

VIRGINIA BEACH CITY PUBLIC SCHOOLS

SECOND GRADE

PARENT/STUDENT COURSE INFORMATION



DEPARTMENT OF TEACHING AND LEARNING

Dear Parents:

The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. The guide contains the emphasis of instruction for each subject area. The instructional program focuses on the Virginia Beach objectives which include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.

Your interest and involvement in your child's education promotes positive attitudes toward learning, enhanced academic achievement and emotional well-being. We are excited about the opportunity to join you in providing the best possible education for your child.

Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.

Sincerely,
Department of Teaching and Learning

Using the Guide

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

Invite Success

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their children.

- Attend school regularly
- Eat well, exercise regularly and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

General Information

Elementary Guidance Program

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance; crisis intervention; individual and group services; support for parents, teachers and administrators; and coordination of services with outside agencies.

Parent/Student Handbook

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations and general guidelines.

Report Cards

The Report Card formally advises parents of their child's proficiency. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can monitor their children's progress throughout the year.

Language Arts

The second grade language arts program focuses on the broad areas of oral language, reading and writing. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency and writing.

Reading and Responding to Literature

- Apply knowledge of phonetic principles to demonstrate growth in reading, writing and word study
- Apply knowledge of word study skills to support vocabulary development when reading
- Read and demonstrate comprehension of a variety of fictional texts
- Read and demonstrate comprehension of nonfiction texts

Written Communication

- Write to effectively communicate ideas for a variety of purposes, including narratives, letters, simple explanations and opinions
- Edit writing for correct grammar, capitalization, punctuation and spelling

Oral Language

- Demonstrate effective oral communication skills across a variety of situations
- Identify, produce and manipulate various units of speech sounds within words to demonstrate phonemic awareness

Mathematics

The second grade mathematics program continues to emphasize the patterns that exist in the Base-10 number system. Students develop strategies that help with basic addition facts and corresponding subtraction facts. A larger emphasis is placed on learning about rational numbers and part-to-whole relationships. Measurement becomes quantifiable through estimation and the use of standard units to identify length, mass/weight and volume. Spatial relationships are explored by comparing and contrasting plane and solid geometric figures. Experimental data is collected and graphed in order to predict outcomes. Algebraic exploration will

focus on equivalence through solving for unknown values. Students will continue to recognize, identify and extend repeating and growing patterns.

Numeration and Computation

- Understand numbers, the ways of representing whole numbers and rational numbers and the relationships that exist among these numbers and number systems
- Understand the meanings of addition and subtraction and compute using whole numbers

Geometry and Measurement

- Understand and apply knowledge of time, money and measurement tools
- Analyze characteristics and properties of plane (two-dimensional) and solid (three-dimensional) geometric shapes

Probability and Statistics

- Create questions and construct answers by collecting, organizing and displaying data
- Understand and apply basic concepts of probability

Patterns, Functions and Algebra

- Understand a variety of patterns
- Represent and analyze mathematical situations and structures using algebraic symbols

Science

In second grade, the science program focuses on understanding patterns and change in the natural world. Students will continue to develop a broad range of science skills, including making accurate observations, asking questions, forming hypotheses, collecting and representing data and drawing conclusions.

Matter

- Identify the distinguishing characteristics of solids, liquids and gases
- Describe the transformation of matter from one phase to another

Weather

- Describe data gathered using basic weather tools
- Explain basic weather phenomena and common storms

- Describe the effect weather has on people and the environment
- Explain the importance of tracking weather data over time

Magnetism

- Describe how north and south magnetic poles react to one another
- Compare natural and artificial magnets
- Explain which materials will be attracted to magnets
- Identify important applications for magnets in everyday life

Habits and Life Cycles

- Explain the life cycle of various animals
- Explain the life cycle of various plants

Living Things in the Natural World

- Describe the interdependence components of an animal's habitat
- Describe how living and nonliving components of a habitat are influenced by humans and nature
- Describe why scientists study fossils

Earth Resources, Patterns and Change

- Identify and classify the sources and uses of plant products
- Describe how plants reduce soil erosion

Social Studies

In second grade, the social studies program focuses on the concept of world. Students are introduced to ancient civilizations and the similarities and differences between them. Second graders will continue to develop map skills and demonstrate enhanced understanding of basic economic concepts.

American Principles

- Explain how the culture of the United States reflects the diversity of its people
- Describe how American holidays commemorate American principles by recognizing the contributions of individuals and groups from the past
- Identify actions citizens can take to preserve and improve life in America in the present

Geography/Economics

- Identify the location of the continents and oceans on maps and globes
- Identify the location of the equator
- Identify characteristics of an economy in the classroom community

American Indians

- Describe how the American Indians of the eastern woodlands (Powhatan), Plains (Lakota) and Southwest (Pueblo) used their environment to meet their basic needs
- Describe the culture and beliefs of the American Indian groups

Ancient Egypt and Ancient China

- Describe the location and physical features of ancient Egypt and China
- Describe how the people of ancient Egypt and China used their environment
- Describe the relationship between resources and the economic activities of ancient Egypt and ancient China
- Describe the contributions of the people of ancient Egypt and ancient China

Health and Physical Education

The second grade health and physical education objectives reflect the National Health Education Standards and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

Movement Skills

- Demonstrate approaching and mature form of locomotor, non-locomotor and manipulative skills while participating in a variety of movement experiences
- Perform various ways to roll, balance, jump, land and transfer weight
- Demonstrate and refine ways of rolling, throwing and catching objects of different sizes and shapes
- Perform different ways to kick objects of different sizes and shapes using either foot
- Demonstrate ways to strike objects of different sizes and shapes with implements

- Perform locomotor and non-locomotor skills while traveling to simple rhythmic beats using different levels, directions, pathways and speeds

Anatomical Basis of Movement

- Identify major musculoskeletal structures and the cardiorespiratory system
- Explain that muscles tense to keep the body in a balanced position
- Identify the major structures of the cardiorespiratory system (heart and lungs)
- Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system) and muscles (muscular system)
- Identify major muscles to include quadriceps, biceps, abdominals and heart
- Identify major bones to include skull, ribs and spine

Fitness Planning

- Describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility and body composition
- Describe cardiorespiratory endurance as important for maintaining a healthy heart
- Describe muscular strength as important in lifting /moving heavy objects
- Describe muscular endurance as important in moving throughout the day
- Describe flexibility as important in moving in many directions
- Describe body composition as the components that make up a person’s body weight (percentages of fat, bone, water and muscle in the human body)

Social Development

- Identify and apply cooperative, respectful and safe behaviors in physical activity settings
- Identify class safety rules and demonstrate safe participation individually and with others
- Demonstrate cooperative skills to include taking turns and sharing equipment
- Identify activities that are enjoyed and done outside of school

Energy Balance

- Describe the energy intake components of energy balance
- Identify characteristics of foods that should be consumed in limited quantities
- Design a meal with food from each food group
- Explain that choosing nutritious foods and being physically active are components of being healthy
- Recognize the benefits of eating a healthy breakfast
- Identify examples of healthy snacks
- Explain that dairy is important for bone growth

Personal Health

- Describe how food choices, regular physical activity and getting enough sleep are essential components of a healthy lifestyle
- Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases
- Explain the importance of assuming responsibility for personal safety
- Recognize the harmful effects of drugs, alcohol and tobacco
- Identify why medicines should only be taken under the supervision of an adult

Family Life Education

The Family Life Education (FLE) program for the Virginia Beach City Public Schools is a part of the FLE Virginia Standards of Learning and is taught by a second grade teacher. The focus is on family living and human development. An opportunity is provided for parents or guardians to opt their children out of the FLE program if they do not wish their children to participate in some or all of the program lessons. Display copies of the program curriculum, including a description of the resource materials used, are available for review at all public schools. Requests to review the FLE curriculum guide, the resource materials and/or the opt-out materials should be made at each individual school site. Each school will need to provide a quiet and personal space to review the content. Parents will need to call the school to schedule an appointment.

Technology

The second grade technology proficiencies offer children a variety of instructional technology experiences. All technology experiences are to be integrated into curricular activities, emphasizing the use of technology as a tool for learning.

Creativity and Innovation

- Create, edit and manipulate graphics to illustrate a concept or idea using a simple drawing/art program with various tools
- Create digital graphic organizers, flow charts, character maps, word webs, story webs, or cause and effect charts
- Interact with, create or contribute to developmentally-appropriate multimedia products (e.g., digital stories, web pages, presentations, etc.)
- Use digital tools to gather data, examine patterns and make predictions

Communication and Collaboration

- Demonstrate the use of digital tools for communication (e.g., word processing, graphics software, podcasts, wikis, blogs, etc.)
- Write and revise electronic documents (e.g., compositions, brochures, postcards, etc.)
- Participate in age-appropriate learning activities with learners from multiple cultures
- Contribute to the creation of collaborative, digital products that contribute to the learning of others

Research and Information Fluency

- Demonstrate an understanding of using a research/problem-solving process when using digital tools to seek knowledge for personal or academic purposes
- Use appropriate electronic resources to access information (i.e., electronic resources and subscription databases)
- Locate and collect information for a specific purpose using teacher-created “jump pages” and web-based bookmarking tools
- Demonstrate an understanding of electronic search techniques
- Organize and record information using a variety of visual formats/technology tools

Critical Thinking, Problem Solving and Decision Making

- Use electronic probes to gather data
- Use electronic tools to collect, organize and analyze data; solve authentic problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge
- Utilize digital tools to plan, organize, manage and visually represent information and ideas

Digital Citizenship

- Comply with the school division’s Acceptable Use Policy by demonstrating the responsible and ethical use of technology systems and software
- Demonstrate an awareness of internet safety principles (i.e., do not share passwords; do not share your name, age or location while online; ask an adult before using the computer; tell an adult when you feel threatened or scared; be respectful when you are online; use the internet responsibly)
- Demonstrate the cooperative and collaborative use of technology
- Demonstrate the basic principles of ownership of ideas and copyright laws
- Cite electronic sources when given a template
- Recognize, discuss and demonstrate an understanding of appropriate, ethical and socially responsible electronic communication

Technology Operations and Concepts

- Use basic computer and troubleshooting skills
- Demonstrate basic keyboarding skills including the use of both hands on the keyboard and awareness of the location of special keys and their purposes
- Communicate about technology using developmentally appropriate and accurate terminology
- Select and use developmentally appropriate technology for specific purposes (e.g., digital cameras, scanners, AlphaSmarts, laptops, etc.)
- Select and use developmentally appropriate software applications for specific purposes (i.e., word processing, database, spreadsheet, multimedia presentation and graphic software)

Essential Information Literacy Skills (EILS)

The second grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, independent learning and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire, think critically and gain knowledge

- Recognize that the Library Media Center (LMC) has a variety of technology and print resources available
- Distinguish between fiction and nonfiction texts
- Understand that books are arranged in a special order with fiction arranged in alphabetical order by author's last name and nonfiction arranged in numerical order by subject
- Identify and locate the parts of the book such as the title page, spine, call number, table of contents, glossary and index
- Collaborate with others to broaden and deepen understandings

Draw conclusions, make informed decisions, apply knowledge to new situations and create knowledge

- Use technology and other tools to create products demonstrating knowledge
- Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems

Share knowledge and participate ethically and productively as members of our democratic society

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge with others
- Use technology and other tools to share knowledge with others
- Reflect on and evaluate the quality of the learning product
- Use internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products
- Comply with the school division's Acceptable Use Policy

Pursue personal and aesthetic growth

- Read, listen and respond to a variety of literature
- Select and use appropriate books and other sources of information for personal growth and pleasure
- Demonstrate appropriate library behavior and etiquette

Art

The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics and art criticism and the core curriculum.

Second grade art develops an understanding of concepts and skills in the disciplines of art history, art criticism, aesthetics and production. Emphasis is placed on developing skills in observation, problem solving and communication. Students use a balance between learning and creating to examine and to develop appreciation of the visual images in their environment. Elementary art focuses on developing skills needed for creating art and becoming an informed consumer. Students participate in an art class each week that is taught by an art teacher.

Inquiry, Critical Thinking, Problem Solving and Communication

- Explore universal concepts
- Begin to recognize contemporary art
- Make real life and cross-curricular connections
- Begin to consider why people make art
- Develop a vocabulary for explaining the nature of art
- Begin to relate artworks to time and place
- Recognize similarities between artworks of different times, places and cultures
- Describe artworks with relevant observations
- Employ basic descriptive language
- Interpret artwork based on visual evidence
- Use basic contextual information to interpret artworks
- Make judgments with reasons
- Raise appropriate questions about artwork
- Use personal ideas

- Explore and experiment with making 2-D and 3-D artworks
- Explore expressive use of the elements and principles of design
- Make thoughtful visual choices in artmaking
- Understand and use the artmaking process
- Use a variety of sources for art ideas

Music

The standards for Grade Two General Music enable students to continue developing musical skills and concepts in singing, playing instruments, listening, performing, responding with expression, creating/composing and moving while focusing on fine motor skills. Emphasis is placed on ensemble playing, notating pitches and rhythms and identifying orchestral instruments. Students investigate the roles of music in various world cultures and explore how music evokes personal ideas and emotions. Students participate in a music class each week that is taught by a music specialist.

The elementary music program incorporates the Virginia Standards of Learning for Music and the National Coalition for Core Arts Standards and reinforces instruction in specific core Standards of Learning.

- Read and notate music, including up, down and same pitches and half notes, half rests, whole notes and whole rests
- Use the musical alphabet
- Read pentatonic melodies
- Use music symbols
- Sing songs within the range of a sixth that have melodic patterns that move up, down and stay the same
- Perform rhythmic patterns that include half notes, half rests, whole notes and whole rests
- Sing songs and play pitched and non-pitched instruments and body percussion alone and with others, with attention to dynamics, tempos and appropriate vocal and instrumental techniques
- Accompany songs and chants, using ostinatos and single chords
- Respond to music with expressive movement, including locomotor and non-locomotor movements to demonstrate AB and ABA form,

choreographed and non-choreographed movements, dances from a variety of cultures (line and circle) and mood and contrast dramatizations

- Create by improvising rhythms and melodies for accompaniments and literary situations
- Create by composing, using traditional and non-traditional notation
- Explain the difference between folk/popular music and orchestral music while identifying styles from various historical periods and cultures
- Describe the work composers do to create music
- Demonstrate behaviors appropriate to different types of events/situations in which music is performed
- Recognize the relationships between music and other fields of knowledge
- Classify selected instruments as folk or orchestral
- Collaborate with others in music performances and analyze areas of success and areas needing improvement
- Explain how music expresses ideas, experiences and feelings
- Describe personal ideas and emotions evoked by musical experiences

Gifted

The school-based program for gifted education is grounded in the content of the regular curriculum but is differentiated, modified and expanded to provide appropriate learning challenges for students identified for gifted services. The gifted resource teacher in each school works collaboratively with each cluster teacher to differentiate curriculum and instruction to meet the needs of gifted learners. Opportunities are provided for students through flexible grouping, independent study and whole group instruction as teachers enhance creative, critical and logical thinking skills; use problem-solving strategies; strengthen communication skills; and enhance positive attitudes. For further information, contact the Office of Programs for Exceptional Children at 263-1405.

Old Donation School

Old Donation School is a full-time school for intellectually gifted students in grades two through eight. Students must apply to Old Donation School, be accepted and demonstrate Virginia Beach residency in order to attend. Applications are due in early February. Contact the guidance office at 757-648-3267 for program and application information. The curriculum at Old Donation School is designed to provide students with the depth and complexity necessary to challenge and stimulate the mind of the intellectually gifted student. Instruction is differentiated to meet the diverse needs of all students.

Academic Support

Academic support programs are designed to strengthen and improve the achievement of students who would benefit from additional academic assistance. These programs are available to students in grades kindergarten through twelve. Academic support goals are established for eligible students, and student progress is monitored. For further information, call the principal of your child's school.

Special Education

Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP).

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.

English as a Second Language

The grades 1-5 English as a second language (ESL) program supports grade-level science Virginia Standards of Learning (SOL).

The goal of the ESL program is to teach English to English learners so that they may acquire the language communication skills and academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in the standard curriculum. For further information concerning ESL, contact the Title III coordinator for English learners, Department of Teaching and Learning, at 263-1461.

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Aaron C. Spence, Ed.D., *Superintendent*

DEPARTMENT OF TEACHING AND LEARNING
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Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/ gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/ Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD).

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