COMMUNITY CONSOLIDATED SCHOOL DISTRICT 89
Learning for Life

Learning Expectations

SECOND GRADE

Dear Parents,

This curriculum brochure provides an overview of the essential learning students should accomplish during a specific school year. It is a "snapshot" of the instructional focus at a particular grade level.

The Literacy and Math learning expectations described in this brochure are based on the Common Core Learning Standards adopted by the Illinois Legislature in 2010. Science curriculum is aligned to the Next Generation Science Standards and were fully implemented during the 2016-2017 school year. Illinois Social Science Standards were fully implemented in 2017-2018. Fine Arts are based on the Illinois Learning Standards adopted in 2016. All District 89 students are expected to work toward mastery of these standards. To accomplish this goal, students at each grade level must build on the concepts and skills previously learned. Daily curricular plans, instructional strategies and assessment of student work are designed to help students make progress and meet or exceed the learning standards.

Parent awareness and support for the grade level expectations contribute to establishing an effective partnership between the home and school. Parents with questions about their child's program are encouraged to contact their child's teacher or principal for more information.

Community Consolidated School District 89
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2 English Language Arts

Students in 2nd grade will gain more skills in reading, writing, speaking, and listening. They continue to learn and practice rules for matching sounds to letters that make up words, and they learn new concepts — such as words that share the same root (e.g., add and additional) — that help them figure out the meanings of new words. Writing will become an exciting way for your child to use newly learned words and phrases to express ideas. As they write and speak, 2nd graders will be more attentive to the formal and informal uses of English and will spell most words correctly in their writing.

A Sample of What Your Child Will Be Working on in 2nd Grade

- Paying close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, when, why, and how questions
- Determining the lesson or moral of stories, fables, and folktales
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently
- Writing an opinion about a book they have read, using important details from the materials to support that opinion
- Writing stories that include a short sequence of events and include a clear beginning, middle, and end
- Participating in shared research projects (e.g., read books on a single topic to produce a report)
- Taking part in conversations by linking their comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic
- Retelling key information or ideas from media or books read aloud
- Producing, expanding, and rearranging sentences (e.g., “The boy watched the movie”; “The little boy watched the movie”; “The action movie was watched by the little boy”)
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless)

Talking to Your Child’s Teacher

Keeping the conversation focused.
When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 2nd grade, these include:

- Reading grade-level books and stories with understanding and fluency
- Building a foundation of knowledge through reading and listening to books in history/social studies, science, and other subjects

Ask to see a sample of your child’s work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help their learning outside the classroom?

Additionally, here are some English Language Arts activities you can do with your child to support learning at home:

- Read at home every day and assist your child by reading every other paragraph. Encourage your child to read to younger siblings, cousins, or other children you know. To find recommendations of books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Have your child write a thank you note or letter to family members or friends.
- Ask your librarian to suggest books about people or places that are important to your child or family that you can read together. Encourage your child to explain what they have just read.

Mathematics 2

In 2nd Grade:
Students focus intensively on the four critical areas specified by the Common Core State Standards for Mathematics in Grade Two:

- Extending understanding of base-ten notation
- Building fluency with addition and subtraction
- Using standard units of linear measurement
- Describing and analyzing shapes

The first unit revisits and extends addition and subtraction within 20, helping to ensure that second graders operate with understanding and fact fluency from the start of the school year.

Units 2, 3, 5, and parts of Unit 7, are devoted to place value and multi-digit addition and subtraction. During these units, students learn to count by fives, tens, and multiples of hundreds, tens and ones; read, write, and compare numbers to 1,000; and develop fluency with addition and subtraction to 100 as they solve and pose a wide variety of word problems. Later in the year, the children use concrete models and sketches, as well as strategies based on place value, properties of operations, and the relationship between addition and subtraction, to add and subtract to 1,000.

Unit 6 revolves around geometry, building foundations for understanding area, volume, congruence, similarity, and symmetry as students investigate, describe, build, draw, combine, decompose, and analyze two- and three-dimensional shapes.

Unit 4, and the first part of Unit 7, focus on linear measurement, as students construct their own rulers; estimate and measure in inches, feet, yards, centimeters, and meters; and solve problems that involve adding, subtracting, and comparing lengths.

Unit 8 revisits linear measurement in the context of science and engineering as students make and test cardboard ramps of different kinds to investigate some of the factors that cause marbles to roll farther and faster. In the process, they generate data by measuring marble roll distances multiple times, pool their data, and enter it online plots to better see, understand, and analyze how manipulating the different variables affects the outcomes.

Talking to Your Child's Teacher

Keeping the conversation focused.
When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 2nd grade, these include:

- Demonstrating an understanding of place value to add and subtract
- Solving more challenging addition and subtraction word problems
- Measuring lengths, and solving word problems involving addition and subtraction of lengths

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Additionally, here are some Math activities you can do with your child to support learning at home:

Look for "word problems" in real life. Some 2nd grade examples might include:

- When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money they need to buy the item.
- When measuring your child's height, ask how many inches they have grown since the very first measurement.
- Play "draw the shape." For example, ask your child to draw a hexagon with one side longer than the others, or ask them to shade in a quarter of a rectangle.

2 Mathematics

BRIDGES® IN MATHEMATICS

How Will My Child Learn Math This Year?

Your child's classroom will use Bridges in Mathematics second edition, a comprehensive curriculum for grades K–5. Bridges is a rigorous program designed to address the new math standards in a way that's enjoyable and accessible to all learners.

The curriculum focuses on developing in students a deep understanding of math concepts, proficiency with key skills, and the ability to solve new and complex problems. Learning activities tap into the intelligence and strengths all students have by presenting mathematically powerful material alive with language, pictures, and movement.

Students in a Bridges classroom talk about math, describe observations, explain methods, and ask questions. They are encouraged to find multiple ways to solve problems and show different ways of thinking. This is a vital way to help students build more flexible and efficient ways to solve increasingly complex problems. Hands-on activities engage them in exploring, developing, testing, discussing, and applying mathematical concepts.

How can families help?

Visit the Support for Families page on the Math Learning Center website, where you will find:

- Unit overviews that explain what your child will be learning
- Tips for helping your child with homework
- Links to more information about each grade level of Bridges
- Links to additional resources, including books and free online games

Support for Families
mathlearningcenter.org/families

How Is the Program Structured?

Bridges features a combination of whole-group, small-group, and independent activities that are problem centered.

Problems & Investigations

Problems & Investigations often begin with a problem posed to the whole class. Students think and work independently or talk in pairs before sharing and comparing strategies and solutions as a whole class. The teacher monitors and guides the class discussion to make sure that students understand important mathematical concepts.

Work Places

Work Places are engaging math exploration activities that reinforce key skills. The teacher observes and interacts to address students' need for support and enrichment.

Number Corner

Number Corner is a skill-building program that revolves around the classroom calendar and gives students an active role. They receive daily practice as well as steady encounters with broader mathematical concepts.

Homework

Home Connections assignments are sent home at the discretion of your child's teacher. At times, your child may bring home math games or activities for you to enjoy together, but the main role for parents is not to teach but to guide your student and take an interest in their work. You'll be receiving Unit Overviews throughout the year that explain the math concepts the class is currently focused on and suggest specific ways you may support your child.

The MATH LEARNING CENTER

2 Science

SCIENCE (NGSS) Second Grade

PHYSICAL SCIENCE MATTER AND ITS INTERACTIONS STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.

LIFE SCIENCE ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.
2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

EARTH AND SPACE EARTH'S PLACE IN THE UNIVERSE

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

EARTH'S SYSTEMS

2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. Assessment Boundary: Assessment does not include quantitative scaling in models.
2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

ENGINEERING DESIGN

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Social Studies

2

INQUIRY SKILLS
Constructing Essential Questions
SS.IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
SS.IS.2.K-2 Explore facts from various sources that can be used to answer the developed questions.
SS.IS.3.K-2 Gather information from one or two sources with guidance and support from adults and/or peers.
SS.IS.4.K-2 Evaluate a source by distinguishing between fact and opinion.
SS.IS.5.K-2 Ask and answer questions about arguments and explanations.
SS.IS.6.K-2 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

CIVICS Civic and Political Institutions
SS.CV.1.2 Explain what governments are and some of their functions , processes, rules, and laws
SS.CV.2.2 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

ECONOMICS AND FINANCIAL LITERACY Economic Decision Making
SS.EC.1.2 Demonstrate how our choices can affect ourselves and others in positive and negative ways.
SS.EC.2.2 Explain the role of money in making exchange easier.
SS.EC.3.2 Compare the goods and services that people in the local community produce and those that are produced in other communities.
SS.EC.FL.1.2 Explain that money can be saved or spent on goods and services.

GEOGRAPHY Geographic Representations
SS.G.1.2 Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.
SS.G.2.2 Identify some cultural and environmental characteristics of your community and compare to other places.
SS.G.3.2 Explain how people in your community use local and distant environments to meet their daily needs.

HISTORY Change, Continuity, and Context
SS.H.1.2 Summarize changes that have occurred in the local community over time.
SS.H.2.2 Compare individuals and groups who have shaped a significant historical change.
SS.H.3.2 Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.

2 Fine Arts

The fine arts are an essential part of a child's education. In art and music classes, students begin to develop the language, skills, and techniques of the arts. They create their own art and music and begin to understand how works of art and music are produced and how they provide a means for enjoyment and creative expression.

Art…

- Develop personal interests and ideas into art form.
- Utilize design principles in art production
- Analyze historical and contemporary works of art
- Explore media choices, processes, and tools in art production

Music…

- Students will match the pitches of a short melodic phrase
- Understand melodic direction
- Read and perform patterns using half notes, half rests and single eighth notes
- Demonstrate an understanding of symbol systems (i.e. bar lines, time signature, dynamics)
- Perform rhythmic ostinati

2 Health & Physical Education

Health and physical education help students develop the knowledge, skills and habits that can lead to life-long health enhancing behavior and activity.

- Demonstrate physical competency in a variety of motor skills and movement patterns
- Analyze various movement concepts and applications
- Demonstrate knowledge of rules, safety, and strategies during physical activity
- Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities
- Assess individual fitness levels
- Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan
- Demonstrate personal responsibility during group physical activities
- Demonstrate cooperative skills during structured group physical activity

Learning for Life

Addressing Student Differences

Children enter school with different abilities and different learning needs. The Learning Expectations brochures describe what an average learner is likely to accomplish by the end of a specific grade level. But not all students progress at the pace of a typical learner. Teachers recognize the need to modify, adapt or enrich the learning experiences of those students who are developing knowledge and skills at different rates. The District also provides support programs to address the diverse needs of students beyond the general classroom program of instruction. These programs include English as a Second Language, Challenge, Literacy and Math Skills, and Special Education.

Assessing Student Performance

Classroom learning experiences are designed to help students make progress toward meeting District 89 grade level expectations and the Illinois Learning Standards. Students receive teacher feedback on the accuracy and quality of their work in a variety of ways. Teachers assess student performance based on the level of mastery towards the learning standards.

Communicating Student Results

Each school and teacher have a system for communicating with parents about instruction and the behavioral and academic progress of students. School and classroom newsletters, websites and other print materials are sent home to give parents an on-going stream of information about current topics of study and classroom activities. Teachers rely on phone messages, e-mail, and personal notes to convey information about individual students. The comments and scores on graded work help parents gauge how well their child understands assigned tasks. Parent/teacher conferences are scheduled each November and at other times upon request. A Student Performance Report Card summarizes a child's performance in the classroom and in any support program in which they participate at the end of designated reporting periods at each grade level. These reports align with grade level expectations and State Standards.