Second Grade Reporting Standards

ENGLISH LANGUAGE ARTS		
Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program. The development of literacy skills is supported by our library curriculum that focuses on literature appreciation, informational literacy skills, and cultivating a lifelong love of reading through exposure to a wide variety of reading materials.		
Trimester One	**Trimester Two**	**Trimester Three**
Reading ● Knows and applies word analysis skills ● Asks and answers questions about details in fictional text ● Uses illustration and text details to understand story elements ● Reads and comprehends appropriate grade level text **Writing** ● Writes a narrative with a beginning, middle, and end ● Is able to elaborate on a topic ● Uses appropriate grade level conventions **Listening and Speaking** ● Participates appropriately in collaborative conversations	**Reading** ● Knows and applies word analysis skills ● Recounts stories and understands central message ● Uses illustration and text details to understand story elements ● Reads and comprehends appropriate grade level text **Writing** ● Writes a piece that clearly states a main idea ● Is able to elaborate on a topic ● Uses appropriate grade level conventions **Listening and Speaking** ● Participates appropriately in collaborative conversations	**Reading** ● Knows and applies word analysis skills ● Asks and answers questions about details in informational text ● Uses text features to identify important information ● Reads and comprehends appropriate grade level text ● Identifies the topic of single and multi-paragraph texts ● Reads informational texts with purpose and understanding **Writing** ● Writes an informational piece using important details to explain the topic ● Is able to elaborate on a topic ● Uses appropriate grade level conventions **Listening and Speaking** ● Participates appropriately in collaborative conversations

MATH		
The elementary math is aligned to the Common Core State Standards (CCSS) which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real world issues and challenges, preparing students to think and reason mathematically.		
Trimester One	**Trimester Two**	**Trimester Three**
<u>Number Sense and Operations</u> ● Solves addition story problems to 20 ● Solves subtraction story problems within 20 ● Adds to 20 using multiple strategies ● Subtracts within 20 using multiple strategies ● Tells whether a number is odd or even and explains why **<u>Measurement and Data</u>** ● Uses a number line to show and solve 2-digit addition problems	**<u>Number Sense and Operations</u>** ● Solves one-step addition story problems to 100 ● Solves one-step subtraction story problems to 100 ● Adds 2-digit numbers ● Understands that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones **<u>Measurement and Data</u>** ● Estimates and measures length using units of inches and feet	**<u>Number Sense and Operations</u>** ● Solves one- and two-step addition and subtraction story problems to 100 ● Demonstrates fluency with addition facts to 20 ● Demonstrates fluency with subtraction facts to 20 ● Explains why addition and subtraction strategies work, using place value and properties of operations ● Subtracts 2-digit numbers **<u>Measurement and Data</u>** ● Estimates and measures length using units of centimeters and meters ● Solves money word problems involving dollar bills, quarters, dimes, nickels, and pennies **<u>Geometry</u>** ● Identifies characteristics of 2-D and 3-D shapes ● Divides circles and rectangles into two, three, and four equal parts, and describes the parts using fractional amounts

SCIENCE		
The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding.		
Trimester One	**Trimester Two**	**Trimester Three**
<u>Life Science</u> ● Conducts an investigation to determine whether plants need sunlight and water to grow ● Develops a simple model that mimics the function of an animal in dispersing seeds or pollinating plants ● Makes observations of plants and animals to compare the diversity of life in different habitats	**<u>Engineering Design</u>** ● Asks questions, makes observations, and gathers information to develop a solution to a problem ● Develops a drawing or model to illustrate how the shape of an object helps its function ● Compares multiple solutions designed to slow or prevent wind or water from changing the shape of land	**<u>Earth & Space Science</u>** ● Obtains information from and uses models to understand patterns of land and water on Earth ● Develops a model to represent the shapes and kinds of land and bodies of water in an area **<u>Physical Science</u>** ● Conducts an investigation to describe and classify materials by their observable properties ● Analyzes data to determine which materials are best suited for an intended purpose ● Constructs an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot

SOCIAL STUDIES		
The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action. Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels. Social Studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States.		
Trimester One	**Trimester Two**	**Trimester Three**
Civics ● Describes the roles, rights, and responsibilities of citizens and how decision-making affects others **Economics** ● Explains that money can be saved or spent on goods and services ● Compares the goods and services that people in the local community produce and those that are produced in other communities **History** ● Compares individuals and groups who shaped a historical change	**History** ● Summarizes changes in the local community over time **Civics** ● Describes how communities can collaborate to accomplish tasks and how communities establish roles and responsibilities **Inquiry** ● Asks and answers questions about arguments and explanations **Geography** ● Constructs and interprets maps	**Geography** ● Identifies and compares environmental characteristics of urban, suburban, and rural communities **Inquiry** ● Explores multiple sources to gather information about a topic ● Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps

SPANISH		
Spanish for students in grades one through five focuses on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language. Thematic units provide students with real-life connections and applications to their own lives as well as the Spanish-speaking world.		
Trimester One	**Trimester Two**	**Trimester Three**
● Demonstrates understanding of words and phrases ● Produces words and phrases	● Demonstrates understanding of words and phrases ● Produces words and phrases	● Demonstrates understanding of words and phrases ● Produces words and phrases

ART		
The purpose of art education is to foster critical thinking and promote creativity. In District 28, students explore how art is used to communicate, how art expresses different points of view, and identifies how art can be found everywhere and influences aspects of our daily lives. Students will not only experience using different tools and techniques in order to create meaningful works of art, but will also reflect and share the work they create with others.		
Trimester One	**Trimester Two**	**Trimester Three**
● Communicates ideas visually through storytelling	● Expresses a point of view through different perspectives	● Identifies and visually uses inspiration from architecture

MUSIC		
The purpose of music education in District 28 is to cultivate thoughtful members of society who are tuneful, beautiful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.		
Trimester One	**Trimester Two**	**Trimester Three**
● Creates a response to a musical story or mood	● Interprets basic rhythmic notation	● Uses singing voice to match three or more pitches independently

PHYSICAL EDUCATION		
District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive, and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthy living. Cooperation and respect for each other helps provide a safe environment, both physically and emotionally. Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.		
Trimester One	**Trimester Two**	**Trimester Three**
● Understands motor skills and movement patterns ● Demonstrates knowledge and skills to improve fitness ● Understands concepts related to health promotion	● Understands motor skills and movement patterns ● Demonstrates knowledge and skills to improve fitness ● Understands concepts related to health promotion	● Understands motor skills and movement patterns ● Demonstrates knowledge and skills to improve fitness ● Understands concepts related to health promotion

SOCIAL EMOTIONAL LEARNING COMPETENCIES		
District 28 values developing our students' essential skills as well as their content knowledge. Social Emotional Learning Competencies are the standards aligned to essential social emotional learning standards. The competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies refer to a set of skills that help children manage their emotions, build positive relationships, and make responsible decisions. These competencies are important for children's overall development, both academically and personally.		
Grade 2		
Self-Awareness ● Describes a range of emotions and the situations connected to them ● Identifies personal skills and areas for growth	**Self-Management** ● Uses strategies to manage emotions in different situations ● Uses class time effectively and organizes materials to stay on track with responsibilities	**Social Awareness** ● Demonstrates empathy by offering support to others ● Acknowledges and appreciates differences in others
Relationship Skills ● Demonstrates respect and kindness in peer interactions ● Uses problem-solving skills to address disagreements or conflicts	**Responsible Decision-Making** ● Considers the consequences of actions and makes responsible decisions ● Advocates for themselves and others by asking for help in a respectful way	

Academic Levels of Proficiency

Level 4 – Exceeds = Student independently applies knowledge in novel and unexpected ways.
Level 3 – Meets = Student understands concepts and demonstrates proficiency. Student can show understanding and apply his/her learning.
Level 2 – Approaching = Student is approaching understanding, but still needs support from teachers and parents.
Level 1 – Below = Student is beginning to identify concepts, but does not demonstrate understanding. Student requires a high level of support.

Social Emotional Learning Competencies Levels of Proficiency

Level 4 – Exceeds = Student consistently and independently demonstrates characteristics.
Level 3 – Meets = Student often demonstrates the characteristics.
Level 2 – Approaching = Student needs teacher reminders to successfully demonstrate characteristics.
Level 1 – Below = Student rarely demonstrates the characteristics and needs significant support.