

OSSEO AREA SCHOOLS

ISD  279



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2ND GRADE FAMILY CURRICULUM GUIDE

This curriculum guide gives families information about what students are expected to learn in second grade.

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HOW TO USE THIS GUIDE:

This curriculum guide gives families information about what students are expected to learn in second grade.

- The first section lists important Lifelong Learning Skills, skill level expectations for second grade and tips about how families can help build these skills.
- The next section is organized by subject area: mathematics, reading, communication, health, science, social studies, art, physical education, music.

Each subject includes a list of academic standards that teachers focus on with their students, most of which are determined by the state of Minnesota. Academic standards are statements that describe what students should learn and be able to do at each grade level. The bold statements are reporting standards used on student report cards, followed by bulleted statements giving examples of what students will be learning. At the end of each subject are some tips about what families can do at home to support their students' learning.

Thank you for being an active partner
in your child's learning!



LIFE AND WORK SKILLS

Problem Solver

- solves problems creatively
- thinks before acting

Resourceful

- makes the best choice for learning
- learns by working with others

Responsible

- follows rules
- respects others

Self-Directed

- works to reach goals
- checks work and makes improvements

Skilled Communicator

- uses an appropriate voice level
- is a respectful listener

WHAT CAN YOU DO AT HOME TO SUPPORT LIFE AND WORK SKILLS?

- encourage your child to solve everyday problems (solve conflicts with siblings or friends, discuss how to learn from our mistakes)
- encourage your child to be an independent thinker (use books, internet, and the public library to learn more about an area of interest)
- provide opportunities for your child to take on daily/weekly household responsibilities (make their bed, or empty the dishwasher)
- help your child set goals (practice the piano or read 30 minutes a day)
- encourage your child to express his or her ideas and feelings in a variety of ways (send a note, face-to-face conversations, email, or video/phone call)



SOCIAL EMOTIONAL LEARNING

Your child is engaging in social and emotional learning from Harmony SEL. The Harmony program is designed to build healthy relationships among students by having them engage in activities that promote understanding and respect. Over the course of the five units listed below, students will embrace their abilities to learn, collaborate, and spend time together.

Being My Best Self: Unit 1 explores understanding how everyone has connected emotions, thoughts, and actions; strategies to use more helpful self-talk and to take a growth mindset; and how these skills promote positive group dynamics. Students learn about:

- recognizing their own and others' emotions
- how situations influence their thoughts and emotions
- how emotions, thoughts, and actions work together
- emotional regulation and supporting strategies
- using a growth mindset and flexible thinking

Valuing Each Other: Unit 2 explores recognizing and appreciating each other's emotions, perspectives, and contributions, and identifies strategies so everyone feels welcome and included. Students learn about:

- their own and others' diversity and contributions
- their own and others' perspectives to ensure everyone feels included
- breaking stereotypes and creating welcoming environments
- empathy and caring for others' feelings
- supporting and encouraging others in unfair situations.

Communicating with Each Other: Unit 3 explores a range of interpersonal communication skills including listening and speaking in ways that support others and build harmonious communities. Students learn about:

- watching and listening attentively to understand and respond
- conversation skills
- communicating in different settings
- when and how to speak up
- communicating for collaboration

Learning from Each Other: Unit 4 explores interpersonal problem solving involving a four-step process. Students learn that solving problems is a natural and beneficial part of harmonious groups when they stop to cool off, talk about their problems, think about solutions, and try one. Students learn about:

- perspective taking to understand the problem
- identifying problems and sharing thoughts and feelings constructively
- working together to constructively problem solve
- thinking about different solutions and using compromise
- taking responsibility and making amends

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL EMOTIONAL LEARNING?

To learn more about Harmony and explore the curriculum on your own please visit the online learning portal at online.harmonysel.org.

- Explore Home-School Connections from Harmony SEL
 - Grade 2 Home Activities



MATHEMATICS

Numbers and Operations

Understands and uses numbers to solve problems

- reads, writes, shows, and understands place value of numbers to 1,000
- rounds numbers to the nearest 10 and 100
- adds and subtracts one and two-digit numbers using different methods
- creates and interprets tables, bar graphs, and tally charts
- uses strategies to solve real-world problems

Algebra

Uses algebra strategies to solve problems

- identifies, creates, and describes number patterns
- uses number sentences to solve real-world problems

Geometry

Uses geometry and measurement skills to solve problems

- identifies, describes, and compares two- and three-dimensional shapes

Measurement & Data

Uses measurement and data skills to solve problems

- uses tools to measure length
- tells time to the quarter-hour and can distinguish between a.m. and p.m.
- identifies and finds the value of a group of coins

WHAT CAN YOU DO AT HOME TO SUPPORT MATHEMATICS?

- explore family resources at The Math Learning Center
 - mathlearningcenter.org
- ask your child explain his or her thought process while working through math homework at home
- connect mathematical problems to everyday life
- have your child practice addition and subtraction facts at home, in the car, waiting in line
- have your child use coins to pay for things at the store
- have your child count money in his or her piggy bank, or count his or her allowance they have earned
- have your child skip count by 2's, 3's, 5's, and 10's
- ask your child to take pictures of and identify shapes they see in the real world
- have your child practice reading analog and digital clocks
- have your child make a chart or graph of their favorite activities, food, etc.

READING

Reads grade level materials independently

- reads a variety of grade level materials both fiction and nonfiction
- accurately reads grade level materials with fluent expression at an appropriate speed

Comprehension/literature

Uses comprehension strategies to understand fictional materials

- describes the beginning, middle, and end of the story
- compares and contrasts characters, points of view, and different versions of a story
- asks questions about who, what, when, where, why, and how
- determines the central message, lesson, or moral of a story

Uses comprehension strategies to understand non-fiction materials

- identifies the main idea and key details
- knows and uses reading's features to locate information (glossary, index, heading, etc.)
- describes the connections between events and ideas in readings
- understands why the author wrote the piece

Vocabulary/Word Analysis

Uses vocabulary strategies to make sense of readings

- uses the reading's content and other tools to figure out word meanings
- uses prefixes, suffixes, and root words to figure out word meanings

Uses phonics/word analysis skills to read and write new words

- reads short and long vowel one-syllable words
- identifies common spelling/sound patterns
- recognizes and reads high frequency words

WHAT CAN YOU DO AT HOME TO SUPPORT READING?

- explore resources by visiting Benchmark Universe
 - you can access this at clever.com using your Osseo student login
- visit the local library and the website: www.hclib.org
- have your child read books out loud to a family member
- create a fun place for your child to read in your home
- have an “unplugged” family reading night
- read real-world materials (cereal boxes, magazines, internet, and game directions)
- find educational or reading apps for your child to play
- have your child research something and connect it to real life (animal at the zoo, favorite sport)
- ask questions about what your child is reading (What was your favorite part? Why did the character respond that way?)



COMMUNICATION

Writing

Writes effectively for a variety of purposes

- uses the writing process (pre-write, draft, revise, edit, and publish)
- writes informative pieces using a topic sentence and supporting facts
- writes opinion pieces including examples to support their opinion
- writes narrative pieces with characters, setting, problem, and solution in a logical sequence

Uses punctuation, grammar, and spelling correctly when writing

- capitalizes proper nouns (names of people, places, and holidays)
- uses common spelling patterns to spell words correctly

Speaking, viewing, listening, media, and technology

Communicates knowledge and ideas about a range of subject areas to an audience in a variety of ways

- communicates with other children and adults about various topics in small and large groups
- asks questions in conversations and discussions in order to gain deeper understanding
- communicates using a variety of formats (spoken, written, digital)
- uses various technology tools to share their learning

WHAT CAN YOU DO AT HOME TO SUPPORT COMMUNICATION?

- have your child use the computer to create a project about a topic of interest (comic strip, web, report)
- discuss appropriate times to use slang or formal language with your child
- have your child communicate with family or friends using various forms of technology
- have your child write in a journal or write notes to friends or family members
- create a family story together and use various forms of digital media to portray it
- engage in a family conversation every day at the dinner table



HEALTH

Understands and demonstrates health skills and concepts to make healthy choices

- uses personal safety (fire, bus, pedestrian, bike)
- understands concepts of disease prevention and health promotion
- learns about nutrition and making healthy food choices

WHAT CAN YOU DO AT HOME TO SUPPORT HEALTH?

- ensure your child is wearing proper safety equipment (seat belts, helmet, kneepads, elbow pads, etc.)
- have your child involved in healthy menu planning for the family
- while grocery shopping, have your child pick new healthy options from each food group
- create family emergency plans (fire, tornado, etc.)
- make sure your child is active for at least 30 minutes daily outside of school

SCIENCE

Understands and demonstrates science skills and concepts

Light and Sound

- plan and conduct an investigation to determine if plants need sunlight and water to grow
- develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants
- make observations of plants and animals to compare the diversity of life in different habitats

Properties of Materials

- plan and conduct an investigation to describe and classify different kinds of materials by their observable properties
- analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose
- 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

- construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot
- 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
- 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
- analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

Changing Landforms

- use information from several sources to provide evidence that Earth events can occur quickly or slowly
- compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land
- develop a model to represent the shapes and kinds of land and bodies of water in an area
- obtain information to identify where water is found on Earth and that it can be solid or liquid

WHAT CAN YOU DO AT HOME TO SUPPORT SCIENCE?

- visit [Amplify Home Investigations](#) for ideas
- go to a local park and observe plant and animal life
- go to the Children's/Science Museum
- talk about plant needs and plant-animal relationships and identify in examples in their world
- experiment with different substances and mixtures and explain cause and effect relationships
- ask questions about how wind and water can cause changes to landforms



SOCIAL STUDIES

Understands and demonstrates social studies skills and concepts

Citizenship and Government

- compares and contrasts rules, rights, and responsibilities at school with rules, rights, and responsibilities at home
- learns about the Constitution

Economics

- distinguishes and classifies natural resources, capital resources, and human resources
- describes how the environment affects people and how people affect the environment

Geography

- creates sketch maps to show settings of stories or various places
- uses maps, photos, or other geographic tools to identify and locate major landmarks and answer questions

History

- describes how the culture of a community reflects the history, daily life, or beliefs of its people
- uses and creates calendars and timelines to order personal, school, community, or world events

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL STUDIES?

- help your child create a personal business (bake stand, lemonade stand, etc.)
- visit the Minnesota Historical Museum or various historical landmarks with your child
- help your child research and create a family timeline or family tree
- create a list of family rules with your child
- have your child create a map of the house, bedroom, or a neighborhood park
- take your child with you when you vote



ART

Understands and demonstrates art skills and concepts

- creates two- and three-dimensional artwork
- shares, describes, and reflects on various types of artwork

WHAT CAN YOU DO AT HOME TO SUPPORT ART?

- visit a local art museum such as the Minneapolis Institute of Arts or the Walker Art Center with your child
- allow your child to explore art using many different materials
- using materials from around your home, have your child create sculptures, paintings, masks, costumes, etc. and have a family art show



PHYSICAL EDUCATION

Demonstrates competency in motor skills

- performs skills in the areas of body control, propelling, receiving, striking and fitness
 - demonstrates different body control skills through tumbling, jumping rope, rhythms
 - demonstrates a variety of ball skills
 - » underhand and overhand throw
 - » dribbling with hands and feet
 - » striking with hands and feet
 - » receiving a variety of objects
 - » using a variety of objects to strike, receive and propel other objects
- demonstrates safe behaviors while engaged in physical activities

Demonstrates understanding of cognitive concepts

- understands how speed works, using acceleration and deceleration
- identifies safe behaviors in physical activities
- identifies appropriate rules and etiquette related to physical activities
- identifies appropriate player positions, player responsibilities, and activity strategies related to physical activities

Achieves a healthy level of physical fitness

- demonstrates a variety of fitness skills including push ups, curl ups, sit and reach, and cardio-respiratory endurance (continuous movement, pacer, mile run)
- defines pulse and identifies two locations to take pulse

WHAT CAN YOU DO AT HOME TO SUPPORT PHYSICAL EDUCATION?

- ask your child questions about what he or she learned in physical education
- encourage your child to be active
- encourage your child to limit electronic time or find electronics that keep him or her physically active
- do family activities together and play together
- encourage healthy snacks for at school and home
- encourage your child to try new fruits and vegetables
- encourage your child to try new physical activities

MUSIC

Demonstrates knowledge and use of music skills

- sings with accurate pitch
 - consistently participates in singing
 - demonstrates using the voice for speaking and singing
 - sings songs from various cultures
 - reflects on performance
- performs accompaniment to a song using a steady beat and reflect on performance
- reads and performs rhythm patterns including quarter note/rest, eighth notes, half note/rest, tie, groups beats in 2s and 3s, counts in numbers, claps rhythm patterns and draws notes
- understands music notation including melody, rhythm, terms and symbols

WHAT CAN YOU DO AT HOME TO SUPPORT MUSIC LEARNING?

- have your child listen to music from a variety of cultures and genres including pop, classical and folk
- have your child experience the pulse of the music by moving, dancing, clapping, or drumming to the beat
- have your child sing a variety of songs for fun and play, including commercials, folk songs, and silly songs
- with your child, attend concerts in the community and those involving family and friends (Family Concerts by the Minnesota Orchestra are a good introduction to music listening)
- join in singing songs that your child has learned
- share songs that you enjoy from your childhood and sing them with your child





If you have any questions about this curriculum guide, contact your child's teacher.

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