

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. Students engage in an engineering design challenge using properties of matter to build a better playground. Students also:</p> <ul style="list-style-type: none"> • Understand that matter has three forms. • Determine properties of matter and their uses. • Design and build a playground using materials. 	<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"> • Determine if change happens quickly or slowly. • Investigate erosion by wind and water • Observe local erosion in the school yard.
Marking Period 3	Marking Period 4
<p>During the marking period, students investigate habits and animals that live in them. Students develop understanding 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"> • Study the diversity of habitats. • Investigate diversity of life in a school yard. 	<p>During the marking period, students explore plant growth, seed dispersal, and pollination. Students determine what plants need to grow and survive. Students also:</p> <ul style="list-style-type: none"> • Determine if a plant needs light and water to grow. • Understand that both plants and animals rely on each other for survival.

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"> • Explain how rules and laws are made and necessary to maintain order and protect citizens. • Describe the rights and responsibilities of being a participating member of the. 	<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"> • Analyze elements of two cultures and how each meets needs and contributes to the community. • Explain ways people of different background and ages respect and pass on traditions and customs.
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"> • Explain why people have to make economic choices about goods and services. 	<p>During the marking period, students expand their knowledge of civic participation by examining how leaders contribute to society. They interpret timelines to explore the processes of change over time. Students also:</p> <ul style="list-style-type: none"> • Describe people, places, and artifacts of eras. • Describe the relationship among events in timelines.

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"> • Evaluate and analyze the quality of resources. • Use an appropriate and accepted citation style to create a source list. 	<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"> • Record information in a variety of formats. • Use a variety of formats to prepare the conclusions of the research for sharing.

Grade 2 Parent's Guide to Year-Long Learning

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

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"> Identify relationships within fiction and nonfiction literature and real life. Evaluate the relevance of information. 	<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"> Identify resources; locate and select sources and evaluate sources. Record information in a variety of formats.

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

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"> Move in relationship to others. Identify the need for rules that ensure activities are safe, fair, fun, and inclusive. 	<p>During the marking period, students practice an overhand throw to a stationary target. Students also:</p> <ul style="list-style-type: none"> Catch an overhand thrown ball. Explain why the heart, lungs, and skin are affected during and after moderate to vigorous physical activity.
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"> Identify the muscles of the upper arm and upper leg. Identify the role of muscles in moving the bones of the body. 	<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"> Explain the meaning of persistence. Identify the relationship between goal setting and persistence.

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"> Identify stress. Discuss drugs and the law. 	<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"> Study safety rules and procedures for emergencies. Learn the meaning of abuse and assault.

Grade 2 Parent's Guide to Year-Long Learning

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

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"> • Discuss the family unit. • Explore examples of physical, mental and social growth. 	<p>During the marking period, students study the definition of disease. Students also:</p> <ul style="list-style-type: none"> • Classify diseases.

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 personally meaningful and unique. Students also:</p> <ul style="list-style-type: none"> • Compare purposes for artwork from different communities. • Use art elements and design principles to represent ideas about community. • Demonstrate proper procedures when using art tools, media, and workspace. 	<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"> • Identify a theme for a community exhibition and justify the selection of artwork. • Compare different materials and methods for preparing artwork to display. • Analyze how art exhibited inside and outside of schools contributes to communities.

CURRICULUM 2.0 READING

Marking Period 1	Marking Period 2
<p>During the marking period, students examine story elements and how characters respond to events and challenges. They read two versions of the same story from different cultures and authors, then analyze similarities and differences between the characters, setting and plot in each version. Students also:</p> <ul style="list-style-type: none"> • Ask and answer questions about literary and informational text. • Examine how an author's points are supported. 	<p>During the marking period, students identify the main topic of a multi-paragraph informational text. They read different versions of traditional stories, including folktales, fables, and fairy tales, to compare the way that characters in different versions respond to challenges. Students also:</p> <ul style="list-style-type: none"> • Use text features to locate key information and facts. • Use a variety of strategies to clarify the meaning of unknown words.
Marking Period 3	Marking Period 4
<p>During the marking period, students describe how words and phrases supply rhythm and meaning in a story, poem, or song. They describe how characters in stories respond to challenges and acknowledge points of view of characters. Students also:</p> <ul style="list-style-type: none"> • Compare and contrast the most important points from two informational texts on the same topic. • Use sentence-level context clues. • Explain how images contribute to or clarify a text. 	<p>During the marking period, students read poetry and traditional stories and describe how phrases supply meaning to the text. Students read biographies and use text features to locate information in the text. Students describe specific points made by an author using details. Students also:</p> <ul style="list-style-type: none"> • Connect different series of historical events. • Use images to clarify the meaning of a text. • Participate in collaborative discussions with peers.

Grade 2 Parent's Guide to Year-Long Learning

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

CURRICULUM 2.0 WRITING

Marking Period 1	Marking Period 2
<p>During the marking period, students write a narrative about a personal experience that tells an event and includes details to describe actions, thoughts, and feelings. They gather knowledge, write an informative text that introduces a topic, uses facts and definitions to develop points, and provides a sense of closure. Students write a letter stating an opinion. Students also:</p> <ul style="list-style-type: none"> • Use adjectives and adverbs to add details in writing. • Participate in shared research with a digital tool. 	<p>During the marking period, students complete research and organize facts to develop points to write an informative text with an introduction and a concluding statement. They choose a traditional story (e.g., folktale, fairy tale, fable) and change the story's setting to write a new version of the story that includes a clear structure of events. Students also:</p> <ul style="list-style-type: none"> • Revise and edit their writing using beginning dictionaries to check spelling. • Create an audio recording of their traditional story.
Marking Period 3	Marking Period 4
<p>During the marking period, students compose opinion pieces that introduce a topic, state an opinion, and use linking words to connect reasons and opinions. They distinguish between facts and opinions when developing reasons to support their opinions. Students also:</p> <ul style="list-style-type: none"> • Participate in shared research to generate questions. • Use technology to revise and publish their writing. • Produce, rearrange and expand sentences in their writing. 	<p>During the marking period, students read poems and analyze poets' use of sensory details to convey feelings, thoughts and actions to create imagery, then incorporate these techniques into poems they write. Students use the writing process to produce an extended informative text that makes a comparison. Students also:</p> <ul style="list-style-type: none"> • Add visual displays to poems to clarify ideas, thoughts, and feelings. • Use facts to develop points in their informative writing.

EUREKA MATH

Marking Period 1	Marking Period 2
<p>During the marking period, students add and subtract within 20 and within 100. They solve word problems by generalizing and analyzing part-whole relationships. Students measure and estimate using standard units of lengths, and solve word problems involving length units. Students count and compare numbers to 1,000. Students also:</p> <ul style="list-style-type: none"> • Explore the meaning of the equal sign. • Learn subtraction as an unknown-addend problem. • Read, write, and compare numbers within 1000 based on an understanding of place value. 	<p>During the marking period, students add and subtract within 200, moving from concrete to pictorial to abstract. They apply their knowledge to one-step and two-step word problems. Students continue to develop fluency with addition and subtraction within 100. Students use place value to explain why addition and subtraction strategies work. Students also:</p> <ul style="list-style-type: none"> • Use addition and subtraction within 100 to solve one- and two-step word problems. • Add and subtract within 1000. • Model base ten numbers with money.
Marking Period 3	Marking Period 4
<p>During the marking period, students lay the foundation for multiplication by making equal groups. They explore how repeated addition can be used to find the total number of squares when a rectangle is partitioned into rows and columns. Students also:</p> <ul style="list-style-type: none"> • Apply addition and subtraction fluency within 100. • Solve one- and two-step word problems of all types. 	<p>During the marking period, students practice problem-solving skills with coins. They measure and estimate length with units from both the customary and metric systems. Students describe and analyze shapes in terms of their sides and angles. Students also:</p> <ul style="list-style-type: none"> • Relate addition and subtraction to length. • Represent and interpret data.