

# Grade 2 Parent's Guide to Year-Long Learning

During Grade 2, students receive instruction on the concepts and skills described below.

## SCIENCE

Marking Period 1	Marking Period 2
<p>During the marking period, students investigate the three states of matter and its properties. They investigate properties of matter and how to use them for a purpose. Students engage in an engineering design challenge using properties of matter to build a playground. Students also:</p> <ul style="list-style-type: none"> <li>• Understand that matter has three forms.</li> <li>• Determine properties of matter and their uses.</li> <li>• Design and build a playground using materials.</li> </ul>	<p>During the marking period, students develop an understanding of changes to the Earth's surface. Students learn that changes can happen quickly or slowly. Students apply this knowledge to study school yard erosion and design a solution to lessen the impact. Students also:</p> <ul style="list-style-type: none"> <li>• Determine if change happens quickly or slowly.</li> <li>• Investigate erosion by wind and water</li> <li>• Observe local erosion in the school yard.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students investigate habits and the animals that live in them. Students develop an understanding of what of habitats and diversity of life within them. They design and build a bug trap for the school yard. Students also:</p> <ul style="list-style-type: none"> <li>• Study the diversity of habitats.</li> <li>• Investigate diversity of life in a school yard.</li> </ul>	<p>During the marking period, students explore plant growth, seed dispersal, and pollination. Students investigate the role of pollinators and the interdependence of plants and animals. Students also:</p> <ul style="list-style-type: none"> <li>• Determine if a plant needs light and water to grow.</li> <li>• Understand that both plants and animals rely on each other for survival.</li> </ul>

## SOCIAL STUDIES

Marking Period 1	Marking Period 2
<p>During the marking period, students reexamine the roles of individuals and groups in a democratic society. Students explore the role of rules and laws in promoting orderliness, fairness, responsibility, privacy, and safety. Students also:</p> <ul style="list-style-type: none"> <li>• Explain how rules and laws are made and necessary to maintain order and protect citizens.</li> </ul>	<p>During the marking period, students explore geographic tools and gather information about places on the Earth such as continents, oceans, the equator, the poles, and countries. Students also:</p> <ul style="list-style-type: none"> <li>• Explain ways people of different backgrounds and ages respect and pass on traditions and customs.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students explore how technology affects the way people live, work, and play. Students compare methods of transportation and communication. They determine how these technologies have changed overtime and the impact of these changes. Students also:</p> <ul style="list-style-type: none"> <li>• Explain why people have to make economic choices about goods and services.</li> </ul>	<p>During the marking period, students expand their knowledge of civic participation by examining how school, community, and government leaders contribute to society.. They interpret timelines to explore the processes of change over time. Students also:</p> <ul style="list-style-type: none"> <li>• Describe people, places, and artifacts of eras.</li> <li>• Describe the relationships in a variety of timelines.</li> </ul>

## INFORMATION LITERACY

Marking Period 1	Marking Period 2
<p>During the marking period, students use a variety of formats to share information. Students identify an information need and record information in a variety of formats. Students also:</p> <ul style="list-style-type: none"> <li>• Evaluate and analyze the quality of resources.</li> <li>• Use an appropriate and accepted citation style to create a source list.</li> </ul>	<p>During the marking period, students identify relationships within literature and real life. Students refine questions; identify resources; locate select sources. Students also:</p> <ul style="list-style-type: none"> <li>• Record information in a variety of formats.</li> <li>• Use a variety of formats to prepare the conclusions of the research for sharing.</li> </ul>

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Marking Period 3	Marking Period 4
<p>During the marking period, students apply critical thinking skills and problem-solving strategies. Students use a variety of formats to share information. Students also:</p> <ul style="list-style-type: none"> <li>Identify relationships within fiction and nonfiction literature and real life.</li> <li>Evaluate the relevance of information.</li> </ul>	<p>During the marking period, students use a variety of formats to share information. Students identify relationships within fiction and nonfiction literature and real life. Students also:</p> <ul style="list-style-type: none"> <li>Identify resources; locate and select sources and evaluate sources.</li> <li>Record information in a variety of formats.</li> </ul>

## MUSIC

Marking Period 1	Marking Period 2
<p>During the marking periods, students learn song forms. Students study orchestral families. Students also:</p> <ul style="list-style-type: none"> <li>Study vocabulary related to dynamics and tempo.</li> <li>Explore strong and weak beats in different meters.</li> </ul>	<p>During the marking periods, students study song forms and vocal techniques and skills. Students also:</p> <ul style="list-style-type: none"> <li>Study half notes and half rests.</li> <li>Add new pitches (do and re).</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking periods, students study treble clef, repeat signs, and bar lines. Students also:</p> <ul style="list-style-type: none"> <li>Change dynamics and tempo.</li> <li>Perform simple accompaniments on instruments.</li> </ul>	<p>During the marking periods, students study meter signatures for songs in different meters. Students also:</p> <ul style="list-style-type: none"> <li>Compose with and notate new rhythms and pitches.</li> </ul>

## PHYSICAL EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students practice locomotor skills including galloping, sliding, and skipping. Students demonstrate spatial awareness. Students also:</p> <ul style="list-style-type: none"> <li>Move in relationship to others.</li> <li>Identify the need for rules that ensure activities are safe, fair, fun, and inclusive.</li> </ul>	<p>During the marking period, students practice an overhand throw to a stationary target. Students also:</p> <ul style="list-style-type: none"> <li>Catch an overhand thrown ball.</li> <li>Explain why the heart, lungs, and skin are affected during and after moderate to vigorous physical activity.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students practice jumping and landing with a self-turned rope. They engage in a tumbling that requires balance and weight transfer. Students also:</p> <ul style="list-style-type: none"> <li>Identify the muscles of the upper arm and upper leg.</li> <li>Identify the role of muscles in moving the bones of the body.</li> </ul>	<p>During the marking period, students practice dribbling with feet while jogging around stationary objects. They strike with short-handled implements. Students also:</p> <ul style="list-style-type: none"> <li>Explain the meaning of persistence.</li> <li>Identify the relationship between goal setting and persistence.</li> </ul>

## HEALTH EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students examine the components of well-being. They also discuss positive decision making. Students also:</p> <ul style="list-style-type: none"> <li>Identify stress.</li> <li>Discuss drugs and the law.</li> </ul>	<p>During the marking period, students explore maintaining personal health. They explore how pollution impacts personal health issues. Students also:</p> <ul style="list-style-type: none"> <li>Study safety rules and procedures for emergencies.</li> <li>Learn the meaning of abuse and assault.</li> </ul>

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Marking Period 3	Marking Period 4
<p>During the marking period, students define and identify nutrients. They learn about nutrition and physical activity guidelines. Students also:</p> <ul style="list-style-type: none"> <li>• Discuss the family unit.</li> <li>• Explore physical, mental and social growth.</li> </ul>	<p>During the marking period, students study the definition of disease. Students also:</p> <ul style="list-style-type: none"> <li>• Classify diseases.</li> </ul>

### ART

Marking Period 1 - 4 CREATING & CONNECTING TO ART	Marking Period 1 - 4 PRESENTING & RESPONDING TO ART
<p>During the marking periods, students engage in artmaking by utilizing drawing, painting, printmaking, collage/mixed media, sculpture/ceramics media. There is an emphasis on creating art that is meaningful and unique. Students also:</p> <ul style="list-style-type: none"> <li>• Compare purposes for artwork from different communities.</li> <li>• Use art elements and design principles to represent ideas about community.</li> <li>• Demonstrate proper procedures when using art tools, media, and workspace.</li> </ul>	<p>During the marking periods, students engage in art history, art criticism, aesthetics, and curation. Students develop connection by exploring big ideas relate to <i>COMMUNITY</i> Students also:</p> <ul style="list-style-type: none"> <li>• Identify a theme for a community exhibition and justify the selection of artwork.</li> <li>• Compare different materials and methods for preparing artwork to display.</li> <li>• Analyze how art exhibited inside and outside of schools contributes to communities.</li> </ul>

### BENCHMARK ELA READING

Marking Period 1	Marking Period 2
<p>During the marking period, students identify the main topic of an informational text, the author's purpose, and describe the overall structure of texts. In vocabulary skills instruction, students determine the meaning of words and phrases. In the area of foundational skills. Students review short vowels, initial and ending consonant blends, and learn long vowel patterns. Students also:</p> <ul style="list-style-type: none"> <li>• Draw inferences.</li> <li>• Recount story events.</li> <li>• Describe how characters respond to challenges.</li> </ul>	<p>During the marking period, students read informational texts and identify the main topic of a text and explain how images contribute to and clarify a text. Using literary texts, students recount events and compare two texts. Students determine the meaning of words and phrases and distinguishing meaning among adjectives. In the area of foundational skills, students learn and apply knowledge of r-controlled vowel sounds and long u. Students also:</p> <ul style="list-style-type: none"> <li>• Describe story structure.</li> <li>• Identify central message.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students identify the main topic of a text and the author's purpose with informational text. Vocabulary skills instructs the meaning of compound words and using a dictionary. In the area of foundational skills, students learn vowel teams and compound words. Students also:</p> <ul style="list-style-type: none"> <li>• Acknowledge points of view of characters.</li> <li>• Determine text importance.</li> <li>• Recount story events.</li> </ul>	<p>During the marking period, students compare and contrast important points from two texts on the same topic, identify the main topic of a text. Students read technical texts and describe a technical procedure. Students predicting the meaning of compound words and learn prefixes, suffixes, possessives and the schwa sound. Students also:</p> <ul style="list-style-type: none"> <li>• Analyze how reasons support specific points.</li> <li>• Describe connections between events and ideas.</li> <li>• Describe overall story structure.</li> </ul>

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## BENCHMARK ELA WRITING

Marking Period 1	Marking Period 2
<p>During the marking period 1, students write a personal letter based on a prompt. Students write a narrative and include a sequence of events and temporal words. In the area of conventions of language, students learn about collective nouns, simple sentences, and form and use the past tense of irregular verbs. Students also:</p> <ul style="list-style-type: none"> <li>• Write a narrative.</li> <li>• Engage brainstorming ideas, drafting, and editing.</li> </ul>	<p>During the marking period, students analyze a mentor informative text and an opinion text. Students draft, revise, and edit text. Students go through the prewriting steps in the writing process; brainstorm, evaluate ideas, and plan. Students draft, revise, and edit opinion text. Students also:</p> <ul style="list-style-type: none"> <li>• Write an informative report.</li> <li>• Write an opinion essay.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students analyze a fictional mentor diary entry. Students draft, revise, and edit text. Students analyze a mentor informative report and apply that analysis to their writing. Students go through the prewriting steps in the writing process; brainstorm, evaluate ideas, and plan. Students also:</p> <ul style="list-style-type: none"> <li>• Write an opinion essay.</li> <li>• Write an informative report.</li> </ul>	<p>During the marking period, students are introduced to the acrostic genre and guided through the prewriting steps in the writing process. Students go through the revising and editing steps in the writing process to produce a multimedia presentation. Students rehearse their presentations and share their presentations with the class. Students also:</p> <ul style="list-style-type: none"> <li>• Write an informative essay and prose and poetry.</li> <li>• Produce multimedia presentation.</li> </ul>

## CURRICULUM 2.0 MATHEMATICS

Marking Period 1	Marking Period 2
<p>During the marking period, students use strategies for adding and subtracting within 20. Students apply place value understandings with 2-digit numbers to reason about 3-digit numbers. Students solve a variety of word problem situations with unknowns in all positions. Students also:</p> <ul style="list-style-type: none"> <li>• Read and write numerals up to 1,000.</li> <li>• Count by 1s, 10s, and 100s to 1,000.</li> <li>• Compare 3-digit numbers using symbols.</li> <li>• Mentally determine 10 more/less and 100 more/less than a number within 1,000.</li> <li>• Create a variety of graphs to represent data and solve problems using information from graphs.</li> </ul>	<p>During the marking period, students use mental strategies to build fluency with addition and subtraction within 20. Students use place value understanding and properties of operations to develop fluency with addition and subtraction within 100. Students solve a variety of word problem situations (within 100). Students also:</p> <ul style="list-style-type: none"> <li>• Determine whether a group of objects has an odd or even number of members.</li> <li>• Use drawings and equations with a symbol for the unknown to represent and solve word problems.</li> <li>• Determine the value of a collection of bills and/or coins within \$100.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students measure and solve problems using standard units. Students solve a variety of one- and two-step addition and subtraction problems within 100, including word problems involving length and money. Students tell and write time to the nearest five minutes. Students also:</p> <ul style="list-style-type: none"> <li>• partition circles and rectangles into two, three, or four equal shares and describe the shares using words such as half of, a third of, halves, and thirds.</li> </ul>	<p>During the marking period, students revisit the goal that, by the end of Grade 2, they know all sums of two 1-digit numbers from memory. Students focus on developing fluency with addition and subtraction within 100. Students also:</p> <ul style="list-style-type: none"> <li>• Add and subtract within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.</li> <li>• Identify and describe attributes of 2- and 3-dimensional shapes.</li> </ul>