



STAFFORD COUNTY PUBLIC SCHOOLS

Curriculum Overview Grade 2

Course Description:

Reading and Mathematics remain a priority in second grade. Students will be immersed in a literature-rich environment including classical and contemporary fiction and nonfiction. Effective language skills will be emphasized. Reading comprehension strategies and writing will be developed and applied in all subject areas. Mathematics instruction will emphasize problem solving, communicating, reasoning, making connections and using representations. In science, emphasis is placed on exploring the concepts of change and interdependence. The development of historic, geographic, civic, and economic concepts will provide the second grade student the opportunity to make connections to the past. Students will develop skills and concepts in art and music with exposure to art history and world cultures. Health education will emphasize healthy living, personal safety, and responsible behavior. Physical education will offer students the opportunity to refine basic movement and sport skills as used in games and fitness activities.

Essential Knowledge and Skills/Processes:

READING/ENGLISH:

- Use increasingly complex sentence structures and correct verb tenses when speaking
- Give and follow three and four-step directions
- Use oral language to inform, persuade, entertain, clarify, summarize and / or respond
- Orally identify, produce, and manipulate various units of speech sounds within words (e.g. count phonemes, blend sounds, segment sounds, add or delete sounds to make new words)
- Expand listening and speaking vocabularies
- Use knowledge of word patterns and sounds to decode and spell words (e.g. consonants, blends, digraphs, short and long vowels, r-controlled vowels)
- Preview text using the text features, (e.g. title, pictures, captions, headings) and use background knowledge to set a purpose for reading and to make predictions about the text
- Demonstrate comprehension of fiction and nonfiction selections by answering explicit questions, inferential questions, retelling by identifying important details, draw conclusions, and/or summarizing a given text
- Identify the main idea and story elements of narrative text (e.g. characters, setting, problem, solution)
- Read and reread familiar passages with fluency, accuracy, and meaningful expression
- Use simple reference materials (e.g. dictionaries, table of contents, glossaries, charts,)
- Begin to make transfer to cursive handwriting.
- Write stories, letters, and simple explanations focusing on preplanning and organizing to include a beginning, middle, end, and descriptive details
- Edit final copies for grammar, capitalization, punctuation, spelling, and clarity.
- Understand and use knowledge of: prefixes, suffixes, contractions, singular and plural nouns and pronouns, contractions, singular possessives, simple abbreviations, end punctuation, comas in salutation and closing of letters, and sentence structure
- Use correct spelling for sight words, including compound words and regular plurals.
- Use available technology for reading and writing

MATHEMATICS:

- Use efficient, flexible strategies to solve problems
- Communicate mathematical understanding
- Understand and use numbers as organized groups of tens and hundreds
- Identify, count, write, group, and compare numbers through 999
- Identify, write, and compare unit fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$)
- Use efficient, flexible and accurate ways to mentally solve number problems
- Recall basic addition and subtraction facts through 20
- Estimate, solve and create addition and subtraction problems with numbers through 99
- Use objects and tools to measure and compare length, weight/mass, volume, time, temperature and money
- Identify, draw and create figures with at least one line of symmetry
- Identify, describe, and compare 2-D (e.g. circle, triangle) and 3-D geometric figures (e.g. square/cube)
- Read, create and interpret simple graphs
- Gather and use data to construct graphs and predict outcomes
- Identify, create, and extend a wide variety of patterns
- Solve problems by completing numerical sentences involving basic facts for addition and subtraction and create story problems, using the numerical sentences
- Demonstrate an understanding of equality and inequality (= and \neq)

SCIENCE:

- Conduct investigations that involve measurements in metric and English units, repeated observations, and conclusions based on observations
- Investigate magnets including poles, attract/repel, magnetic/nonmagnetic, and magnetic nature of the compass
- Investigate the basic properties of states of matter and conversions between states
- Investigate the life cycles of plants and animals.
- Investigate the concept of habitat and the interdependence of living things
- Observe and describe weather patterns.
- Investigate effects of weather and seasons on plants, animals, and the earth's surface

- Investigate the benefits of plants as producers of products for people, uses by animals, and effects on the environment

SOCIAL STUDIES:

VDOE 2015 Revision

- Locate the seven continents and five oceans on maps and globes
- Be able to use a map legend and compass rose
- Compare the Powhatan Indians of Virginia to those of the Great Plains and Southwest
- Locate the following on a map: Washington, D.C., Virginia, Virginia's border states, major rivers, mountain ranges and lakes in the United States; seven continents and five oceans
- Explain, describe, or identify in simple terms various economic concepts (e.g., producers, consumers; natural, capital and human resources; money and barter systems; differences between cash, checks, and credit, and savings, and economic choice)
- Have an understanding of civic responsibilities to include the legislative and judicial process and the government bodies that perform these
- Identify historical contributions of Abraham Lincoln, Susan B. Anthony, Martin Luther King, Jr., Helen Keller, George Washington and Jackie Robinson

PHYSICAL EDUCATION AND HEALTH:

- Demonstrate appropriate skills in managing problems with others
- Enhance skills related to personal safety
- Identify sources of help when having difficulty coping with problems
- Define the concept of disease
- Define the difference between harmful and helpful drugs
- Demonstrate a basic understanding of nutrition and fitness concepts
- Describe the main functions of the skeletal system
- Describe how a healthy lifestyle benefits the skeletal system
- Perform effective and efficient movement tasks
- Be assessed on the movement skills: directionally (left, right, base running), kicking a stationary ball, underhand roll, short jump rope, and safety roll

- Demonstrate respect for others and good sportsmanship.
- Recognize the value of setting realistic health-related goals.
- Develop an understanding of the steps of the problem solving process relating to situations of everyday living

FINE ARTS:

- Fill entire picture plane
- Illustrate observations
- Demonstrate motor skills (folding, cutting, weaving, constructing)
- Recognize and create textures
- Practice safety procedures
- Mix values
- Produce geometric and organic shapes
- Create a variety of lines
- Demonstrate symmetry
- Use overlapping
- Be aware of "the arts as a storyteller"
- Compare and contrast communities
- Recognize distinctive characteristics of Egypt, China, and Native Americans

MUSIC:

- Demonstrate steady beat and word rhythm using movement, vocal/body sounds and instruments
- Read and perform rhythms using notes and rests
- Distinguish between meter in two and three
- Sing on pitch using Kodaly hand signs for so, mi, la, re & do
- Sing a simple round, vocal ostinato, or a song with two parts
- Read verse to verse in a song and create a new verse
- Identify songs with AB form, ABA form and rounds
- Distinguish between choir, band, strings and orchestra
- Recognize and apply *p* (*piano-soft*) and *f* (*forte-loud*)
- Identify instruments by family name and tone color: strings, woodwinds, brass, percussion
- Create and perform movements to different music

Resources:

Resources concerning the Standards of Learning for Virginia Public Schools and more can be found at the Virginia Department of Education website: <http://www.doe.virginia.gov> Helpful resources at this site include subject and grade level Standards of Learning, Curriculum Frameworks, and Scope and Sequence documents.

Additional resources are listed below:

Reading

- <http://www.readaloudva.org/>
- <http://www.ed.gov/parents/read/resources/readingtips>
- <http://www.nifl.gov/partnershipforreading/>

Math

- The Mathematics Leadership Team is made up of a Math Lead Teacher or a Math Specialist from each school, the Elementary Mathematics Coordinator, and the Mathematics Supervisor.