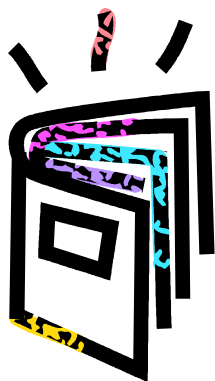


Second Grade Curriculum



Wondering what your child will be expected to know and do in reading, writing, math, art, science, PE and social studies in both English and Japanese? This guide briefly outlines the Oregon standards for each subject at the 2nd grade level. Please do not hesitate to ask your child's teachers if you have questions or would like more information about any aspect of your child's academic program.

CONTENTS:

Literacy	1
Mathematics	2
Art	2
Science	3
Social Studies	4
Physical Education	4

LITERACY BENCHMARKS

READING

- Read aloud 2nd grade material with 90-100% accuracy.
- Read familiar material with natural phrasing, flow and pace.
- Use information from illustrations, table of contents, graphs and indexes to assist with comprehension of text.
- Easily read all high frequency words when reading grade level text.
- Learn and use new vocabulary from literary and informational texts during read alouds, shared reading, guided reading, content studies, classroom discussions.
- Read for a sustained period of time (15-30 minutes independently per day).

LITERATURE

- Listen to and experience traditional and contemporary literature from a variety of cultures and genres.
- Listen to, experience, and respond to a wide variety of informational texts (e.g. science big books, children's magazines).
- Make predictions during reading.
- Demonstrate listening comprehension of more complex text through discussion.
- Choose books for interest and purpose.
- Use rereading and self-correcting strategies when reading.
- Use comprehension strategies to assist with meaning during reading: ask questions, make inferences, and make connections using background knowledge.

- Recall details in own words from informational text .
- Describe new information from text in own words.
- Return to text to locate information and answer questions during shared and guided reading.
- Retell familiar stories including characters and sequence of events.
- Explore differences and similarities between two stories.

WRITING

- Use prewriting activities to initiate writing (e.g. mapping, listing, webbing.).
- Write a clear draft of multiple sentences with supporting details.
- Transfer information from reading to writing.
- Organize stories with beginning, middle and end.
- Revise writing based on input from self, peers and adults.
- Use proofreading checklists, word banks and peers to edit own writing.
- Produce a published piece of writing with teacher support at least once per month.
- Write narrative, imaginative, expository and research pieces of writing.
- Write words using correct sound/symbol correspondence.
- Use legible handwriting.

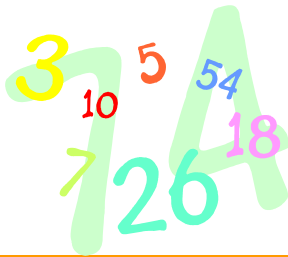
M A T H

NUMBER & COMPUTATION FOR SECOND GRADE

- Know \pm facts to 18 fluently.
- Add 2-digit numbers with at least one efficient paper/pencil method.
- Count by 1's, 5's and 10's to 100.
- Locate whole numbers on a number line.
- Arrange a collection of objects to 100 by 10's and

1's and use this grouping to count accurately.

- Read, write, order and compare numbers to 100.
- Understand, model, read, write, order and compare wholes, halves and fourths.
- Solve \pm story problems with number sentences; solve multiplication and division story problems with pictures or numbers.



GEOMETRY

- Recognize, describe, compare, classify and draw the following 2-dimensional shapes: square, triangle, rectangle, circle, trapezoid, hexagon, rhombus, and parallelogram.
- Identify and construct simple designs that are symmetrical.

ALGEBRAIC THINKING

- Sort and classify objects, shapes and numbers in a variety of ways.
- Identify, copy, extend and create repeating patterns that are at least as complex as ABBCABBCABBC
- Recognize, describe and extend both increasing and decreasing number patterns.
- Given a simple relationship between two quantities, determine one quantity when given the other (e.g. If one dog has four legs, then three dogs have twelve legs.).

MEASUREMENT

- Make reasonable estimates of lengths less than a foot.
- Use non-standard units to develop concepts of weight, length, volume, area and perimeter.
- Use a ruler to measure length in inches and centimeters.
- Count mixed collections of coins to at least \$1.00.
- Use a calendar to determine day, month and duration.
- Tell time to the hour and half-hour.
- Read a calendar.

STATISTICS & PROBABILITY

- Read and interpret picture, symbolic and bar graphs.
- Collect data through conducting experiments or surveys and present it in the form of a simple graph.
- Recognize when games or activities depend on chance and predict outcomes that are very likely or very unlikely.

PROBLEM-SOLVING

- Communicate mathematical thinking in a variety of ways.
- Use multiple strategies to solve problems.

A R T

CREATE, PRESENT & PERFORM: Apply ideas, techniques and processes in the arts.

AESTHETICS & CRITICISM: Respond to and analyze works of art, based on essential elements, organizational principles and aesthetic criteria.

HISTORICAL & CULTURAL PERSPECTIVES: Understand the relationship of works of art to their social, historical and cultural contexts, and the influence of the arts on individuals, communities and cultures.



K-3 SCIENCE STANDARDS

LIFE SCIENCE: Understand structure, function, and interactions of living organisms and their environment.

EARTH & SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial bodies.

HISTORY & NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge and the history of science as it relates to and clarifies scientific inquiries.

UNIFYING CONCEPTS & PROCESSES: Understand and apply major concepts and processes embedded within all sciences.

PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world.

SCIENCE IN PERSONAL & SOCIAL PERSPECTIVES: Understand that science provides a basis for understanding and acting on personal and social issues.

SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.

SCIENCE & TECHNOLOGY: Understand the interconnections among science, technology and society.

CONTENT STRANDS FOR SECOND GRADE

Balance and Motion: Students put the world into motion in this module, balancing cardboard shapes and pencils, investigating motion with tops, zoomers and whirlers; and studying wheel-and-axle systems and rolling cups.

Habitats: Student create and care for terrariums containing soil, plants and invertebrates. Students then observe and describe interactions between living and non-living parts of their mini-ecosystems.

Weather: Students have the opportunity to explore weather features such as wind, precipitation and cloud cover and discover how weather affects their lives.



SCIENCE

PROCESS SKILLS FOR K-5 SCIENCE

OBSERVE: Gather information by using the senses or instruments to note facts or occurrences.

MEASURE: Collect data concerning physical characteristics such as dimension, quantity or capacity.

USE NUMBERS: Count, compute, and communicate quantitative data using figures, letters, words and symbols.

CLASSIFY: Organize objects or events by their attributes.

QUESTION: Identify problems and develop testable statements relating to the problems.

COMMUNICATE: Exchange information and ideas.

DESIGN EXPERIMENTS: Plan and conduct data gathering operations to test hypotheses, answer questions and generate new ideas.

INTERPRET DATA: Find patterns or meaning in experimental results.

DEFINE OPERATIONALITY: Use experiments to develop working definitions of objects or events.

FORMULATE MODELS: Use problem-solving and questioning skills to develop mental models to explain phenomena.

HYPOTHESIZE: Use information and questions to generate statements that predict the likely outcome of an investigation.

INFER: Conclude from evidence and experience.

PREDICT: Declare in advance what is likely to happen, based on experience.

CONTROL VARIABLES: Identify and manage factors that may influence the outcome of an experiment..

Social Studies



THEME - Understanding the Neighborhood

SKILLS.CONCEPTS

- Understand key influences and people in our community and how they shape our lives.
- Understand concepts of location; how and why things got where they are.

HISTORY

- People who supply our needs.
- Family history in our neighborhood.
- Neighborhoods in different cultures.

CIVICS & GOVERNMENT

- Classroom rights and responsibilities.

ECONOMICS

- Community resources and materials.
- People and careers.
- Businesses and services.

GEOGRAPHY

- Neighborhoods.
- Parks.
- Nature in our neighborhood.

Physical Education

MOTOR SKILLS & CONCEPTS

- Demonstrate mature movement forms (jumping, hopping, skipping, galloping and sliding and manipulative skills (e.g. throwing and catching).
- Demonstrate skills of chasing, fleeing and dodging to avoid others.
- Perform different body movements to a series of beats of varying tempos.
- Dribble a ball a different levels, directions and pathways.
- Jump a self-turned rope both forward and backward.
- Identify the basic movement patterns and some of the critical elements leading to successful performance (e.g. throwing, arm and leg opposition, jumping rope, landing softly).



ACTIVE LIFESTYLE

- Engage in moderate to vigorous physical activity outside of physical education class.
- Engage in sustained physical activity that causes an increased heart rate.
- Describe how exercise can affect the body.

SELF-MANAGEMENT & SOCIAL BEHAVIOR

- Apply rules, procedures, and safe practices with little or no reinforcement.
- Follow directions the first time.
- Resolve conflicts in socially acceptable ways.

The information in this brochure has been assembled by Kathryn Anderson, Richmond principal, for the convenience of our parents and teachers. For information about the Oregon content standards in greater detail, please check the Richmond website at www.richmondjmp.org or the Oregon Department of Education website at www.ode.state.or.us.

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual activity.