

Social Studies

In each of the following areas, students will:

History

- Learn how people and events from the past have affected the development of our country.
- Using the concept of past, present and future, create a timeline of local events.
- Discover that history is learned through stories of the past told from varying points of view.
- Understand how traditions and celebrations help us learn about and remember our past.

Geography

- Use the Five Themes of Geography: location, place, human/environment interaction, movement and region.
- Map the local community and discover where it is in relationship to the state, country and world.
- Learn how people use and change the environment and the importance of protecting our environment.

Civics

- Know the main purposes of government.
- Understand why communities need laws.
- Become familiar with key concepts relating to local government.

Economics

- Describe how businesses in the local community meet economic needs and wants of consumers.
- Understand how resources are used to produce goods and services.
- Identify ways families manage resources and make decisions.

Public Discourse/Decision Making/Citizen Involvement

- Discuss a local public issue.
- Begin to demonstrate the ability to express a position on a public policy issue.
- Participate in community projects to help or inform others.

Effort/Work Habits, Social and Physical Development

Students are expected to:

- Produce quality work.
- Follow directions, spoken and written.
- Complete work in a timely manner.
- Demonstrate responsibility for personal needs and belongings.
- Demonstrate responsibility for returning homework on time.
- Demonstrate self-control.
- Cooperate with others.
- Follow school and classroom rules.
- Resolve conflicts appropriately.
- Respect others' feelings, differences and viewpoints.
- Recover from situational setbacks.

Elementary Level Standards for Music, Art and Physical Education

Music Standards

Students will:

- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music.
- Improvise melodies, variations and accompaniments.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen, analyze and describe music.
- Evaluate music and music performances.
- Understand relationships between the other arts and disciplines outside the arts.
- Understand music in relation to history and culture.

Art Standards

- **Performing:** All students will apply skills and knowledge to perform in the arts.
- **Creating:** All students will apply skills and knowledge to create in the arts.
- **Analyzing in Context:** All students will analyze, describe and evaluate works of art.
- **Arts in Context:** All students will understand, analyze and describe the arts in their historical, social and cultural contexts.
- **Connecting to other Arts, other Disciplines and Life:** All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Physical Education

Students will:

- Develop a positive self-image.
- Be able to function as responsible citizens.
- Develop skills in critical thinking and decision making.
- Develop physical skills.
- Develop personal fitness.
- Develop knowledge and understanding of basic mechanical principles.
- Develop knowledge and understanding of factors that may inhibit, enhance or modify participation.
- Develop good safety habits.
- Develop an understanding of the rules, concepts and strategies of games and contests.
- Be able to perform movement patterns.
- Develop interest and skill toward lifetime and leisure activities.

Suggestions For Parents - Grade 2

- Establish an evening and morning routine that prepares child for the school day and keeps him/her organized. Expect child to eventually complete the routine without your assistance.
- Establish a quiet reading or working space for your child to use regularly.
- Read to your child - fiction and non-fiction. Discuss, ask questions, predict and retell. Ask about characters, setting, events and author's message.
- Encourage your child to read independently. Provide child with "just right" books that are not too easy and not too hard.
- Show your child that you are also a reader - share a common reading time.
- Encourage child to use pictures clues while reading.
- Have child write a letter/thank you note to a friend or family member and mail it.
- Suggest that child write poetry for fun.
- Have your child keep a notebook to write about activities and experiences and list writing ideas.
- Play games: cards, dice, dominoes, spinners, timers, counters and puzzles.
- Ask your child to explain to you how he/she knows or how they got the answer.
- Look at the weights on foods and find ounces, pounds, liters, quarts, etc.
- While riding in the car, compare and contrast vehicles. Make predictions: Is it more likely we'll see a van next? Is it unlikely we'll see a motorcycle? Which color car do we see most frequently?
- Use location (in front of, behind, bottom) and comparison (longer, shorter, more than) words.
- Ask time-related questions such as how many minutes until bedtime, meals, etc. and how much time has passed since...
- Encourage child to create pictures and place them on display.
- Notice and discuss events happening in and around your neighborhood and community.
- Give informational sources as gifts - books, dictionaries, etc.
- Make resources such as a dictionary, thesaurus, encyclopedias, etc. available at home.
- Become involved in the school (PTA/PTO, classroom volunteer, media center volunteer, etc.).

Assessments

Assessments are used as tools to monitor student progress and assist the teachers in knowing where to focus their instruction. They may or may not result in a formal grade. Types of assessments include:

- Observations
- Demonstrations
- Conferences
- Checklists
- District Assessments
- MLPP - Michigan Literacy Progress Profile

Parent-Teacher Communication

Parent/school partnerships are essential to a child's education. We encourage parents to maintain open communication with teachers and school administration throughout the year. Formal reporting of progress occurs during the following intervals (note: report cards are viewable on Synergy)

November:	End of Trimester 1 Report Card Conference with Teacher
March:	End of Trimester 2 Report Card Optional Conference with Teacher
June:	End of Trimester 3 Report Card



2ND GRADE

Curriculum Expectations



The Rochester Community Schools Elementary Curriculum Department offers a curriculum that is steeped in rigor and challenge yet incorporates developmentally appropriate practices. The elementary curriculum provides rich experiences for students in all academic content areas as well as art, physical education, music, media, technology, and world language. The curriculum is reviewed frequently for alignment with state of Michigan standards.

The purpose of the elementary curriculum is to provide a strong foundation for future learning and success in which all students acquire high levels of literacy, problem-solving skills, collaborative abilities, and knowledge. The focus on the “whole” child is emphasized in the elementary years by building resiliency in the areas of social and emotional well-being. The information contained in this brochure provides an overview of the expectations for language arts, math, science, social studies, physical education/health, art, music, and world language for specific grade levels.

We invite you to visit your school, confer with teachers/administrators and engage in a dialogue about your child’s learning. A close working relationship between the home and the school helps each child have a meaningful and productive educational experience. It is also a key component in making Rochester Community Schools an exceptional learning environment. We welcome your input and hope this brochure will help you become an informed participant in your child’s education. It is our goal for all of our students to achieve “Pride in Excellence”!

Sincerely,

Michael H. Behrmann
Executive Director of Elementary Education

Notice of Nondiscrimination

Rochester Community Schools does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or handicap including but not limited to Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board is responsible.

Rochester Community Schools has designated the following individual as Compliance Coordinator: Title IX, Section 504, Title II, Assistant Superintendent for Instruction, 501 W. University, Rochester, MI 48307, 248-726-3106.

Literacy Model

Elementary teachers in Rochester Community Schools deliver literacy instruction using a balanced literacy approach which research has shown is most effective. Students progress along a continuum and build upon previous learning. Teachers provide instruction at various levels of the continuum in order to meet the needs of all their students. Most children remain at one stage for an extended period of time. It is not unusual for a child to be at a particular stage throughout a grade level.

Read Aloud

The teacher reads aloud to the whole class using a carefully selected text which may be fiction or nonfiction. Some read aloud sessions include student responses with partners turning to talk to each other about the text to aid in comprehension, and other sessions are for enjoyment and vocabulary development.

Shared Reading

A text is read together as a class. Texts are chosen based on literary value or a skill or strategy the teacher wants to target. It is often a text that would be too difficult for some students to read if they were asked to read it alone. Students read the text multiple times and are engaged in discussion about the text, skill or strategy. After practice, the teacher may ask the students to demonstrate their learning by completing a task related to the text.

Reading Workshop

A variety of literacy activities may occur during reading workshop. The teacher begins with a whole class mini-lesson focusing on a skill or strategy that will benefit all students. Next, the teacher may meet with guided reading groups or have conferences with individual students about their reading. During this time, students self-select and read books that are at their **independent** reading levels where they can read almost all the words accurately and fluently. Comprehension of the text is of the utmost importance.

Guided Reading

The teacher works with small groups of students who have similar reading needs. Books or articles that are at the students’ **instructional** level are used, and the teacher makes teaching points and supports the students as they read the text silently or aloud. The text may be above, below or at what is considered grade level. Students are able to learn and practice new skills or strategies that will help them grow as readers.

Writing Workshop

Using a format similar to reading workshop, students engage in a variety of writing activities. The teacher guides the process and provides instruction through mini-lessons and conferences. Students use notebooks to collect ideas and practice strategies as they work their way through the prewriting, drafting, revising, editing and publishing process. An important aspect of the workshop involves students sharing their writing with others and getting feedback.

Shared Writing

The teacher and students work together. At times, a “shared pen” technique is used that involves the children in the writing. It is an instructional approach with a focused outcome. In grades K-2 the outcome may be as simple as composing sentences, messages, or stories. In grades 3-5 the outcome might include writing dialogue, outlines or using previously-gathered information to generate a research paper.

Spelling, Phonics and Grammar

Instruction in these areas is woven throughout all the elements of the Literacy Model. Teachers help students notice and use letters, sounds, and spelling patterns. Each grade level has a list of priority words that all students are expected to spell correctly in their everyday writing. Grammar is taught within the context of authentic writing experiences.

English Language Arts

By the end of 2nd grade, students are expected to at least be at the Transitional level on the continuum of skills and competencies. At the Transitional level, students will be able to:

Reading

- Demonstrate phonemic awareness by blending sounds to make words, identifying individual sounds in words, taking sounds out, and substituting sounds to make new words.
- Use structural cues to recognize and decode words with long and short vowels.
- Determine the meaning of words and phrases in context.
- Read a variety of narrative and informational grade level text fluently.
- Identify the form and purpose of narrative genres such as poetry, fantasy, legends, and drama.
- Describe characters’ actions and motivations, setting, problem/solution, and summarize sequence of events.
- Understand features of informational text including boldface type, graphs, maps, diagrams, and charts.
- Make text-to-self and text-to-text connections and comparisons.
- Retell a story in sequence using the main idea, relevant details and theme.
- Select books of interest for independent reading; make an effort to read unfamiliar text.

Writing

- Writes narratives using sequence and description.
- Writes opinion pieces stating an opinion and supplying supporting reasons.
- Writes informational pieces about a topic.
- Writes supporting details to develop the topic and provides a sense of closure.
- Writes complete sentences.
- Uses accurate punctuation and capitalization.
- Correctly spells priority words in everyday writing.
- Handwriting shows correct letter formation and spacing.
- Uses technology to produce and publish writing.

Speaking, Listening and Viewing

- Communicate to ask questions, give answers, and have discussions.
- Know that spoken language differs between school and home.
- Respond to multiple text types by reflecting, making connections, and sharing understanding.
- Give, restate and follow three-step and four-step directions.
- Ask appropriate questions during presentations.

World Languages

Students will:

- Receive instruction in world languages that exposes them to cultural aspects.
- Acquire beginning conversational, reading, and writing skills.

Science

Structure and Properties of Matter

- Sort objects according to observable properties.
- Identify materials that are attracted to a magnet.
- Demonstrate properties of water.

Organization of Living Things

- Identify the needs of plants.
- Describe the life cycle of familiar flowering plants.
- Identify characteristics of plants that are passed from parents to young.

Solid Earth

- Describe major landforms of the surface of the Earth.
- Identify water sources and describe major bodies of water on the Earth’s surface.
- Identify household uses of water.
- Describe properties of water as a liquid and a solid.
- Describe how rain collects on the surface of the Earth and flows downhill into bodies of water.

Mathematics

The Mathematical Standards are the end of year goals for 2nd grade children. Although it is understood that children develop at different rates, the goal is that students will be able to demonstrate competency in these areas:

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Use addition and subtraction within 100 to solve one- and two-step word problems using a variety of strategies using numbers, symbols, and units.
- Find missing values to open sentences ($42 + \underline{\quad} = 57$).
- Add and subtract within 20.
- Fluently add and subtract within 20 using mental strategies.
- Work with equal groups of objects to gain foundations for multiplication.
- Determine whether a group of objects (up to 20) is odd or even.
- Use addition to find the total number of objects arranged in an array.
- Write an equation to express the sum of an array.

Number and Operations in Base Ten

- Understand place value.
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
- 100 can be thought of as a bundle of ten tens—called a “hundred.”
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $<$, and $=$ symbols to record the results of comparisons.
- Use place value understanding and properties to add and subtract.
- Fluently add and subtract within 100 with and without regrouping.
- Add up to four two-digit numbers.
- Add and subtract within 1000, using concrete models or drawings and strategies to explain how the problem was solved.
- Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from given number 100-900.

Measurement and Data

- Measure and estimate lengths in standard units.
- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object, using two different units of measure; compare and describe how the two measurements relate to the object measured.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Relate addition and subtraction to length.
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
- Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line diagram.
- Work with time and money.
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $\$$ and \cent symbols appropriately.
- Represent and interpret data.
- Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, using whole number units on a horizontal scale.
- Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry

- Reason with shapes and their attributes.
- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Divide a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Divide circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.