

Welcome to Second Grade



Vision: To ensure that every student excels academically, builds character, and is a productive member of our community.

ACADEMICS



**Physical Education
& Health**



**English Language
Arts**



**Information
Literacy and
Technology**



**English
Language
Development**

**History/
Social
Studies**



Mathematics



Arts



Science



English Language Arts

Reading, Writing, Speaking, Listening, and Research

Second Grade Students should master:

- Knows and applies grade level phonemic awareness, phonics and word analysis skills
- Reads grade level text fluently
- Comprehends fiction independently and demonstrates understanding of Key ideas
- Understands character, setting, point of view, and plot sequence (major events/challenges)
- Comprehends nonfiction independently and determines the main idea of the text
- Knows and uses text features to locate key information
- Participate in collaborative conversations
- Retells events using details and complete sentences
- Listens, responds and communicates clearly
- Writes narrative, informative, and opinion pieces
- Participates in shared research
- Uses written conventions and appropriate grammar
- Uses grade level vocabulary in writing
- Writes legibly and spells grade level words

ELA is about:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

2nd English Language Development

(English Language Learners ONLY)



Grade Two students should master:

Listening and Speaking:

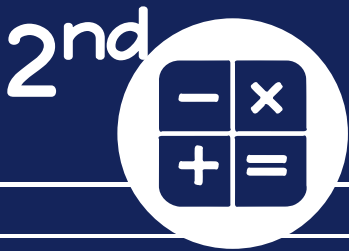
- Participate in conversations by actively listening and asking/answering questions, expressing opinions, and building on others' ideas.

Reading:

- Engage in shared reading experiences and use visual cues to comprehend information.

Writing:

- Write short texts with support
- Expand vocabulary by using more precise words and phrases, understand basic sentence structures, and identify key details in texts.



Mathematics

Grade 2 students should master:

- Fluently add/subtract within 20
- Solve word problems involving dollar bills and coins using \$ and ¢
- Solve word problems involving addition and subtraction within 100
- Understands place value
- Uses place value understanding to add and subtract
- Addition and subtraction within 1,000
- Time Concepts (analog/digital to 5 min. using am/pm)
- Measuring and estimating lengths using standard units
- Relate addition and subtraction to length
- Represent and interpret data
- Arrays and repeated addition as a foundation for multiplication
- Partitioning circles and rectangles in equal shares as a foundation for fractions

Students should master these skills

In Math, students will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



1. Landscape Shapes

Students represent landscapes with 3-D physical models and 2-D maps. They recognize patterns in the shapes and locations of landforms and water bodies. They ask questions about how these features formed.

2. Landscape Materials

Students learn to describe differences in material properties. They explain how material properties can change, especially focusing on changes caused by changing temperature. Some of these changes can be reversed while others cannot. Students relate the properties of materials to how they can be used. Properties important to landscapes and landforms include the strength of materials and their ability to absorb water.

3. Landscape Changes

Some changes on Earth occur quickly while others occur slowly. Students investigate several processes that sculpt landforms and then create engineering solutions that slow down those changes.

4. Biodiversity in Landscapes

Different landscapes support different types and quantities of life. Students investigate the needs of plants and engineer models that mimic their pollination and seed dispersal structures. They then ask questions about how plant needs are met in the physical conditions of different habitats.

Students will learn about

Science focuses on:

- **Phenomena to Performance Tasks**
- **Disciplinary Core Ideas**
- **Cross Cutting Concepts**
- **Science and Engineering Practices**

2nd



History-Social Science

- American Symbols and Landmarks
- Biographies
- Continuity and Change
- Geography and Economics
- Indians of California
- Settling California Communities
- US and Local Government

Students will learn about



Arts

California Art Standards

Artistic Processes	Anchor Standards: Students will...
Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.
Performing (dance, music, theatre) Realizing artistic ideas and work through interpretation and presentation.	4. Analyze , interpret, and select artistic work for presentation.
Presenting (visual arts) Interpreting and sharing artistic work	5. Develop and refine artistic work for presentation.
Producing (media arts) Realizing and presenting artistic ideas and work	6. Convey meaning through the presentation of artistic work.
Responding Understanding and evaluating how the arts convey meaning	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.
Connecting Relating artistic ideas and work with personal meaning and external context.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Art options for students:

- Visual Arts with HSS
- Theater within HSS
- Music
- Dance
- Media Arts- MSCD Tech Scope and Sequence



Information Literacy & Technology

- Use touchscreen/touchpad to select and manipulate shapes and icons, click on URLs, and scroll.
- Use icons, windows, and menus to open applications and documents.
- Use an application to write, edit, share, print and save simple assignments.
- Revise writing by moving, inserting, and deleting text and using revision history if available.
- Proofread and edit writing using appropriate resources (e.g. dictionary, spell checker, grammar, and thesaurus) to maximize the accuracy of work.
- Comply with classroom and district rules (Acceptable Use Policy) regarding responsible use of computers and networks.
- Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use.
- Identify cyberbullying and describe strategies to deal with such a situation.
- Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.
- Use age appropriate technologies to locate, collect, and organize content from media collections for specific purposes, citing sources.
- Identify and analyze the purpose of a media message (to inform, persuade, and entertain).
- Use a variety of age-appropriate technologies to communicate, collaborate, and present information for specific purposes (e.g. reports, research papers, presentations, newsletters, websites, podcasts, blogs), citing sources.

Students should master these skills

1 - POWERFUL PASSWORDS How do you create a secure password?

2 - MY ONLINE COMMUNITY How does the Internet connect you to others?

3 - THINGS FOR SALE How do some websites try to get you to buy things?

4 - SHOW RESPECT ONLINE How can you make sure your emails are clear and respectful

5 - WRITING GOOD EMAILS How is writing an email similar to or different from writing a letter?

2nd



Physical Education and Health

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students should master these skills

Physical Education and Health:

- 100 minutes per week
- Nutrition and Exercise
- Sports, Games, and Dance
- Teamwork, Sportsmanship, and Individual Goal Setting
- PE Teacher meets students every two weeks



Wellness Policy

Classroom Celebrations & Snacks

Our schools promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. Classroom celebrations will strive to have non-food celebrations. When food is included, it must be compliant with all Smart Snack and Competitive Food regulations.

Can parents bring snacks for a child's birthday or classroom celebration?

Yes, as long as the snack:

- Meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice, and whole grain snacks. Most cupcakes/cakes do not meet these requirements.
- Food items are not homemade. We have many students with sensitive food allergies.
- Non-food items are the safest option to help prevent foodborne illness and allergic reactions.

What else can parents and teachers do to celebrate? MCSD recognizes that student birthdays are special days. Parents/guardians may send a small gift bag (non-food items) for students to share with their class at a time determined by the classroom teacher (arrange with the teacher first).

Examples: pencils, erasers, stickers, playdough.

What else can classrooms do to celebrate?

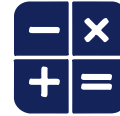
- Games, such as relays
- Hold class outdoors
- "Free choice" time
- Stickers/pencils
- Art supplies/projects
- Read a story
- Movie day

Resources and Important Information

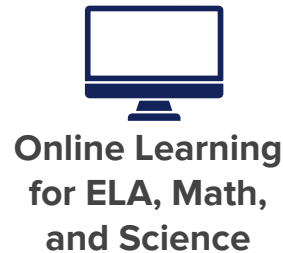


1. Adopted Materials
2. Assessments
3. Academic Excursions
4. Social-Emotional Learning
5. Parent/Home Activities

Adopted Materials by Content



Mathematics



Science

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History-
Social
Science



State	District	Grade Level
<ul style="list-style-type: none">Not applicable	<ul style="list-style-type: none">Diagnostic Performance Assessment (DPA) Two times per yearmCLASS (Reading Risk Screen) Three times per year	<ul style="list-style-type: none">Common Formative Assessments (CFA) Four times per yearWriting Performance Task (WPT) Three times per year

Study Trips

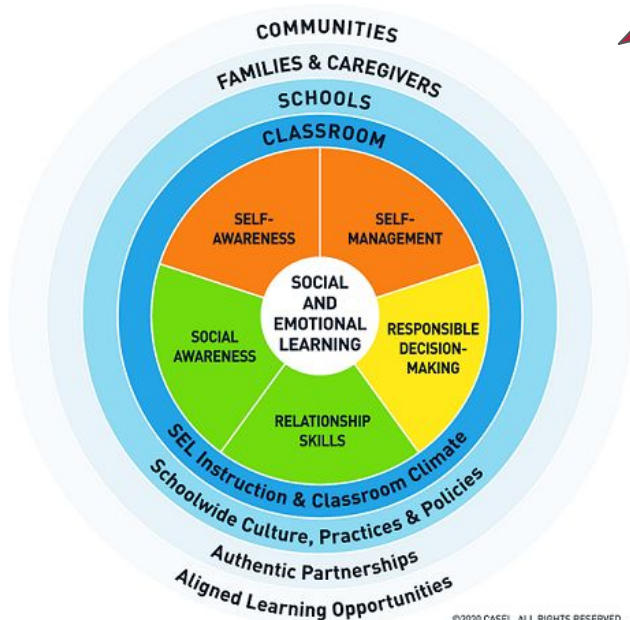
HSS: People Who Make A Difference

NGSS: Systems and Interactions

- Community Services and Occupations
- Moaning Caverns
- **Hilmar Cheese**
- Merced College Greenhouses
- Los Banos Wildlife Refuge or other local habitat
- Merced County Library
- Local Plays and Performances
- Multicultural Arts Center
- UC Merced Children's Opera



Social-Emotional Learning (SEL)



Social-emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

1. Set and achieve positive goals (PBIS)
2. Feel and show empathy for others (CD)
3. Establish and maintain positive relationships (CD)
4. Make responsible decisions (CD)
5. Understand and manage emotions (CD)

Positive Behavior (PBIS): Teach and practice expected behavior

Conscious Discipline (CD): Maintain an environment respectful to education

Parent/Home Activities

- Read to students every night
- Obtain a public library card and visit weekly
- Write letters and keep a journal
- Practice hand-eye coordination with pencils, crayons and tools
- Connect to your school via Parent Square
- Count objects and skip count- 2's 5's 10's
- Practice measuring objects
- Work with coins and clocks
- Notice and Wonder Science and Nature
- Practice peaceful solutions
- Exercise, hike, run, play, catch
- Find opportunities for teamwork and sportsmanship



THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS (Epstein's 6 Types of Involvement)

Type 1 – PARENTING

Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2 – COMMUNICATING

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3 – VOLUNTEERING

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4 – LEARNING AT HOME

Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

Type 5 – DECISION MAKING

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6 – COLLABORATING WITH COMMUNITY

Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Thank you for your support!



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