

The Second Grade Core Curriculum

Second grade core concepts should be integrated across all curriculum areas. Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas. Personal relevance of content is always an important part of helping students to value learning and should be emphasized.

In second grade, students are immersed in a literature-rich environment, filled with classical and contemporary fiction and nonfiction selections, which relate to all areas of learning and interest. Students listen and speak effectively in classroom discussions. They continue to work on fluency and expression and use a combination of strategies for reading and comprehension.

Second graders extend their study of number and spatial sense to include three-digit numbers and three-dimensional figures. They make measurements and collect, organize, and display data. They use graphs to answer questions and make summary statements and predictions based on their experiences. While learning mathematics, students will be actively engaged in using concrete materials and appropriate technologies such as calculators and computers.

In second grade, students learn about their relationship to the classroom, school, family, and community. Students develop the skills of questioning, gathering information, constructing explanations, and drawing conclusions. They learn basic body control while developing motor skills and moving in a variety of settings. Students become aware of strength, endurance, and flexibility in different parts of their bodies. They express thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

Second Grade
Fine Arts, Health, Physical Education, Science, and Social Studies

Standard I: Students will develop a sense of self.

Objective 1: Describe and adopt behaviors for health and safety.

- a. Explain the importance of balance in a diet.
- b. Distinguish communicable from noncommunicable diseases (e.g., chicken pox, common cold, flu; asthma, cancer, diabetes).
- c. Relate behaviors that can help prevent disease (e.g., hand washing, good nutrition, fitness, universal precautions).
- d. Identify the harmful effects of tobacco on self and others (e.g., death, heart and lung disease, shortness of breath).
- e. Adopt basic safety habits (e.g., wear a seatbelt, practice bicycle safety, find adult help in an emergency).

Objective 2: Develop and apply skills in fine and gross motor movement.

- a. Participate daily in sustained periods of physical activity that requires exertion (e.g., one to five* minutes of walking, jogging, jump roping).
- b. Perform fundamental locomotor and nonlocomotor skills in movement sequences and game applications (e.g., walk-hop-skip, run-stretch-skate, run-hop-lay up).
- c. Perform manipulative skills exhibiting a majority of correct technique components (e.g., soccer kick: eyes on ball, step with foot opposite to kicking foot, contact ball with inside of foot, follow through).
- d. Identify components of physical fitness (i.e., strength, endurance, flexibility) and corresponding activities.
- e. Create and perform unique dance movements and sequences that expand physical skills while demonstrating personal and spatial awareness.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

- a. Express personal experiences and imagination through dance, storytelling, music, and visual art.
- b. Create, with improving accuracy, works of art depicting depth (e.g., close objects large, distant objects small) using secondary and tertiary colors.
- c. Develop ability to sing in tune with relaxed strength and clarity.
- d. Develop consistency in rhythmic accuracy of body percussion and instrument playing.

* Some students may not be able to sustain activity for one minute due to various medical concerns.

Standard II: Students will develop a sense of self in relation to families and community.

Objective 1: Describe behaviors that influence relationships with family and friends.

- a. Describe characteristics of healthy relationships (e.g., caring, responsibility, trust, respect).
- b. Identify benefits of cooperating and sharing.
- c. Explain how families and communities change over time.
- d. Recognize how choices and consequences affect self, peers, and family.
- e. Identify behaviors that might create conflict situations and ways to resolve them.

Objective 2: Examine important aspects of the community and culture that strengthen relationships.

- a. Explain why families, schools, and communities have rules.
- b. Compare rural, suburban, and urban communities.
- c. Relate goods and services to resources within the community.
- d. Participate in activities that promote public good (e.g., respect cultural and ethnic differences, identify community needs) and recite the Pledge of Allegiance.
- e. Recognize the positive and negative impact of media.

Objective 3: Express relationships in a variety of ways.

- a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.
- b. Develop an acting ability to relate to characters' thoughts and feelings (e.g., needs, hopes, frustrations, fears) in stories and plays.
- c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

Standard III: Students will develop an understanding of their environment.

Objective 1: Investigate relationships between plants and animals and how living things change during their lives.

- a. Observe and describe relationships between plants and animals.
- b. Describe the life cycle of local plants and animals using diagrams and pictures.
- c. Create pictures and stories about real animals and compare them to make-believe stories about animals.

Objective 2: Observe and describe weather.

- a. Observe and describe patterns of change in weather.
- b. Measure, record, graph, and report changes in local weather.
- c. Describe how weather affects people and animals.
- d. Draw pictures and create dances and sounds that represent weather features (e.g., clouds, storms, snowfall).

Objective 3: Investigate the properties and uses of rocks.

- a. Describe rocks in terms of the parts that make up the rocks.
- b. Sort rocks based upon color, hardness, texture, layering, and particle size.
- c. Identify how the properties of rocks determine how people use them.
- d. Create artworks using rocks and rock products.

Objective 4: Demonstrate how symbols and models are used to represent features of the environment.

- a. Identify and use information on a map or globe (i.e., map key or legend, compass rose, physical features, continents, oceans).
- b. Use an atlas and globe to locate information.
- c. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Africa, Pacific Ocean, Atlantic Ocean).

Second Grade Intended Learning Outcomes

The main intent at the early grades is for students to value learning and develop the skills to gain knowledge and understand their world.

The Intended Learning Outcomes described below reflect the belief that kindergarten, first, and second grade education should address the intellectual, social, emotional, physical, and ethical development of children. While the Kindergarten, First, and Second Grade Core Curriculum focuses primarily on content and the intellectual development of children, it is important to create a classroom culture that fosters development of many aspects of a person. By nurturing development in these interrelated human domains, young people will be healthy and discover varied and exciting talents and dreams. They will be socially and civically competent and able to express themselves effectively.

The outcomes identified below are to provide a direction for general classroom instruction, management, culture, environment, and inclusion. These outcomes should be interwoven throughout the Kindergarten, First, and Second Grade Core Curriculum, which offers more specific and measurable standards for instruction.

Beginning in kindergarten and by the end of second grade students will be able to:

1. Demonstrate a positive learning attitude.

- a. Display a sense of curiosity.
- b. Practice personal responsibility for learning.
- c. Demonstrate persistence in completing tasks.
- d. Apply prior knowledge and processes to construct new knowledge.
- e. Voluntarily use a variety of resources to investigate topics of interest.

2. Develop social skills and ethical responsibility.

- a. Respect similarities and differences in others.
- b. Treat others with kindness and fairness.
- c. Follow classroom and school rules.
- e. Include others in learning and play activities.
- f. Participate with others when making decisions and solving problems.
- g. Function positively as a member of a family, class, school, and community.

3. Demonstrate responsible emotional and cognitive behaviors.

- a. Recognize own values, talents, and skills.
- b. Express self in positive ways.
- c. Demonstrate aesthetic awareness.
- d. Demonstrate appropriate behavior.
- e. Express feelings appropriately.
- f. Meet and respect needs of self and others.

- 4. Develop physical skills and personal hygiene.**
 - a. Respect physical similarities and differences in self and others.
 - b. Learn proper care of the body for health and fitness.
 - c. Develop knowledge that enhances participation in physical activities.
 - d. Display persistence in learning motor skills and developing fitness.
 - e. Use physical activity for self-expression.

- 5. Understand and use basic concepts and skills.**
 - a. Develop phonological and phonemic awareness.
 - b. Decode, read, and comprehend written text and symbols.
 - c. Develop vocabulary.
 - d. Develop reasoning and sequencing skills.
 - e. Demonstrate problem-solving skills.
 - f. Observe, sort, and classify objects.
 - g. Make and interpret representations, graphs, and models.
 - h. Recognize how content ideas interconnect.
 - i. Make connections from content areas to application in real life.

- 6. Communicate clearly in oral, artistic, written, and nonverbal form.**
 - a. Share ideas using communication skills.
 - b. Predict an event or outcome based on evidence.
 - c. Use appropriate language to describe events, objects, people, ideas, and emotions.
 - d. Listen attentively and respond to communication.
 - e. Use mathematical concepts to communicate ideas.
 - f. Use visual art, dance, drama, and music to communicate.