

CLAREMONT UNIFIED SCHOOL DISTRICT

Curriculum Goals Second Grade

Language Arts

The Language Arts Program is designed to develop students' reading, writing and oral language skills in order to prepare them to have productive and enriched life-long experiences. The program has a balance of phonics-based skills and literacy development. Students will be encouraged and challenged to develop new knowledge and in-depth understanding in all content areas as they improve their reading skills and progress through the grades. The district program is articulated from kindergarten through twelfth grade and follows the standards outlined by the State of California.

Standard 1: Reading Process

To progress toward the content standard in Reading Skills and Strategies, second grade students will:

Demonstrate an understanding of how print is organized and read.

To progress toward meeting the grade level standard, students will:

- Identify difference between story and poetry.
- Identify and use periods to facilitate oral reading.
- State a purpose for reading (such as, collecting information, pleasure, etc.).

Demonstrate the use of phonemic awareness, phonics and word recognition skills.

To progress toward meeting the grade level standard, students will:

- Count sounds in multi-syllabic words.
- Manipulate sounds within a word to reverse the order, such as "tub" reversed is "but".
- Apply knowledge of blending in sounding out more complex words.
- Identify and use knowledge of simple spelling patterns, such as special vowel spellings, when reading.
- Recognize some frequently used abbreviations.
- Identify and correctly pronounce regular plurals.
- Apply knowledge of phonics (what sounds right), grammar cues (what looks right), and context cues (what makes sense).

To progress toward the content standard in Reading Comprehension, second grade students will:

Read and respond to fictional text to develop understanding.

To progress toward meeting the grade level standard, students will:

- Identify details of story.
- Use *who*, *what*, *when*, *why* and *how* questions to compare and contrast various versions of the same text.
- Respond to texts in a variety of ways.
- Apply strategies such as rereading, predicting and confirming to facilitate understanding.

Read and respond to nonfiction text and informational materials to develop understanding and expertise.

To progress toward meeting the grade level standard, students will:

- Identify main idea and supporting details.
- Interpret information from charts and graphs.

Standard 2: Literature: Interpreting, Critiquing, and Creating

To progress toward the content standard in Literature, second grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Read and experience literature from a variety of cultures.
- Read and experience a variety of forms of literary works such as short story, drama, poetry, age appropriate novels.
- Read and respond to a variety of realistic fiction.
- Experience several authors' versions of similar stories.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Retell stories using beginning, middle and ending.
- Identify rhyme.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Listen, read and respond to literature which relates to their developmental/experiential level.
- Select favorite titles and authors.
- Retell favorite stories and folk tales.
- Relate previous experiences to new material.
- Make predictions about characters actions and feelings based on personal experience.

Standard 3: Writing

To progress toward the content standard in Writing, second grade students will:

Write clear and coherent sentences.

To progress toward the grade level standard, students will:

- Form letters and words legibly with appropriate spacing.
- Write complete sentences with detail and correct word order.

Use the simple techniques of the writing process.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, and editing techniques to their own writing.

Communicate thoughts and ideas using various forms of writing.

To progress toward meeting the grade level standard, students will:

- Write short narratives and stories.
- Write letters.
- Write independently in a journal to self selected topics.
- Write simple informational pieces.

Standard 4: Language Conventions

To progress toward the content standard in English Grammar, second grade students will:

Show evidence of standard English grammar, usage, and mechanics in their oral and written work.

To progress toward meeting the grade level standard, students will:

- Hear and distinguish between complete and incomplete sentences.
- Use correct word order in written and oral sentences.
- Identify past and present regular verbs.
- Use pronouns.
- Understands difference between noun and verb.
- Use periods, question marks, exclamation points appropriately.
- Use commas in greeting and closures in a letter.
- Use commas with dates and words in a series.
- Capitalize first word of a sentence, names of people, the pronoun “I”, the months and the days of the week.

Use developmentally appropriate spelling in their written work.

To progress toward meeting the grade level standard students will:

- Spell high-frequency words, including irregular words (e.g., who, want, what).
- Use transitional spelling in their writing.

Standard 5: Speaking and Listening

To progress toward the content standard in Speaking and Listening, second grade students will:

Use speaking and listening strategies to enhance learning.

To progress toward meeting the grade level standard, students will:

- Give and follow directions
- React appropriately to a speaker
- Actively participate in class discussion and stay on the topic
- Negotiate with a partner to resolve conflicts and misunderstandings.

Use speaking strategies appropriate to audience and purpose.

To progress toward meeting the grade level standard, students will:

- Speak using an audible voice, general eye contact and simple gestures.
- Use role-playing and creative dramatics to express understanding of stories and curriculum concepts such as topics in social studies and science.

Mathematics

The major purpose of the K-6 mathematics program is to develop students' abilities to apply mathematics involving problems in everyday living. Ideas, concepts and/or skills are introduced at different grade levels. After introduction, it is expected that some degree of competency will be developed within that level and continue in future levels to the point of mastery. These standards have been adapted for Claremont Unified School District from “Mathematics Content Standards for California Public Schools, 1999,” California Department of Education.

During the school year second grade students will be working on the following concepts:

Focus Statement: By the end of second grade, students understand place value and number relationships as they add and subtract and the use simple concepts of multiplication. They measure quantities with appropriate units. They classify and see relationships among shapes by paying attention to the elements that compose them. They collect and analyze data and verify answers.

Number Sense

- 1.1 Count, read, write whole numbers to 1000 and identify the place value for each digit.
- 1.2 Use words, models and expanded form to represent numbers (to 1000).
- 1.3 Order and compare whole numbers up to 1000 using the symbols $<$, $=$, $>$.
- 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8+6=14$ is $14-6=8$) as in fact families to 20.
- 2.2 Find the sum or difference of two whole numbers up to two digits long.

Number Sense (continued)

- 2.3 Use mental arithmetic to find the sum or difference of two 2–digit numbers.
- 2.4 Know (committed to memory) the addition facts (sums to 20) and the corresponding subtraction facts.
- 3.1 Use repeated addition, arrays, counting by multiples to do multiplication.
- 3.2 Use repeated subtraction, equal sharing and forming equal groups to do division with remainders.
- 3.3 Know the multiplication tables of 2's, 5's and 10s (to “times 10”) and commit to memory.
- 4.1 Recognize, name and compare unit fractions up to $\frac{1}{8}$.
- 4.2 Recognize fractions of a whole and parts of a group (e.g., $\frac{1}{4}$ th of a pie).
- 4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
- 5.1 Solve problems using combinations of coins and bills.
- 5.2 Know and use the decimal notation and the dollar and cents symbols for money.
- 6.1 Recognize when an estimate is reasonable.

Algebra and Functions

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

Measurement and Geometry

- 1.1 Measure the length of object (repeating) a non-standard or standard unit.
- 1.3 Measure the length of an object to the nearest inch and/or centimeter.
- 1.4 Ask and answer simple questions related to data representations.
- 1.5 Determine the duration of time intervals in hours.
- 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges and vertices.

Statistics, Data Analysis and Probability

- 1.1 Record numerical data in systematic ways, keeping track of what/who has been counted.
- 1.2 Represent the same data set in one than one way (e.g., charts with tallies, and bar graphs).
- 1.3 Identify features of data sets (range and mode).
- 1.4 Ask and answer simple questions related to data representations.
- 2.1 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).
- 2.2 Solve problems involving simple number patterns.

Mathematical Reasoning

- 1.1 Decide about the approach, materials and strategies to use.
- 1.2 Use tools such as manipulatives or sketches to model problems.
- 2.1 Defend the reasoning used and justify the procedures selected.
- 2.2 Make precise calculations and check the validity of the results from the context of the problem.

Science

The goal of the district's Science program is to assure that all students are scientifically literate. A scientifically–literate student is able to understand and use the scientific method as a problem–solving tool. He/She can use the knowledge gained in science to recognize cause and effect relationships and to further investigate solutions to personal, global, and ethical questions.

Science instruction in grades K–6 is based on the premise that the nature of science and the intellectual development of the student are closely related. The program builds on developing a student’s natural curiosity about his/her surrounding environment. The instruction includes developmental and hands–on activities which emphasize both process skills and conceptual development of scientific knowledge. Instruction at all levels encourages the student to understand the link and interrelationship between the three science disciplines of Physical Science, Earth Science, and Life Science. Students study this interrelationship through the use of the following 3 unifying concepts:

- Physical Science** Our physical world is governed by the properties and interactions of matter and energy.
- Earth Science** The Earth, Solar System and Universe are a dynamic system undergoing continual change.
- Life Science** All living things are diverse, interdependent, and constantly changing to adapt to their environment.

During the school year second grade students will be working on all four strands covering topics such as:

- Life Science** Living things change and adapt to their environment
- Earth Science** The Earth is part of the solar system and has its own distinct characteristics
- Physical Science** Energy and matter interact

Social Studies

Students in the second grade are ready to learn about people who make a difference in their own lives and who made a difference in the past. People who make a difference in the child's world are, first, those who care for him or her; second, those who supply the goods and services that are necessary for daily life; and third, those extraordinary men and women who have made a difference in our national life and in the larger world community.

Sub-Topics of Instruction

- People who Supply Our Needs
- Our Parents, Grandparents, and Ancestors from Long Ago
- People from Many Cultures

Health

Students in second grade will participate in activities to develop understanding in the nine strands of the Health Curriculum. They will learn more about their environment and how to apply this knowledge to every day living.

- Personal Health
 - Positive health habits
 - Activities that promote health through physical fitness
- Consumer and Community Health
 - Range of health services available in the community
- Injury Prevention and Safety
 - Identify and respond appropriately to emergency situations in home, school and community settings
 - Resolving conflicts in ways that are not harmful to self and others
- Individual Growth and Development
 - Developing self-esteem and positive interpersonal relationships
- Tobacco, Alcohol, and Other Drugs
 - Discussions of ideas for students to make choices not to use or distribute alcohol, tobacco, and other drugs which are illegal
 - Making choices which lead to life without dependency, disease, disability, or death caused by drugs
- Nutrition
 - Promote a safe, nutritious and adequate food supply for self and others

- **Family Development**
 - Getting along in our family settings
 - Various kinds of family units
 - Treating gender of self and others with respect, self-control, and ethical consideration, without exploitation or abuse
- **Communicable and chronic diseases**
 - The importance of immunizations and regular check-ups
 - Ways that families and individuals can promote the control and/or elimination of disease
- **Environmental Health**
 - Making choices to improve the quality of the environment
 - Identifying and practicing ways to store and handle household substances

Physical Education

Physical Education is provided for students in grades one through six for a total period of time of not less than 200 minutes each ten school days. During the school year students will:

- Observe, experience, and appreciate a wide variety of physical activities
- Use available school and community resources to promote lifelong participation in physical activity
- Practice safety during a physical activity
- Relate physical activity to everyday life and career
- Develop and maintain a high level of physical fitness
- Awareness of body/space relationships
- Develop appropriate social behaviors during planned physical activity
- Develop and maintain a positive self-image through planned physical activities
- Improve personal performance of movement activities