

2011–2012



P A R E N T G U I D E

to Elementary Curriculum

2

Second Grade

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

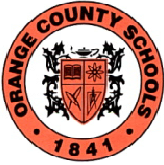
SOCIAL STUDIES

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WORLD LANGUAGE



Orange County Board of Education

200 East King Street
Hillsborough, NC 27278

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Dear Parents/Guardians:

This Orange County Schools Curriculum Guide reflects the *North Carolina Standard Course of Study* for students in grades K-5. It is designed to give you an overview of the content students study in grades K-5 as well as the variety skills students need in order to be successful. More in-depth information can be found about specific subjects and skills by visiting the North Carolina Department of Public Instruction at its web site www.ncpublicschools.org/curriculum.

It is important to understand that reading and writing skills are process skills that students learn and master in grades K-12; consequently, there are no grade specific skills or month-by-month sequential topics in reading and writing. Instead, it is the level of complexity with which students are able to analyze, interpret, generalize, and hypothesize that changes from grade to grade. As students advance from grade to grade the text levels that students will read and work with across content areas becomes more difficult. Finally, vocabulary and grammatical techniques become more advanced as students progress.

Through this Guide, we hope to provide you with enough information to enable you to discuss curriculum with your child and his/her teacher(s). The Orange County Schools teachers are happy to discuss curriculum in depth so that you have knowledge of how our district works to ensure that each student reaches her/his potential.

The Standards-Based Report Card for Grades K-5, which we began using in 2006-2007, reports more accurately how students are performing in relation to state described proficiency standards. Should you desire more information about how the North Carolina Standard Course of Study and the Orange County Report Card align, please ask your child's teacher to discuss this with you.

Finally, we believe that all students deserve the best teachers and the best educational opportunities possible. To this end, we in Orange County Schools commit ourselves to plan and deliver a purposeful program of study that challenges all students to be learners and generators of knowledge and maximizes their many and varied abilities.

Please do not hesitate to contact us if we can provide additional information or assistance to you, your family, and your Orange County Schools student(s).

Sincerely,

Denise Morton, Ed.D, Chief Academic Officer

Lisa Ann Napp

Lisa Ann Napp, Ed.D, Director of Elementary Instruction

ENGLISH LANGUAGE ARTS

Second grade students use the listening, speaking, and reading foundational skills they have developed in kindergarten and first grade to extend their understanding of written language. Skills required for using the written language become more complex and students read a wider variety of texts with more complex vocabulary; they also write sentences to express multiple ideas about a topic.

Second grade students:

- **Use acquired concepts to read and write more independently**
- **Comprehend and respond to texts using multiple skills and strategies**
- **Extend vocabulary skills to use oral and written communication effectively**
- **Use reading, listening, speaking, and writing, as well as media and technology resources to accomplish a purpose.**

Second grade students are expected to demonstrate more independence in:

- **Selecting texts to include a variety of fiction and non-fiction**
- **Reading grade-level texts fluently with comprehension**
- **Responding appropriately when participating in group discourse**
- **Using vocabulary to increase clarity of oral and written communication.**

When writing, these students need to be able to:

- **Use an appropriate writing process**
- **Structure informative presentations and narratives when given help with organization**
- **Spell correctly using previously studied words, spelling patterns, and analysis of sounds**
- **Use spelling, mechanics, and format for final products**

- **Use capitalization, punctuation, and paragraphs**
- **To reflect personal responses to text.**

Students spend from two to three hours daily engaged in English Language Arts activities.



MATHEMATICS

All K-5 students engage in a study of mathematics organized around five strands. They are: Number and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra. The objectives of the course and skills required from the students become more complex as students move to the next grade.

Second grade students are expected to:

- **Read, write, model, and compute with whole numbers through 999**
- **Recognize and use standard units of metric and customary measurement**
- **Perform simple transformations**
- **Understand and use data and simple probability concepts**
- **Recognize and represent patterns and simple mathematical relationships**

Students spend approximately one hour each day engaged in a study of mathematics.



SCIENCE

Science education in the second grade builds on the unifying concepts previously introduced in kindergarten and first grade including the use of evidence, explanation, measurement, order, and organization. The focus for students is on analyzing collected data over a period of time to make predictions and understand that change can be measured, occurs in cycles, and varies in rate, scale and pattern.

Second grade students are active participants and conduct investigations that help them better understand:

- **Animal life cycles**
- **Seasonal weather systems**
- **Properties of matter**
- **Properties of sound**



SOCIAL STUDIES

The second grade study emphasizes community life in a variety of contexts with a major focus on geography. Students examine how:

- **Communities may be linked to form larger political units**
- **How cultural, geographic, and economic factors are interrelated**
- **The use of the physical environment and human traditions influence people**
- **How communities are bound together in both time and space by cultural, political, geographic, and economic factors.**

Students in second grade:

- **Identify and exhibit qualities of responsible citizenship**
- **Evaluate relationships between people and their governments**

- **Understand the relationship between people and geography in various communities**
- **Understand that change affects the physical environment**
- **Apply basic economic concepts and evaluate the use of resources within communities**
- **Recognize how technology is used by families and communities.**



INFORMATION AND TECHNOLOGY SKILLS

Students in the second grade are introduced to sources of information, the difference between text reading for enjoying and for information, using technology tools, whole class research and understanding ethical issues when using information and technology.

The second grade curriculum provides structured, supervised learning experiences that require students to:

- **Classify Sources of Information as relevant for particular topics or purposes.**
- **Classify resources as current or not current.**
- **Categorize books by their genre characteristics.**
- **Summarize appropriate reading strategies when reading for information.**
- **Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).**
- **Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).**
- **Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).**
- **Execute the steps of a simple research process (three to four steps).**

- Use technology hardware and software responsibly.
- Explain why safe use of electronic resources is important.
- Use simple citation rules for print and electronic resources.



MUSIC

The purpose of the music program is to provide experiences and opportunities which develop the child's creativity, growth in musical knowledge and skills, and an appreciation for a variety of cultures and musical styles. The focus in grades K-2 is to create, respond to, and perform music. The music program reinforces instruction in other areas by providing a connection to the total school curriculum

The music curriculum is based on a continuum of musical concepts. At all levels, the focus is based on developmentally-appropriate activities, materials, and song selections. During second grade, students begin reading music, playing rhythms and melodies on instruments and exploring more in-depth integrated curriculum activities.



VISUAL ARTS

Students in second grade are introduced to the four basic areas of the visual arts: art production, art history, art criticism, and aesthetics. Importance is placed on fostering confidence by involving students in art activities directly related to their own experiences. The development of observation skills, exploration of the imagination, and eye and hand coordination are also encouraged and reinforced..

At the second grade level, students continue to build upon their basic knowledge base. They expand their exploration of media and begin to apply knowledge of proper techniques. They also begin to identify categories of artwork in terms of portraits and landscapes.

HEALTHFUL LIVING

A comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in the K-3 healthful living education curriculum:

By the end of grade three:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire, and other warning signs, sounds, and symbols; avoiding burns and getting help in an emergency; and the impact of substances, including alcohol and tobacco, on their lives; identify social and psychological contributions of physical activity.

Students will be able to demonstrate ways in which they can manage stress; be responsible for their own behaviors; cope with fear, embarrassment and failure; recognize and respond appropriately to teasing, aggression and bullying; resolve conflict; cooperate, share, and respecting the rights of others; know safe practices, class rules and procedures and apply them with little or no effort.

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; express feelings with challenges; be aware that choosing to be physically active is a conscious decision and personal choice for both enjoyment and health-related benefits. Students will be able to

HEALTHFUL LIVING – continued

demonstrate fundamental motor skills; develop and refine creative movements; demonstrate manipulative skills; work cooperatively with others to complete a task; display appropriate behaviors during social situations; express an enjoyment for movement experiences; and want to participate in community activities.

Healthful Living Focus Areas – Grade 2

- **Honesty, trustworthiness and respect**
- **Effective interpersonal communication skills**
- **Recognizing bullying behaviors and accessing resources for help**
- **Healthy eating and physical activity**
- **Mature form in skipping, hopping, galloping, and sliding**
- **Developmental movement patterns**
- **Movement control and balance**



WORLD LANGUAGE

In the Elementary School Foreign Language Program, the primary goal is the development of listening and speaking skills and cultural awareness through concrete experiences. Because language acquisition begins with listening, successful language learning activities emphasize comprehension rather than speaking at the beginning stages.

Successful language learning activities involve students in interpersonal communication as they learn songs, recite poems, and give oral commands. At this level, reading and writing are not introduced; instead, emphasis is placed on the oral language necessary for students to become good readers and writers later on.



MODIFIED CURRICULUM

Because some students learn at a more rapid pace than others, because some students come to school who speak a language other than English, and because some students require additional assistance to be successful in learning the North Carolina Standard Course of Study, accommodations are made which modify and/or adapt the curriculum to meet students' needs. Students who qualify for accommodations may have extended time to complete assignments or take tests or they may have the opportunity to work on assignments that have been compressed. The pace of the lessons may be slowed down or increased depending on students' needs.

K-2 ASSESSMENTS

Assessments are both formal and informal in nature. On the one hand, they are part of an on-going informal process to enable each classroom teacher to design instruction to meet the individual needs of each child; on the other hand, they are more formal and enable the teacher to compare the child's progress against a standard measure and complete a report to parents. The same instrument may be used for both informal and formal assessments because it monitors achievement of benchmarks in the North Carolina Standard Course of Study.

While teachers continually use assessment to plan instruction, results are reported to parents at the end of each nine-week marking period.

Grade K-2 Literacy assessment provides for documentation of each student's development and progress in reading and writing skills, strategies, and comprehension, as well as documentation of growth over time. Grade K-2 mathematics assessment provides documented, on-going, individualized assessments throughout the year and a summative evaluation at the end of the year.

The intended purpose of these assessments is fourfold:

- **To provide information about the progress of each student for instructional adaptations and early interventions**
- **To provide next-year's teachers with information about the status of each of their incoming students**
- **To inform parents about the status of their children relative to grade-level standards at the end of the year**
- **To provide the school and school district with information about the achievement status and progress of groups of students (by grade, by school, etc.)**

