

Dear Parents,

Following is a brief overview of what you may expect **second grade** students to experience as a core curriculum. This pamphlet lists desired student outcomes for the end of second grade.

READING STANDARDS

Decoding and Word Recognition:

- Identify and use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading
- Apply knowledge of basic syllabication rules when reading (e.g., v/cv=su/per, vc/cv=sup/per)
- Decode two-syllable nonsense words and regular multisyllable words
- Recognize common abbreviations (e.g., Jan., Sun., Rt., St.)
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)
- Read aloud with fluency and accuracy, and appropriate intonation and expression

Vocabulary and Concept Development:

- Understand and explain common antonyms and synonyms
- Use knowledge of individual words in unknown compound words to predict their meaning
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)

Structural Features of Informational Materials:

- Identify and use sequential or logical order of elements to gain meaning from expository text

Comprehension & Analysis of Grade Level Appropriate Text:

- State a purpose for reading (tells for what information s/he is looking)
- Use knowledge of author's purpose(s) to comprehend informational text
- Ask clarifying questions concerning essential textual elements of exposition (why, what-if, how)
- Restate facts and details in text to inform and organize ideas
- Recognize cause and effect relationships in text
- Interpret information from diagrams, charts, and graphs

Narrative Analysis of Grade Level Appropriate Text:

- Compare and contrast plots, settings, characters presented by different authors
- Recognize linear and circular plot structures in stories
- Generate alternative endings to plots identifying reason(s) for, and impact of, substitutions
- Compare and contrast different versions of the same stories reflecting different cultures
- Identify rhythm, rhyme, assonance, and alliteration in poetry

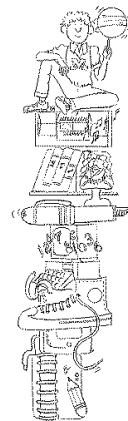
WRITING STANDARDS

- Group related ideas and maintain a consistent focus
- Create readable documents with legible handwriting

- Understand the structure of various reference materials (e.g., dictionary, thesaurus, atlas)
- Revise original drafts to improve sequence and provide more descriptive detail
- Write brief narratives based on one's experience that
 1. move through a logical sequence of events
 2. describe the setting, characters, objects, and events in detail
- Write a friendly letter complete with date, salutation, body, closing, signature

LISTENING & SPEAKING STANDARDS

- Determine the purpose(s) for listening (e.g., get information, solve problems, for enjoyment)
- Ask for clarification and explanation of stories and ideas
- Paraphrase information shared orally by others
- Give and follow three- and four-step oral directions
- Organize presentations to maintain a clear focus
- Speak clearly at an understandable pace
- Recount experiences or present stories that
 1. move through a logical sequence of events
 2. describe story elements such as characters, plot, and setting
- Report on a topic including appropriate facts and details, drawing from several sources of information



ORAL AND WRITTEN ENGLISH LANGUAGE STANDARDS

- Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences
- Identify and correctly use various parts of speech, including nouns and verbs in writing and speaking
- Correctly use commas in greeting and closures in a letter and with dates and words in a series
- Use quotation marks correctly
- Capitalize all proper nouns, words at the beginning of sentences and in greetings, months and days of the week, and titles and initials of people
- Spell high frequency irregular words correctly (e.g., who, what, why)
- Spell basic short vowel, long vowel, r-controlled, and consonant blend patterns correctly

MATHEMATICS STANDARDS

Students understand the relationship among numbers, quantities and place value in whole numbers up to 1000

- Count, read, write whole numbers to 1,000 and identify the place value for each digit
- Use words, models and expanded form to represent numbers (to 1,000)
- Order and compare whole numbers up to 1,000 using the symbols $<$, $=$, $>$

Students estimate, calculate and solve problems involving addition and subtraction of two- and three-digit numbers

- Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions
- Find the sum or difference of two whole numbers up to three digits long
- Use mental arithmetic to find the sum or difference of two 2-digit numbers

Students model and solve simple problems involving multiplication and division

- Use repeated addition, arrays, and counting by multiples to do multiplication
- Use repeated subtraction, equal sharing and forming equal groups to do division with remainders
- Know the multiplication tables of 2s, 5s and 10s and commit to memory

Students understand that fractions and decimals can refer to parts of a set and parts of a whole

- Recognize, name and compare unit fractions up to $1/12$
- Recognize fractions of a whole and parts of a group (e.g., $1/4^{\text{th}}$ of a pie, $2/3^{\text{rd}}$ of 15 balls)
- Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one

Students model and solve problems by representing, adding and subtracting amounts of money

- Solve problems using combinations of coins and bills
- Know and use the decimal notation and the dollar and cents symbols for money

Students model, represent and interpret number relationships to create and solve problems involving addition and subtraction

- Use the commutative and associative rules to simplify mental calculations and check results
- Relate problem situations and number sentences involving addition and subtraction
- Solve addition and subtraction problems using data from simple charts, picture graphs and number sentences

Students understand that measurement is accomplished by identifying a unit of measure, repeating that unit and comparing it to the item to be measured

- Measure the length of objects by repeating a non-standard or standard unit

- Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used
- Measure the length of an object to the nearest inch and/or centimeter
- Tell time to the nearest quarter hour and know time relationships (e.g., minutes in an hour, days in a month, weeks in year)
- Determine the duration of time intervals in hours

Students identify and describe the element that compose common figures in the plane and common objects in space

- Describe and classify plane and solid geometric shapes according to the number and shape of faces, edges and vertices
- Put shapes together and take them apart to form other shapes

Students collect, record, organize, display and interpret numerical data on bar graphs and other representations

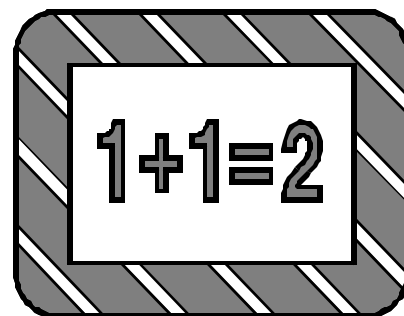
- Record numerical data in systematic ways, keeping track of what/who has been counted
- Represent the same data set in more than one way (e.g., tally charts and bar graphs)
- Identify the range and mode of data sets
- Ask and answer simple questions related to data representations

Students demonstrate an understanding of patterns and how they grow, and describe them in general ways.

- Recognize, describe, extend and explain how to get the next term in linear patterns (e.g., 4, 8, 12 . . .; the number of ears on 1 horse, 2 horses, 3 horses, 4 horses)
- Solve problems involving simple number patterns

Students solve problems and justify their reasoning

- Decide about the approach, materials and strategies to use
- Use tools such as manipulatives or sketches to model problems
- Defend the reasoning used and justify the procedures selected
- Make precise calculations and check the validity of the results from the context of the problem
- Note connections between one problem and another



SCIENCE STANDARDS

Asking meaningful questions and conducting careful investigations is the basis for scientific progress. Students will demonstrate an understanding of the following concepts:

Physical Sciences

- The motion of objects can be observed and measured.

Life Sciences

- Animals meet their needs in different ways
- Animals have predictable life cycles

Earth Sciences

- Weather can be observed, measured and described.

HISTORY/SOCIAL STUDIES STANDARDS

- Students differentiate between those things that happened long ago and yesterday.
- Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.



- Students explain the institutions and practices of governments in the United States and other countries.
- Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills.
- Students understand the importance of individual action and character and explain how heroes from long ago and the recent past make a difference in others' lives (e.g., biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride)

VISUAL AND PERFORMING ARTS STANDARDS

- Explore design elements (shape, line, value, color, space, movement, texture and form) with emphasis on shape and space
- Identify, discuss, and demonstrate two-dimensional and three-dimensional art using a variety of media; use overlapping to create depth
- Execute movements such as balancing, stretching, leaping and skipping; explore making shapes (lines, angles, curves) with their bodies
- Explore moving through space (high, medium, low, off the ground, or collapsed) in pathways such as zigzags,

circles or straight lines; express pitch (high/low), tempo (fast/slow), and dynamics (loud/soft)

- Improvise or choreograph a simple sequence of movements to imitate machines, animals or people at work and play



- Create original works of theatre such as improvisations and dramatizations; perform works created by others
- Learn vocabulary and terminology related to the arts
- Identify or improvise rhythmic and melodic patterns
- Identify art, music, and dances from various genres and cultures; identify major traditions and themes
- Apply appropriate criteria when evaluating their own work and the work of others
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

PHYSICAL EDUCATION STANDARDS

- Students explain that mental practice assists with improving or learning on movement skills
- Students demonstrate the qualities of movement as they perform a variety of fundamental locomotor and nonlocomotor skills
- Students explain the reason for playground rules—use of equipment, safety, and games
- Students analyze movement performance using speed, velocity, and acceleration to learn or improve a movement performance
- Students design a daily routine for improving cardiorespiratory endurance
- Students demonstrate the qualities of movement as they perform a variety of fundamental locomotor and nonlocomotor skills
- Working as partners, students demonstrate the qualities of movement as they perform the correct techniques for the fundamental locomotor and nonlocomotor skills, movement
- Students describe how individual growth rates vary and have an impact on movement performance
- Students demonstrate responsibility by choosing to participate in movement-related activities during recess and lunch
- Students in pairs develop a cooperative interpretive movement experience
- Students work cooperatively with a partner in a movement-related experience
- Students describe how current, successful, influential and local people have made a difference through physical activity
- Students explain the purpose of physical education

HEALTH STANDARDS

- Students understand ways to enhance and maintain physical and emotional health and well-being
- Students understand ways to prevent disease and speed recovery from illness
- Students understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health
- Students know how to play a positive, active role in promoting the physical and emotional health of their families
- Students know how to promote positive health practices within the school and community, including positive peer relationships
- Students understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Students understand and appreciate individual differences in growth and development
- Students know how to identify products, services and information that may be helpful or harmful to their health



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WHAT CAN YOU DO TO HELP?

1. Provide a positive home atmosphere and attitude toward learning and encourage your child to do his/her best work.
2. Be knowledgeable about and participate actively in the many opportunities which seek parental involvement.
3. Establish a time and place where homework can be completed and reviewed.
4. Talk with your child about shared experiences.
5. Read aloud to your child and listen to your child read to you.
6. Show your child the importance and use of reading and writing in daily life.
7. Monitor your child's television viewing and watch programs with your child whenever possible.

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