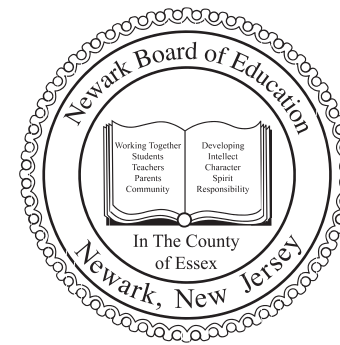


## Health & Physical Education

- Identify how health choices and relationships impact wellness.
- Demonstrate self-care and personal hygiene practices.
- Identify and locate body organs and parts.
- Identify food groups and sources.
- Identify information found on food and product labels.
- Understand differences between communicable and non-communicable diseases.
- Identify the basic needs of all human beings.
- Express wants, needs, and emotions appropriately.
- Demonstrate injury prevention and personal safety.
- Understand disease prevention and abstinence.
- Demonstrate effective communication/listening skills.
- Discuss impact of peer, parent, and media influences on wellness.
- Identify factors related to group success and problem solving.
- Discuss impact of community and healthcare workers on wellness.
- Explain different types of medications and their effects on health.
- Identify harmful and/or illegal drugs.
- Identify common substances that should not be consumed or inhaled.
- Identify ways that drugs can be abused.
- Explain the physical differences and similarities of genders.
- Explain and demonstrate good sportsmanship.
- Identify how one's body responds to moderate and vigorous exercises or activities.
- Demonstrate balancing skills.
- Perform modified push-ups or curl-ups for muscle endurance and strength.
- Participate in modified lead up games and activities.
- Demonstrate age-developmental control and skill during movement activities.
- Throw a ball underhand and overhand for accuracy and distance.
- Bounce a ball alternating hands.
- Dribble using the dominant hand while walking in general space.
- Perform and demonstrate proper body position during basic stunts and tumbling movements.
- Perform and demonstrate fundamental rhythm/dance patterns.
- Travel showing differentiation between jogging and sprinting.
- Kick a moving ball.
- Volley an object upward with consecutive hits.
- Strike an object upward with a short-handled implement using consecutive hits.

## Visual & Performing Arts

- Make relationships between the arts (visual art, music, dance, theatre) and other disciplines, varied contexts, and daily life.
- Experiment with various materials and tools to explore personal interests, questions, and curiosity in a work of art or design.
- Repurpose objects to make something new.
- Categorize artwork based on a theme or concept for an exhibit.
- Create works of art about events in home, school, or community life.
- Generate musical patterns and ideas within the context of a given tonality e.g., major and minor; and meter e.g., such as duple and triple.
- Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
- Analyze selected music by reading and performing rhythmic and melodic patterns using iconic or standard notation.
- Choose and explain choices for movements that express a main idea or emotion, or follow a musical phrase.
- Select and apply appropriate characteristics to movements e.g., specific adverbs and adjectives; demonstrate kinesthetic awareness while dancing the movement characteristics.
- Observe or demonstrate dances from a genre or culture and discuss movements and other aspects of the dances that make the dances work well, and explain why they work using simple dance terminology.
- Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).
- Describe how characters respond to challenges in a guided drama experience.
- Identify similarities and differences in stories from multiple cultures in a guided drama experience.



**Roger León**  
Superintendent

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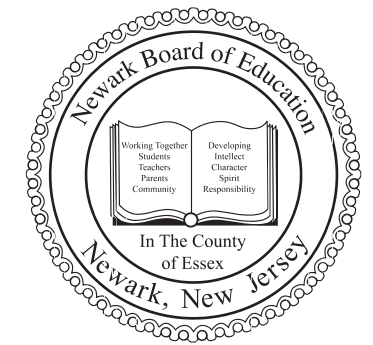
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## Through the Lens of Teaching and Learning

**Snapshot  
of  
Second  
Grade**

**Where Passion Meets Progress**  
[www.nps.k12.nj.us](http://www.nps.k12.nj.us)

Newark Board of Education  
765 Broad Street  
Newark, NJ 07102

Dear Parents,

Today is a very exciting time to be in school. Your child will learn new and exciting things by asking questions, exploring, and learning by doing. We want all children to meet with success and develop their highest potential. Listed below are some easy ways you can support your child's success in school.

**Make sure your child has**

- A quiet place to work with good light.
- A regular time each day for doing homework.
- Basic supplies, such as paper, pencils, pens and markers.
- Aids to good organization, such as an assignment calendar, book bag and folders.

**Questions to ask your child**

- What did you do in school today?
- What is your assignment today?
- Is the assignment clear? (If not, suggest calling a classmate for assistance.)
- When is it due?
- Do you need special resources to complete your assignment (e.g., dictionary, glue, paint)?
- For a major project, would it help to write out the steps or make a schedule?
- Would a practice test be helpful?

**Other ways to help**

- Look over your child's homework, but don't do the homework.
- Meet with teachers early in the year and find out about homework policies.
- Review teacher comments on homework that have been returned and discuss them with your child.
- Contact the teacher if there is a homework problem or need you cannot resolve.
- Congratulate your child on a job well done!

**Talk** - Every conversation you have with your child stimulates the mind and helps to develop vocabulary.

**Read** - Reading develops imagination and a love for books. It also develops vocabulary and helps to build knowledge.

**Write** - Encourage your child to try out different types of writing, such as poetry, stories, lists and notes. Writing helps learners generate ideas.

Thank you,

Mr. León  
Superintendent

- Listen and contribute to class discussion.
- Pose and answer questions.
- Tell stories.
- Retell stories focusing on how earlier events influence later events.
- Read grade level text accurately, quickly and with expression.
- Read every day for at least 20 minutes.
- Appreciate literature by reading, listening to, viewing and responding to fiction and non-fiction.
- Learn how words work by studying the relationship between sounds and symbols and the construction of words.
- Use knowledge of letter-sound correspondences to sound out unknown words and to write.
- Understand the meaning of key vocabulary in literature and informational text.
- Increase listening, speaking, reading, and writing vocabulary by reading, talking, using context clues, understanding words with more than one meaning, and identifying synonyms, antonyms and homophones.
- Develop comprehension skills by recalling facts and details, recognizing text structures, making inferences, and identifying story elements.
- Develop age-appropriate writing skills.
- Develop an awareness of a story structure and author's voice.
- Use graphic organizers to assist with planning and elaborating writing.
- Write in a variety of forms for many purposes.
- Incorporate the traits of good writing.

- Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols within 100.
- Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.
- Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction.
- Fluently add and subtract within 20 using mental strategies.
- Understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally.
- Use multiple models to deepen understandings of place

value and the base-ten number system with up to three-digit numbers.

- Illustrate general principles and properties of operations, such as commutativity, using specific numbers.
- Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.
- Use a variety of methods and tools to compute, including objects and mental strategies.
- Select an appropriate unit and tool for the attribute being measured.
- Develop common referents for measures to make comparisons and estimates.
- Relate ideas in geometry to ideas in number and measurement.
- Work with time to the nearest 5 minutes.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.
- Represent data using concrete objects, pictures and graphs.
- Reason with shapes and their attributes and identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Understand and represent commonly used fractions, such as 1/4, 1/3, and 1/2.

- Describe and classify different kinds of materials by their observable properties.
- Determine which materials have the properties that are best suited for an intended purpose.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
- Determine if plants need sunlight and water to grow.
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- Make observations of plants and animals to compare the diversity of life in different habitats.
- Provide evidence that Earth's events can occur quickly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Identify where water is found on Earth and that it can be solid or liquid.

- Describe the roles and responsibilities of people in a community.
- Discuss democratic principles such as equality, fairness, and respect and apply these principles when participating in a range of activities.
- Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, and title).
- Give examples of how maps can show relationships between humans and the environment.
- Construct a map of a familiar location and include map elements such as compass rose, legend and scale.
- On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).
- On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.
- Investigate reasons why people migrate to different places around the world, recognizing that some migration is voluntary and some forced (e.g., refugees, people driven from their homelands, and enslaved people).
- Give examples of why the United States is called "a nation of immigrants."
- Ask questions about a specific topic, including individuals and groups in history.
- Begin to gather information about the past from age-appropriate primary sources.
- Compare personal point of view with others.
- Engage in discussions respectfully with diverse peers.
- With adults and peers, discuss the maker and date of primary sources.
- Explain the relationship between natural resources and industries and jobs in a particular location.
- Give examples of products (goods) that people buy and use.
- Give examples of services people do for each other.
- Give examples of choices people have to make about buying goods and services and why they have to make choices.