

# Las Lomas School

## Curriculum Guide for Second Grade Parents

Las Lomas School has traditionally maintained a comprehensive course of study for all students. In recent years the State of California has developed content standards in the areas of mathematics, English-language arts, science, and history-social sciences designed to bring our state's public schools "on par with those in the best educational systems in other states and nations." As we have reviewed and updated our curriculum in the main academic areas, we have adopted the state standards as the core of our academic program, K-8.

Las Lomas School has traditionally encouraged and supported teachers to implement curriculum using a variety of instructional strategies designed to meet the needs of each student. Each teacher's strengths and expertise are recognized and valued as the means and methods for delivering a quality education to every child. While the content standards describe what to teach, they are not intended to define how to teach. Teachers interpret and adapt the curriculum to reach all students through differentiated instruction.

Well-communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame your questions for parent-teacher conferences or other conferences; select reading and writing materials for the home; and shape your visits to public libraries and other places of interest. This curriculum guide is intended to inform parents what second graders need to know and be able to do by the **end** of second grade.

### Websites

To obtain additional information about State of California standards, and curriculum instruction visit the following California Department of Education websites:

CDE	<a href="http://www.cde.ca.gov">www.cde.ca.gov</a>
Mathematics	<a href="http://www.cde.ca.gov/cdepress/standards-pdfs/mathematics.pdf">www.cde.ca.gov/cdepress/standards-pdfs/mathematics.pdf</a>
Science	<a href="http://www.cde.ca.gov/cdepress/standards-pdfs/science.pdf">www.cde.ca.gov/cdepress/standards-pdfs/science.pdf</a>
History-Social Science	<a href="http://www.cde.ca.gov/cdepress/Hist_SocSci_Stnd.pdf">www.cde.ca.gov/cdepress/Hist_SocSci_Stnd.pdf</a>
Reading/Language Arts	<a href="http://www.cde.ca.gov/cdepress/standards-pdfs/english-language-arts.pdf">www.cde.ca.gov/cdepress/standards-pdfs/english-language-arts.pdf</a>
Visual/Performing Arts	<a href="http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf">www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf</a>
Physical Education	<a href="http://www.cde.ca.gov/cfir/pe/">www.cde.ca.gov/cfir/pe/</a>
Las Lomas District	<a href="http://www.llesd.org/">www.llesd.org/</a>



# English-Language Arts

The English-Language Arts Standards for California Public Schools Introduction states:

• *The ability to communicate well -to read, write, listen, and speak- runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation... Reading, writing, listening, and speaking exists in context and in relation to each other. The English-language arts standards are organized into four sections.*

The faculty of Las Lomas School is committed to continually improving instruction and is currently participating in The Literacy Collaborative developed at The Ohio State University. This comprehensive program provides ongoing, site-based support to help teacher deliver the highest quality early literacy instruction. Two teachers at Las Lomas have been trained to coach their peers and provide support by observing in classrooms, providing demonstration lessons, and helping one another achieve their professional goals. In addition, all teachers are trained in data assessment of student learning to inform and improve instruction.

## Reading

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading, select letter patterns, know how to translate them into spoken language using phonics, syllabication, word parts. They apply knowledge to achieve fluent oral/silent reading.

*Decoding and word recognition, vocabulary and concept development*

- 1.1 Recognize/use spelling patterns when reading
- 1.2 Apply basic syllabication rules when reading
- 1.3 Decode two-syllable nonsense words and regular multisyllable words
- 1.4 Recognize common abbreviations (Jan., Sun., Mr., St.)
- 1.5 Identify/correctly use regular/irregular plurals (e.g., -s, -es, -ies, fly/flies, wife/wives)
- 1.6 Read aloud fluently/accurately with intonation/expression
- 1.7 Understand/explain common antonyms/synonyms
- 1.8 Use knowledge of individual words in unknown compound words to predict meaning
- 1.9 Know meaning of simple prefixes/suffixes
- 1.10 Identify simple multiple-meaning words

### 2.0 Reading Comprehension

Students understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed. In addition to regular school reading, by grade four students read one-half million words annually. In grade two, students make progress toward this goal.

*Structural features of informational materials, comprehension/analysis of grade-level-appropriate text*

- 2.1 Use titles/table of contents/chapter headings to locate information
- 2.2 State purpose in reading
- 2.3 Use knowledge of author's purpose to comprehend informational text
- 2.4 Ask clarifying questions about text (e.g., why, what if, how)
- 2.5 Restate facts/details in text to clarify/organize ideas
- 2.6 Recognize cause-and-effect relationships in text
- 2.7 Interpret information from diagrams, charts, and graphs
- 2.8 Follow two-step written instructions

### 3.0 Literary Response and Analysis

*Narrative Analysis of Grade-Level-Appropriate Text*

- 3.1 Compare/contrast plots/settings/characters presented by different authors
- 3.2 Generate alternative endings to plots, identify reason(s) for/impact of alternatives
- 3.3 Compare/contrast different versions of same story that reflect different cultures
- 3.4 Identify use of rhythm, rhyme, and alliteration in poetry

## **Writing**

### **1.0 Writing Strategies**

Students write clear, coherent sentences/paragraphs to develop central idea and they consider audience/purpose. Students progress through writing process (e.g., prewriting, drafting, revising, editing successive versions).

*Organization and focus, penmanship, research, evaluation and revision*

- 1.1 Group related ideas and maintain consistent focus
- 1.2 Create readable documents with legible handwriting
- 1.3 Understand purposes of various reference materials (e.g., dictionary, thesaurus, atlas)
- 1.4 Revise original drafts to improve sequence and provide more descriptive detail

### **2.0 Writing Applications**

Students write compositions that describe and explain familiar objects, events, and experiences.

- 2.1 Write brief narratives on their experiences that move through logical sequence of events and describe setting, characters, objects, and events in detail
- 2.2 Write a friendly letter complete with date, salutation, body, closing, signature

## **Written and Oral English Language Conventions**

### **1.0 Written and Oral English Language Conventions**

*Sentence structure, grammar, punctuation, capitalization, spelling*

- 1.1 Distinguish between complete and incomplete sentences
- 1.2 Recognize/use correct word order in written sentences
- 1.3 Identify/correctly use parts of speech including nouns/verbs in writing/speaking
- 1.4 Use commas in greeting and closure of a letter and with dates and items in a series
- 1.5 Use quotation marks correctly
- 1.6 Capitalize all proper nouns, words at the beginning of sentences/greetings, months and days of the week, titles and initials of people
- 1.7 Spell frequently used/irregular words correctly (e.g., was/were/says/said/who/what)
- 1.8 Spell basic short-vowel, long-vowel, r-controlled, consonant-blend patterns correctly

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students listen critically/respond appropriately to oral communication. They speak in manner that guides the listener to understand important ideas using proper phrasing, pitch, modulation.

*Comprehension*

- 1.1 Determine purpose(s) of listening
- 1.2 Ask for clarification/explanation of stories and ideas
- 1.3 Paraphrase information that has been shared orally by others
- 1.4 Give/follow three- and four-step oral directions

### **2.0 Listening and Speaking Strategies (continued)**

*Organization of Delivery or Oral Communication*

- 2.1 Organize presentations to maintain clear focus
- 2.2 Speak clearly and at appropriate pace for type of communication
- 2.3 Recount experiences in logical sequence
- 2.4 Retell stories, including characters, setting, plot
- 2.5 Report on a topic with supportive facts and details

### **3.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests.

- 3.1 Recount experiences or present stories that move through logical sequence of events and describe story elements such as characters, plot, setting
- 3.2 Report on a topic with facts/details, drawing from several sources of information

**Adopted program:** *SRA Open Court Reading*, McGraw-Hill, 2002. Program includes reading, writing, grammar, and spelling. Website: [www.sra-4kids.com](http://www.sra-4kids.com)

Additional materials/resources may include: Literacy Collaborative approach from Ohio State University training, *Modern Curriculum Press Phonics*, Scott Foresman *Everyday Spelling*, leveled book sets, Lucy Calkins Units of Primary Writing, Language Lab, Reading Specialists

# Mathematics

The Mathematics Content Standards for California Public Schools Introduction states:

- *Proficiency in most of mathematics is not an innate characteristic; it is achieved through persistence, effort, and practice.*
  - *Students require a strong foundation in basic skills. All students must be able to add, subtract, multiply, and divide easily.*
- Content standards for mathematics at grade three generalize into the following expectations:
- *By the end of grade two, students understand place value and number relationships in addition and subtraction; they use simple concepts of multiplication. They measure quantities with appropriate units, classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify answers.*
  - *Mathematics content standards are organized into five strands.*

## Number Sense

- 1.0 Students understand relationship between numbers/quantities/place value in whole numbers up to 1,000
  - 1.1 Count, read, and write whole numbers to 1,000; identify place value for each digit
  - 1.2 Use words, models, and expanded forms (e.g.,  $45 = 4 \text{ tens} + 5$ ) up to 1,000
  - 1.3 Order and compare whole numbers to 1,000 by using the symbols  $<$ ,  $>$ ,  $=$
- 2.0 Students estimate/calculate/solve problems involving addition/subtraction of two/three-digit numbers:
  - 2.1 Understand/use the inverse relationship between addition and subtractions
  - 2.2 Find the sum or difference of two whole numbers up to three digits long
- 3.0 Students model and solve simple problems involving multiplication and division
  - 3.1 Use repeated addition, arrays, and counting by multiples to do multiplication
  - 3.2 Use repeated subtractions, equal sharing, and forming equal groups with remainders to do division
  - 3.3 Know multiplication tables of 2s, 5s, and 10s (to “times 10) and commit to memory
- 4.0 Students understand that fractions/decimals may refer to parts of a set and parts of a whole:
  - 4.1 Recognize, name, compare unit fractions from  $1/12$  to  $1/2$
  - 4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth or a pie)
  - 4.3 Know when all fractional parts are included, such as four-fourth, result is equal to whole and to one
- 5.0 Students model and solve problems by representing, adding, subtracting amounts of money
  - 5.1 Solve problems using combinations of coins and bills
  - 5.2 Know/use the decimal notation and the dollar and cent symbols for money
- 6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:
  - 6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch)

## Algebra and Functions

- 1.0 Students model/represent/interpret number relationships to create/solve problems with addition/subtraction:
  - 1.1 Use commutative/associative rules to simplify mental calculations and check results
  - 1.2 Relate problem situations to number sentences involving addition/subtraction
  - 1.3 Solve addition/subtraction problems by using data from simple charts, picture graphs, number sentences

## Measurement and Geometry

- 1.0 Students understand that measurement is accomplished by identifying a units of measure, repeating that unit, and comparing it to the item to be measured:
  - 1.1 Measure length of objects by repeating nonstandard or standard unit
  - 1.2 Use different units to measure same object and predict whether the measure will be greater or smaller when different unit is used
  - 1.3 Measure the length of an object to the nearest inch and/or centimeter
  - 1.4 Tell time to the nearest quarter hour and know relationships of time
  - 1.5 Determine the duration of intervals of time in hours
- 2.0 Students identify/describe the attributes of common figures in the plane and of common objects in space:
  - 2.1 Describe/classify plane/solid geometric shapes according to number/shape of faces/edges/vertices
  - 2.2 Put shapes together and take them apart to form other shapes

### **Statistics, Data Analysis, and Probability**

- 1.0 Students collect numerical data, record/organize/display/interpret data on bar graphs/other representations:
  - 1.1 Record numerical data in systematic ways, keeping track of what has been counted
  - 1.2 Represent the same data set in more than one way
  - 1.3 Identify features of data sets (range and mode)
  - 1.4 Ask and answer simple questions related to data representations
- 2.0 Students demonstrate understanding of patterns and how patterns grow and describe them in general ways:
  - 2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns
  - 2.2 Solve problems involving simple number patterns

### **Mathematical Reasoning**

- 1.0 Students make decisions about how to approach problems:
  - 1.1 Determine the approach, materials, and strategies to be used
  - 1.2 Use tools such as manipulatives or sketches, to model problems
- 2.0 Students solve problems and justify their reasoning:
  - 2.1 Defend the reasoning used and justify the procedures selected
  - 2.2 Make precise calculations and check the validity of the results in context to problem
- 3.0 Students note connections between one problem and another

**Adopted text:** *Houghton Mifflin Mathematics*, California Edition, 2002.

**Websites:** [www.eduplace.com/math/](http://www.eduplace.com/math/)

Additional resources may include: manipulatives, math lab, math enrichment materials

## Science

The Science Content Standards for California Public Schools Introduction states:

- *...the content of science education includes the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century.*
- *The Investigation and Experimentation standards should be integral to, and directly and specifically support, the teaching of content strands and disciplines.*

### Physical Sciences

1.0 The motion of objects can be observed and measured.

### Life Sciences

2.0 Plants and animals have predictable life cycles.

### Earth Sciences

3. Earth is made of materials that have distinct properties and provide resources for human activities.

### Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations.

**Adopted program:** *FOSS* [Full Option Science System], Delta 2006. Developed by the Lawrence Hall of Science, UC Berkeley

**Websites:** [www.fossweb.com](http://www.fossweb.com)  
[www.deltaeducation.com](http://www.deltaeducation.com)

Additional resources may include: *GEMS* units

## History-Social Science

The History-Social Science Standards for California Public Schools Introduction states:

- *These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship.*
- *Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.*

Students:

- 2.1 Differentiate between things that happened long ago and things that happened yesterday.
- 2.2 Demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- 2.3 Explain governmental institutions and practices in the United States and other countries.
- 2.4 Understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
- 2.5 Understand the importance of individual actions and character and explain how heroes from long ago and the recent past have made a difference in others' lives.

**Adopted text:** *Harcourt Reflections for California*, 2006, Harcourt School Publishers

**Website:** [www.harcourtschool.com/hss](http://www.harcourtschool.com/hss)

# Visual and Performing Arts

The Visual and Performing Arts Standards for California Public Schools Introduction states:

- *Dance, music, theatre, and the visual arts have endured in all cultures throughout the ages as a universal basic language. Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination.*
- *Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline.*
- *Academic rigor is a basic characteristic of a comprehensive education in the arts, including: learning through active practice, reading about the arts and artists, researching, writing, and communicating about the arts, reflecting on the arts, and participating in arts criticism.*
- *Another goal is to help students make connections between concepts in all of the arts and across subject areas.*

**The main areas of focus in each area of dance, music, theatre, and visual arts include:**

- 1.0 Artistic Perception
- 2.0 Creative Expression
- 3.0 Historical and Cultural Context
- 4.0 Aesthetic Valuing Aesthetic Valuing
- 5.0 Connections, Relationships, Applications

# Physical Education

*The Physical Education Department of the Las Lomas Elementary School District provides a sequential, progressive curriculum to help students develop a life long commitment to their own physical well-being, health, and personal fitness. The newly adopted LLESD Standards are based on National and State Standards. A complete copy of this document is available through the school or district office. The major physical education goals for all students are:*

- *Students develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement.*
- *Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities.*
- *Students develop appropriate behaviors by working independently and with others during planned physical activity.*

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|------------|--|
| Standard 1 | Movement Activities  |
| Standard 2 | Understand how and why one moves in a variety of situations  |
| Standard 3 | Achieve and maintain a health-enhancing level of physical fitness  |
| Standard 4 | Exhibit physically active lifestyle and understand that physical activity provides opportunities for enjoyment, challenge, and self-expression |
| Standard 5 | Demonstrate responsible personal behavior while participating in movement activities   |
| Standard 6 | Demonstrate responsible social behavior while participating in movement activities; understand importance of respect for others                |
| Standard 7 | Understand the interrelationship between history and culture, and games, sports, play, and dance   |

# Technology

*The goal of the Las Lomas Elementary School District is to support and enhance classroom instruction through the judicious use of technology, incorporating technology into the curriculum and teaching basic computer literacy skills appropriate at each grade level and developmental level. Grade level objectives can be found on the LLESD website under Tech Services/Tech Plan.*

Second Grade Objectives:

- 1.0 Build computer operational skills
- 2.0 Have experience on the Internet
- 3.0 Have experience in word processing
- 4.0 Work with audio-visual equipment
- 5.0 Use productivity tools such as creative writing center and KidPix
- 6.0 Use curriculum related software programs