



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 pre-planning 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, commas 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, accurate, and flexible strategies to solve problems
- Communicate mathematical understanding
- Understand and use numbers as organized groups of tens and hundreds, including 10 or 100 more or less
- Identify, count, write, group, order and compare numbers through 999
- Write, count, and identify ordinal numbers 1st through 20th
- Represent, write, and compare fractions with models
- Demonstrate fluency with basic addition and subtraction facts through 20
- Estimate, solve and create practical problems involving the addition and subtraction of numbers through 99
- Use objects and tools to measure and compare length, weight/mass, time, and temperature
- Determine the value of a given group of coins with or without bills.
- 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 pictographs and bar graphs
- Gather and use data to make and adjust predictions
- Identify, describe create, extend, describe and transfer a wide variety of patterns
- Demonstrate an understanding of equality and inequality (= and ≠)

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:

Students will develop and use history and social science skills to

- Demonstrate knowledge of United States history by describing important developments and innovations, including those related to communication and transportation
- Compare the lives of three American Indian cultures (Powhatan, Lakota, Pueblo) of the past and present
- Describe the contributions of selected individuals in U.S. history such as Columbus, B. Franklin, Lincoln, G. W. Carver, Hellen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, and MLK
- Describe why U.S. citizens celebrate MLK Day, President's Day, Memorial Day, Independence Day, Labor Day,
- 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:

Students in grade two focus on mature patterns, not on traditional games, while participating in a variety of movement experiences to develop fundamental motor skills and patterns. They vary movement patterns and begin to combine skills in educational game, dance, and gymnastic activities. Students progress in skill development and in understanding key elements of fundamental movement skills, including movement concepts, major muscles and bones, health-related fitness concepts, energy balance concepts, and the benefits of physical activity. Students work cooperatively and responsibly in groups and begin to build skills to meet movement challenges. They participate in physical activities at school and identify opportunities to participate in regular physical activity outside of school.

- Demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.
- Identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.
- Describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility, and body composition.
- Identify and apply cooperative, respectful, and safe behaviors in physical activity settings.
- Describe the energy intake components of energy balance and physical health and development.

Students in grade two continue to learn about the basic structures and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences. They learn about food sources, healthy food and beverage choices, the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others.

- Identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
- Describe the harmful effects of medicine, alcohol, and tobacco, to include poor concentration; impaired balance, vision, and memory; shortness of

breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.

- Identify personal health decisions and health habits that influence health and wellness throughout life.
- Explain how regular physical activity and healthy eating habits and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy.
- Describe the influences and factors that impact health and wellness.
- Identify emergency resources, services, and health care professionals in the community that influence health and wellness.

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

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.ed.gov/parents/read/resources/readingtips>

Math

- Greg Tang Math (<http://www.gregtangmath.com>)
- NCTM Calculation Nation

- 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