sing the basic intervals.
 - D. Be able to sing with enthusiasm simple patterns and songs.

4. Be able to hear and make patterns of sounds. [Rhythm]
 - A. Be able to tell a repeated pattern in music, pictures, dance, and other places.
 - B. Be able to sing ostinato patterns.
 - C. Know easy meters, notes, and rests.
 - D. Be able to hear and react to tempos.
 - E. Be able to make your own sound patterns with your voice and on instruments.

5. Know that music has form. [Form]
 - A. Be able to hear the difference between AB and ABA forms.
 - B. Be able to hear the separate sections of AB and ABA forms.

6. Be able to hear and make easy kinds of harmony. [Harmony]
 - A. Be able to hear and sing rounds.
 - B. Be able to hear the difference between songs with and without accompaniment.
 - C. Be able to play harmonics on Orff instruments.

7. Be able to participate in patriotic, folk, and ethnic music. [History/style]
 - A. Be able to hear, sing, and dance to [kinds of folk and ethnic music related to other subjects].
 - B. Know about and be able to sing national songs, such as "Star-Spangled Banner" and "America the Beautiful".
 - C. Know about [1-3 major composers chosen to be multi-cultural and gender fair] and some of their famous music.

8. Be able to take care of equipment and be a good audience. [Audience/performance Skills]
 - A. Be able to take care of class equipment and use them only as they are supposed to be used.
 - B. Be able to put class equipment away correctly.
 - C. Be able to pay attention quietly when others perform.
 - D. Be able to clap at the right time and in the right way when others perform.
 - E. Be able to sing and play instruments with others.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Health Standards
Second Grade

- R 1. Understand how one's behavior affects others.
- A. Be able to make, keep, and end friendships.
 - B. Know why people should appreciate differences in others (age, race, gender, culture).
 - C. Know how others see one's behavior.
 - D. Be able to make plans for changing one's behavior.
- W 2. Understand one must take care of one's own health.
- A. Know symptoms which should be told to parents and teachers.
 - B. Be able to take care of one's teeth.
 - C. Know how good health, fitness, and nutrition are personally helpful.
 - D. Be able to make a plan for good health, fitness, and nutrition.
- S 3. Be able to keep oneself safe in many places.
- A. Know safety rules for school, play, in the car, on a bike, in the home, and when home alone.
 - B. Know why safety rules are important in each place or situation.
 - C. Be able to follow safety rules and help others follow safety rules.
- W4. Understand that good habits help prevent health problems.
- S
- A. Know about addiction to drugs, alcohol, and tobacco.
 - B. Be able to avoid using tobacco, alcohol, and drugs.
 - C. Be able to take medicines safely (dose, time, person giving).
 - D. Know who to go to with personal or family problems in school and elsewhere.
 - E. Know habits which help keep one healthy.
 - F. Know how diet, rest, exercise, and immunizations help prevent diseases.
 - G. Know ways of showing care and concern for sick people.
- W 5. Understand different kinds and causes of environmental pollution.
- S
- A. Know how people pollute the environment (food, water, land, air).
 - B. Know different ways in which pollution threatens the environment.
 - C. Be able to tell when food, water, and air have been polluted.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
World Language Standards
Elementary/Junior High (Introductory Course)

Focus of the year/program: sense the differences and become interested

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in world language.
 - A. Think clearly and solve problems about language (classify, decide, solve, compare).
 - B. Talk and write clearly about language (present, persuade, collaborate, explain, defend, recommend).
 - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
 - D. Use the quality process (plan, draft, analyze, and revise when producing products).
2. Be able to read, write, speak, and listen for many purposes.
 - A. Be able to read and enjoy literature.
 - B. Be able to use mass media (newspapers, radio, television, movies, Internet, CD-ROM).
 - C. Be able to conduct research (locate, observe/gather, analyze, conclude).
 - D. Possess technical skills:
 - read/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
 - technology: word processing, Internet, AV production

Course Content (Read, write, speak, and listen skillfully)

3. Be able to use different ways of greeting people in different situations in the target language.
 - A. Know and apply gestures and words for conventional greetings.
 - B. Know and apply terms of address in both formal and informal situations.
4. Be able to imitate language sounds in the target language.
 - A. Be able to recognize and say the alphabet.
 - B. Be able to recognize and say sound combinations.
 - C. Be able to recognize silent letters.
 - D. Be able to pronounce vocabulary words with reasonable accuracy.
5. Be able to respond to basic questions and classroom directions in the target language.
 - A. Be able to answer personal questions (age, likes and dislikes, names, where live, time, dates).
 - B. Be able to use vocabulary words, pronouns, and a few basic verbs.
 - C. Be able to ask simple questions.
 - D. Be able to react properly to simple classroom commands and directions.
 - E. Be able to identify and apply the vocabulary for classroom objects and activities.
6. Be able to use simple sentences.
 - A. Be able to use pronouns and a few basic verbs.
 - B. Be able to describe classmates, family, and self.
 - C. Be able to give and respond to simple commands.
 - D. Be able to identify cognates.
 - E. Be able to recognize the vocabulary words for each unit.

World Languages - Elementary I Junior High (cont.)

7. Be able to watch and listen for main ideas and details.
 - A. Be able to identify cognates.
 - B. Be able to watch others' actions and reactions to discover meaning.
 - C. Be able to restate in English a simple passage in the target language.
 - D. Be able to find specific details in simple passages in the target language.

8. Possess basic knowledge of the geography and culture of countries of the target language.
 - A. Be able to identify countries of the target language on the globe.
 - B. Be able to identify the capitals and a few key features on a map of the countries.
 - C. Be able to explore the countries' traditions, stories, arts, etc.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Computer Standards
Kindergarten to Sixth Grade

1. Understand and be able to properly use the keyboard. [K-Sixth Grade]
 - A. Know and be able to use a basic keyboard. [Primary]
 - B. Know and be able to use a computer keyboard (enter, esc, alt). [Primary]
 - C. Know and be able to use proper posture and placement of hands on keyboard. [Intermediate]
 - D. Be able to keyboard using the touch system. [Intermediate]

2. Understand basic computer operations. [K-Sixth Grade]
 - A. Know basic computer terminology. [Primary]
 - B. Be able to use a checklist to determine why a computer is not functioning properly. [Intermediate]
 - C. Be able to use menu-driven software. [Intermediate]

3. Be able to use a word processing program. [Fourth-Sixth Grade]
 - A. Be able to write and edit documents.
 - B. Be able to load and save documents.
 - C. Be able to print.
 - D. Be able to use graphics and fonts (print shops, logowriter, writing center).

4. Be able to use hardware and software safely and properly. [K-Second Grade]
 - A. Be able to use input devices (mouse, keyboard).
 - B. Be able to turn on/off and adjust monitor.
 - C. Be able to turn on/off CPU.
 - D. Be able to insert diskettes and access disk drives.
 - E. Be able to log on and off network.

5. Be able to use a computer as an educational tool. [K-Sixth Grade]
 - A. Be able to use remote databases to access and retrieve information (Internet, Weekly Reader, Prodigy, Nova, Space Shuttle). [Intermediate]
 - B. Be able to use database and spreadsheets to manipulate data. [Intermediate]
 - C. Be able to use technology to solve problems. [Intermediate]

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Media Standards
Second Grade

Course Abilities [Apply the following to each content standard.]

1. Apply abilities to media.
 - A. Think clearly and solve problems about and with media (classify, decide, estimate, solve, compare).
 - B. Talk and write clearly (present, persuade, collaborate, explain, recommend).
 - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
 - D. Use the quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for many purposes.
 - A. Be able to watch, read, listen to, and enjoy media.
 - B. Be able to use mass media (magazines, newspapers, radio, television, Internet, CD-ROM).
 - C. Be able to conduct research (locate, observe/gather, analyze, conclude).
 - D. Possess technical skills:
 - listen/read/dictate/write/present: instructions, chart, thank you letter, request, proposal, report, summary;
 - technology: word processing, Internet, AV production.

Find

3. Know about the card catalog.
 - A. Know that the card catalog can help to find materials in the library.
 - B. Know that the card catalog organizes materials by subject, author, and title.
 - C. Know that the on-line card catalog does the same thing more easily.
 - D. Be able to find the card catalog in the media center.

4. Be able to find a specific book in the library.
 - A. Know what a fiction call number means.
 - B. Know what a nonfiction call number means.
 - C. Be able to locate a book by the call number (alphabetical and numerical).

5. Know about the reference section in the media center.
 - A. Know the purpose of the reference section and where it is in the media center.
 - B. Know about certain books in a reference section (encyclopedias and dictionaries).
 - C. Be able to find certain reference books in the media center (encyclopedias and dictionaries).

Other

6. Be able to show respect for people and materials in the media center.
 - A. Be able to respect the quiet of a media center.
 - B. Be able to treat the materials in the media center with care.
 - C. Be able to show respect for the people who work in the media center.
 - D. Be able to behave correctly for different activities in the media center.
 - E. Be able to return materials appropriately on time and in the right place.
 - F. Be able to show appreciation for the work of authors.

(cont.)

Second Grade (cont.)

7. Be able to use different parts of a book.
 - A. Know about the spine of a book (title, call information).
 - B. Be able to identify information on the title page.
 - C. Be able to locate information in books (title, author, illustrator, table of contents, copyright date, index, glossary).

8. Be able to use some technology (computers and VCR/TV).
 - A. Be able to use a computer software program, including turning the computer on and off.
 - B. Know about the various software programs available in the media center.
 - C. Be able to run a videocassette player.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
K-12 Counseling Standards
Second Grade

Acquire and apply knowledge of self and others.

1. Understand, accept and respect self.
 - A. Be able to describe ways that second graders can develop themselves physically, intellectually and emotionally.
 - B. Know who to go to with personal or family problems in school and elsewhere.
2. Understand, respect and get along with others.
 - A. Know how to cooperate in work and play relationships.
 - B. Know why people should appreciate differences in others (age, race, gender and culture).
3. Be able to communicate effectively.
 - A. Be able to describe communication skills that allow second graders to understand and be understood by others.
 - B. Be able to show what it means to be a good listener.
4. Know how to behave responsibly in the family.
 - A. Be able to recognize family rules that are similar to school rules.
 - B. Be able to recognize how family rules and procedures contribute to the family system.
5. Develop group and leadership skills.
 - A. Be able to describe the responsibilities of leaders within the school.
 - B. Know how to show respect towards others.
6. Make appropriate decisions about drugs and alcohol.
 - A. Be able to describe effects related to drug and alcohol use.
 - B. Be able to identify ways that the abuse of drugs and alcohol can affect the family.
7. Make appropriate decisions about personal safety.
 - A. Know how to get safely to and from school.
 - B. Know how to be safe when home alone.

Second Grade (cont.)

Develop competencies in career and life planning.

1. Use appropriate decision-making skills.
 - A. Be able to describe decisions that second graders make for themselves.
 - B. Be able to describe decisions that others make for second graders and how they feel about those decisions.
2. Be able to solve problems.
 - A. Be able to generate alternative solutions to a problem.
 - B. Be able to evaluate solutions and their potential outcomes.
3. Explore, plan and prepare for the future.
 - A. Be able to recognize and identify activities of personal interest.
 - B. Be able to recognize capabilities and accomplishments.
4. Explore, plan and prepare for a career.
 - A. Be able to recognize different work activities within the community.
 - B. Be able to describe different work activities and their importance to society.

Achieve Educational Success

1. Develop positive attitudes toward school and learning.
 - A. Be able to demonstrate on-task behaviors during study time.
 - B. Be able to be a good listener during instructional time.
2. Make decisions about educational opportunities.
 - A. Be able to describe how second grade is similar to and different from first grade.
 - B. Be able to describe what third grade might be like.
3. Behave responsibly in school.
 - A. Know that rules and procedures in school provide order to enhance the learning environment.
 - B. Be able to show responsibility and respect for self and others.