



STANDARDS AND CURRICULUM OVERVIEW

SECOND GRADE

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It is my sincere hope that you will find this program overview helpful in understanding the curriculum and areas of emphasis of your child's grade level. While it is impossible to capture all the "richness" that goes into the daily education of our students, the overviews are designed to introduce the basic concepts and content standards.

The most important experiences are those that provide the opportunity to grow and be challenged. Many processes related to critical thinking and problem solving that are vital to student success happen every day. Another important aspect to our program is to continually evaluate, assess and improve the quality of the programs in the district. To that end, these program overviews have been reviewed and upgraded by teacher representatives in the district.

Our partnership with the parents of our district is paramount to the establishment of a desirable overall goal of success for every child. We will continue to maintain high expectations for our students and ourselves and we look forward to continued collaboration in the learning process of our students.

Thomas J. Lohwasser, Ed.D

OVERVIEW FOR SECOND GRADE

Second grade is a transitional grade. It is a grade where beginning skills are strengthened and expanded, where self-confidence is fostered and developed, where the child's responsibilities in the learning process are stressed, and where the child begins to learn to set priorities.

You should see growth in your child's reading, writing, and mathematical skills. This is also a year of expanding social awareness. Peer approval becomes increasingly important at this time.

Second grade brings satisfaction to individual children as they become more independent learners. Enjoy this year with your child.

This pamphlet reflects the average expectancy at this grade level. Due to the range of abilities and motivation among students, there will be some who will exceed these expectations and others who will not be able to achieve all of them. Individual needs will be met through enrichment and remediation in all curriculum areas.

Although we have isolated each subject area to describe essential components in our classrooms, learning often takes place through hands-on activities, cooperative learning, and theme-based approaches which integrate many subjects. Technology is used as a tool to reinforce and motivate learning.

Uppermost on our list of goals is the desire to instill in each youngster a love of learning and a positive attitude toward school. An optimal educational experience can be provided for your child if we all--parents, teachers, and administrators--work closely together.

THE SECOND GRADE CHILD

Every child is an individual growing and developing at their own rate. Children in the same grade differ widely from others in their group. There are, however, general characteristics and needs which apply to most children in second grade.

The Second Grade Child May:

- Expand social interactions
- Play with boys and girls as equals
- Be more aware of others' needs
- Be more capable of listening for longer periods of time
- Want immediate gratification at times
- Express strong emotional feelings

The following is a short synopsis of the California Academic Content Standards for Language Arts, Mathematics, History/Social Science, and Science. Complete document available on the Internet at www.cde.ca.gov or at the Dixie School District.

LANGUAGE ARTS

READING

WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENTS: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehensive strategies as needed, (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (e.g., theme, plot, setting, and characters).

WRITING

WRITING STRATEGIES: Students write clear and coherent sentences and learn to group together related ideas. Students progress through the stages of the writing process with legible penmanship (e.g., pre-writing, drafting, revising, editing successive versions).

WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students write compositions that describe and explain familiar objects, events, and experiences.

- Write brief narratives.
- Write a friendly letter complete with date, salutation, body, closing and signature

WRITTEN AND ORAL ENGLISH USING LANGUAGE CONVENTIONS: Students write and speak with a command of standard English that are appropriate to this grade level.

Sentence Structure	Punctuation
Grammar	Capitalization
Spelling	

LISTENING AND SPEAKING

LISTENING AND SPEAKING STRATEGIES: Students listen critically and respond appropriately to oral communication.

- Give and follow multiple step oral directions.
- Organize presentations to maintain a clear focus.
- Speak clearly.

- Show a desire for more independence and less adult intervention
- Be sensitive to ridicule and loss of prestige
- Have a well developed competitive spirit
- Be fearful of imaginary and improbable dangers (doctors, thunder, the dark)
- Have improved eye-hand coordination
- Enjoy riddles and simple jokes
- Replace baby teeth with permanent teeth

The Second Grade Child Needs:

- A sense of security and a feeling of being accepted no matter what
- Generous praise and encouragement and selective criticism of errors
- Broadening experiences that encourage and satisfy growing interests
- Opportunities and encouragement to develop friendships and the feeling of being liked by friends
- To have periods of rest and relaxation, and 10 or more hours of sleep each night
- Proper medical care for usual childhood diseases
- Nutritious balanced meals with healthy snacks

Parents Can Help By:

- Promoting general health and development, including daily active exercise and regular examinations by doctor and dentist
- Monitoring time devoted to TV, video, and other passive entertainment
- Reading to your child and listening to your child read to you every day
- Giving your child the feeling that you are "standing by"
- Setting examples for habits of tidiness, posture, etc.
- Giving the child a role in some aspects of planning family functions, and regular home responsibilities or chores
- Notifying school when a health problem exists
- Notifying school of problems at home that cause emotional stress for a child (e.g. divorce, loss of pet, death in the family, etc.)
- Praising appropriate behavior and effort
- Providing encouragement, a regular study time, and a quiet place without distractions for homework
- Monitoring your child's progress by having contact with the teacher, and having a knowledge of the school's program
- Being supportive, positive, and an active listener with your child
- Showing your child how and when to use telephone emergency response systems, such as 911, and how to write your address and phone number
- Discussing that medicines should be taken only under supervision
- Teaching children to say no to themselves and others in dangerous risk taking situations
- Choosing limits that fit your child's age and establishing consequences and rewards
- Encouraging and supporting your child's independence (leaving you outside the classroom door, turning in their own homework, hanging up their own coat, handing in notes from home, etc.)

SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students will recount experiences or present stories that move through a logical sequence of events. They will describe story elements (e.g., characters, plot, setting). Students will report on a topic with facts and details, drawing from several sources of information.

MATHEMATICS

By the end of second grade, students will be able to understand and apply the following concepts.

NUMBER SENSE

- Students understand the relationship among numbers, quantities and place value in whole numbers up to 1000.
- Students estimate, calculate and solve problems involving addition and subtraction of two-and-three digit numbers.
- Students model and solve simple problems involving multiplication and division.
- Students understand that fractions can refer to parts of a whole.
- Students model and solve problems by representing, adding and subtracting amounts of money.
- Students use estimation strategies in computation and problem solving.

ALGEBRA AND FUNCTIONS

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

MEASUREMENT AND GEOMETRY

- Students understand that measurement is accomplished by identifying a unit of measure, repeating that unit and comparing it to the item to be measured. Students describe and classify two and three dimensions and solid geometric shapes.

STATISTICS, DATA ANALYSIS AND PROBABILITY

- Students collect, record, organize, display and interpret numerical data on bar graphs and other representations.
- Student demonstrate an understanding of patterns and how they grow, and describe them in general ways.

MATHEMATICAL REASONING

- Students make decisions about how to set up a problem.
- Students note connections between one problem and another.

HISTORY/SOCIAL SCIENCE

PEOPLE WHO MAKE A DIFFERENCE

Students in grade two explore the lives of actual people who make a difference in everyday life.

- 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 understand basic economic concepts including trade.

- 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

SCIENCE

EARTH

Our universe is interactive and constantly changing.

Grade-Level Concepts and Sub-concepts

The inside of the Earth is constantly changing.

- The earth is composed of solid, liquid, and gaseous materials that form layers.
- Stress in the Earth's crust, caused by movement of the Earth, is released through earthquake and volcanoes.
- Most rocks are formed in many different environments. Some are formed under heat and pressure inside the Earth.

LIFE

Living things are diverse, interdependent and evolving.

Grade-Level Concepts and Sub-concepts

All organisms go through predictable life cycles.

- Plants go through a life cycle.
- Animals go through a life cycle.
- The sequential stages of life cycles are different for different animals for example, butterflies, frogs and mice.

PHYSICAL

The interactions of matter and energy shape our world.

Grade-Level Concepts and Sub-concepts

Energy is necessary to cause changes in matter.

- Pushes and pulls are effects of energy that make matter move
- The greater the force, the greater the motion.

ENVIRONMENTAL

People are dependent on the Earth's dynamic natural systems and can participate in responsible actions to enhance or protect the environment.

Grade-Level Concepts and Sub-concepts

We conserve soil because it supports life.

- Soil is made up of living and nonliving things.
- Soil supports life, and life enriches soil.
- People depend on soil.
- People can choose to enrich and conserve soil.

PHYSICAL EDUCATION

The Physical Education Program meets the students' need to develop physically, mentally, emotionally, and socially by providing planned physical activity and the learning of skills that enable students to participate in activities throughout life. The Physical Education Fitness Program for primary children is based upon learning the fundamentals of movement and building a foundation for physical fitness. The program helps children to:

- Develop cooperation and good sportsmanship skills.
- Develop physical abilities and fitness through ball games, playground games, rhythmic movement activities and cardiovascular exercise.
- Use play equipment such as: ropes, balls, and outside playground structures appropriately and safely.
- Develop an enjoyment of physical activity.

VISUAL AND PERFORMING ARTS

Art, music, drama, and dance are integrated into the curriculum.

HOMEWORK

Homework is defined as an assigned activity that is primarily accomplished outside of regular class time. Such work shall be appropriate to the grade level, subject matters, and instructional objective(s); in general, the amount of time spent on homework shall increase as the student progresses through the grades.

Purpose and benefits of homework can include:

1. Extend or make more meaningful concepts introduced at school.
2. Engage students in purposeful practice relevant to their learning.
3. Develop effective study habits.
4. Develop independent learning skills.

Each school follows the District Administrative Regulations and Policy as well as follows the site specific Homework Guidelines.

REPORTING TO PARENTS

Open communication between parents and teacher is essential to each child's educational and developmental progress.

- A parent-teacher conference will be held in October/November. This will include a progress report card. Progress report cards will also be issued in January and May, as needed.
- Standards-based report cards are issued in December, March and June.
- Each teacher has a system for regular communication to parents to help them keep abreast of what the class is learning.
- In addition, the teacher will contact the parents on an individual basis as the need arises.
- Parents are encouraged to talk to the teacher whenever they have a concern (i.e., new glasses, loss of a pet, family emergency, change in living arrangements, etc.) that might affect the child's ability to learn.

ASSESSMENT OF LEARNING

Teachers assess student progress regularly using a wide variety of tests and other strategies, including teacher observations, student tasks and projects, teacher-made tests, curriculum unit tests, and required district and state exams. Information from these various assessments helps teachers provide the kinds of learning experiences that will help all students make significant progress toward the district's standards.

STUDENT PROMOTION/RETENTION CRITERIA

The following multiple promotion criteria for reading, writing, listening/speaking, and mathematics applies to students in grades 2-5 for each trimester:

Achievement Grades

Each student's overall classroom progress, quality of work, and participation must be:

- above "Not Passing" (grades 4-5)
- above "Requires Additional Instruction" (grades 2-3)

Progress Toward Standards

Each student's "Progress Toward Standards" must be "Grade Level Proficient."

California Standards Tests (CST)

Each student's English/Language Arts and Mathematics spring performance level score must be Proficient or above.

SUPPORT SERVICES

The Dixie School District provides services for Special Education, English Language Development, counseling and psychological services.

DISTRICT TESTING SCHEDULE

Testing	K	1	2	3	4	5	6	7	8
Dixie/State Standards Testing	X	X	X	X	X	X	X	X	X
STAR Testing: CA Standards Test (CST))			X	X	X	X	X	X	X
Gifted and Talented Education (GATE) Program				X	X	X	X	X	X
State Physical Fitness						X		X	
State Writing Assessment					X			X	
CA English Language Development Test	X	X	X	X	X	X	X	X	X

NOTE: Additional testing for various programs occurs throughout grade levels as needed.

DIXIE ADOPTED BASIC TEXTBOOKS

Subject	Publisher
LANGUAGE ARTS	Houghton Mifflin <i>6+1 Traits of Writing</i>
MATHEMATICS	<i>Everyday Math,</i> The Wright Group
SCIENCE	<i>CA Science,</i> Pearson Scott Foresman
SOCIAL SCIENCE	Harcourt
HANDWRITING	<i>D'Nealian,</i> Scott Foresman

HEALTH REQUIREMENTS FOR ADMISSION

All students must have a written record of immunizations that is up to date prior to school entry.

The District Code of Conduct
Be Safe.
Be Responsible.
Be Respectful.

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