

# CONNECTIONS

## *for School Success*

Dear Parent/Guardian:

This brochure provides an overview of the Wake County Public School System's second grade program. You will find a list of the characteristics of second grade students as well as sections on language arts, mathematics, social studies, science, computer/technology, and healthful living. It is important to remember that students also have instruction in art, music, and physical education.

Each of these sections should provide you with a better understanding of the major topics included in second grade. For example, you can use the language arts and social studies sections to help choose books and other materials to support your child's studies. Although this brochure describes only the second grade program, some students will work in language arts or mathematics at a level above or below their grade.

You are an important part of your child's total school program. Your involvement helps make your child's elementary school experiences successful.

**Instructional Services Division**  
*Curriculum and Instruction*

Promotion standards have been established that require students to be proficient in reading, writing, and mathematics before being promoted to the next grade level. **The approved K-8 Promotion and Intervention policy requires students to meet grade level proficiency to be promoted.** Although End-of-Grade tests, as a measure of minimal achievement, are a significant factor in determination of proficiency, multiple other achievement factors are considered. The policy also defines options for intervention and retesting. Refer to the *Sample Learning Activities and Creating Good Homework Habits* for helpful tips for success in this booklet.

The Accelerated Learning Program K-2 (ALP II) was designed to provide K-2 students performing below grade level with additional instruction in reading.

Since we are focusing on improving student achievement, you can help by monitoring your student's progress through interim reports, teacher conferences, and daily by talking with your child about school. Please carefully review your child's report card and test results.

You can expect your child's school to:

1. Conduct information sessions for you, outlining the Promotion and Intervention Policy, the options for your child, and give you the opportunity to ask questions that clarify the program and what you can do to support your child.
2. Contact you by separate letter, mailed to your home, describing the options for your child if he or she is not proficient in reading, writing, or mathematics.
3. Keep you informed as to your child's status relative to attendance and progress if they are in the ALP program.

The Wake County Public School System is deeply committed to making the intervention and support available to all students not meeting promotion requirements so they will have the opportunity to perform at or above grade level and be successful in school. Together, with parents and the community, our students will achieve academic success.

(Additional information about ALP is available from your school's administration or you may access the ALP program outline on the Wake County Public School System's web site at <http://www.wcpss.net>.)

Sample Learning Activities	Creating Good Homework Habits	Character Traits
<ul style="list-style-type: none"> <li>• Describe various community workers and the services they perform.</li> <li>• List and discuss renewable and nonrenewable resources.</li> <li>• Put a series of pictures (or cartoons) in a logical sequence.</li> <li>• Create a personal dictionary.</li> <li>• Read a book. Retell the story in your own words.</li> <li>• Use upper and lower case letters in writing.</li> <li>• Keep a list of books you have read in a reading log.</li> <li>• Describe and name as many characteristics (attributes) of a given object as possible.</li> <li>• Make a set that has more or less objects than a given set.</li> <li>• Group popsicle sticks into sets of 10's, 8's, 5's, 2's.</li> <li>• Demonstrate and explain why 24 is the same as 2 tens and 4 ones and the same as 1 ten and 14 ones.</li> <li>• Classify objects according to their similarities. Measure objects to find their length.</li> <li>• Look at a calendar. What is today's date, yesterday's date, tomorrow's date?</li> </ul>	<p>Parents can help children develop good work habits. The following tips can help you help your child develop good homework habits:</p> <ul style="list-style-type: none"> <li>• Sit down with your child and schedule a time for completing homework assignments. Homework habits are more easily formed if children work the same time each day.</li> <li>• Help your child choose an appropriate study location such as a quiet corner, a desk, or a comfortable chair. The location can vary with the assignment.</li> <li>• Provide your child with good lighting and necessary materials (pencils and paper, a dictionary, etc.).</li> <li>• Ask your child to describe the assignment before beginning, and later show you the completed work or summarize what he or she learned.</li> <li>• Encourage your child to work on his or her own, but say that you are available for help.</li> <li>• If your child does need help, look over the material before you begin so you are familiar with the assignment.</li> <li>• Be a resource and consultant for your child, but don't hover over him or her with constant advice. Remember that sometimes the best help is a hug, a smile, or a word of approval.</li> <li>• If your child becomes frustrated, put away the assignment for awhile.</li> <li>• Be available to check work.</li> <li>• Praise your child for completing homework.</li> <li>• When possible, help your child relate homework assignments to everyday life and skills.</li> <li>• In general, be encouraging and supportive. Your attitude is contagious.</li> </ul>	<p>Listed below are character traits that WCPSS believes are an important part of every child's education. Whenever possible, teachers include these special characteristics in their lessons and classroom activities:</p> <p><b>Courage:</b> Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.</p> <p><b>Good Judgment:</b> Choosing worthy goals and setting proper priorities. Thinking through the consequences of your actions. Basing decisions on practical wisdom and good sense.</p> <p><b>Integrity:</b> Having the inner strength to be truthful, trustworthy, and honest in all things. Acting justly and honorably.</p> <p><b>Kindness:</b> Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. Treating others as you would like to be treated.</p> <p><b>Perseverance:</b> Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.</p> <p><b>Respect:</b> Showing high regard for authority, for other people, for self, for property, and for country. Understanding that all people have value as human beings.</p> <p><b>Responsibility:</b> Being dependable in carrying out obligations and duties. Showing reliability and consistency in words and conduct. Being accountable for your own actions. Being committed to active involvement in your community.</p> <p><b>Self-Discipline:</b> Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviors. Being in proper control of your words, actions, impulses, and desires. Choosing abstinence from premarital sex, drugs, alcohol, tobacco, and other harmful substances and behaviors. Doing your best in all situations.</p>

## Healthful Living

<p><b>Focus Areas</b></p> <ul style="list-style-type: none"> <li>• Honesty, trustworthiness and respect</li> <li>• Effective interpersonal communication skills</li> <li>• Recognizing bullying behaviors and accessing resources for help</li> <li>• Healthy eating and physical activity</li> <li>• Mature form in skipping, hopping, galloping and sliding.</li> <li>• Developmental movement patterns</li> <li>• Movement control and balance</li> </ul>	<p><b>Strands:</b> Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/ Personal Responsibility</p> <p><b>COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance</b></p>	<p><b>mental and emotional well-being. Objectives</b></p> <p>1.01 Summarize and demonstrate expected standards for behavior such as honesty, trustworthiness, and respect for others.</p> <p>1.02 Distinguish between evaluations of performance and self worth.</p> <p>1.03 Demonstrate how to express emotions and feelings in a positive manner, without hurting oneself or others.</p>
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## Reading and Writing

The best way to become a better reader is to read and then discuss what you have read with others. Children form lasting impressions at home about reading. If your child sees you reading, noticing books, newspapers, and magazines around the house, and senses that you enjoy reading, your child will copy you and be much more likely to enjoy reading. Spend time talking about what you are reading, as well as what your child is reading.

Children of all ages like to be read to at home. Read to your child often. Let your child choose a story and you choose one that you enjoy also. Remember that libraries not only have books, but also records, tapes, newspapers, story hours for children, puppet shows, and more. Explore the library with your child!

For the child who likes to read, reading is its own reward. For the reluctant reader, praise and encouragement may increase confidence and make reading more fun.

Just as in reading, the best way to become a better writer is to write. If your child sees you writing notes, letters, lists, etc., at home, your child will copy you and be much more likely to enjoy writing. Encourage your child to write by providing him or her with opportunities to experiment with a variety of paper and writing tools (crayons, markers, pencils). Since a child's spoken language is the basis for his or her written language, it is beneficial to engage your child in conversations about his or her experiences and thoughts.

Encourage your child to write by helping him or her translate experiences and thoughts into writing. You can help your child create a product that will be interesting for him or her to read. Some of the ways you can encourage your child to write include:

- keeping a diary on a family trip.
- taking pictures and arranging them in a scrapbook with your child, then writing captions for each picture.
- writing notes and letters to friends and relatives.
- writing short stories about favorite events or activities.
- providing models of good writing by reading to your children everyday. Displaying your children's written work and talking about that writing.

## Developmental Characteristics

Children develop in a natural sequence of growth, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass using the developmental stages at their own rates.

Generally, children ages five to eight, in grades kindergarten through three, are similar in the ways that they learn. They learn by doing, experiencing, and through their senses. Broad characteristics for seven-year-olds are as follows:

### *Physical*

- Is becoming more coordinated
- Is increasing in strength
- Is less distracted visually
- Is increasing fine motor control
- Prints more easily, neatly
- Has perseverance
  - Criticizes own performance
  - Frequently seeks praise through self-criticism
  - Desires perfection
  - Restricts creativity
  - Is often moody, easily disappointed
  - Dawdles, is not a good self-starter
  - Is sensitive, calm, serious
  - Has strong likes and dislikes

### *Social/Emotional*

- Begins to realize others have differing perceptions, views
- Expresses tension in noises and body movement
- Has tendency to make "safe" choices
- Thinks, observes, reflects rather than verbalizes
- Is interested in time and space—can tell time
- Uses trial and error in problem solving

### *Mental*

- Takes interest in spelling/meaning of words
- Expands use of adverbs
- Uses language more precisely
- Likes to read, be read to
- Has limited short term memory, 2-3 items

# Language Arts

## ***The learner will develop and apply enabling strategies and skills to read and write.***

- Uses knowledge of sounds and letters and word parts to figure out regular multi-syllable words when reading
- Reads most high frequency and many irregularly spelled words accurately when reading text (125-200 words)
- Checks reading of new words by using what they know about consonants and vowels
- Uses all sources of information (meaning, language, letters and sounds) to read a new text silently and independently
- Chooses texts and reads independently for 20 minutes daily

## ***The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.***

- Reads and comprehends grade two texts, both fiction and nonfiction (level 17-18 to level 23-24)
- Reads and comprehends poetry and drama appropriate for grade two
- Can identify the author's purpose for writing and the reader's purpose for reading
- Makes predictions about what he is reading
- Asks questions about what he is reading
- Locates information for specific reasons or purposes
- Uses what he knows about how stories work to help understand what is read
- Examines author's decisions and word choice
- Determines fact and opinion in what he reads
- Recognizes and comprehends figurative language
- Makes inferences and draws conclusions
- Reads text for a variety of reasons, including literary, informational, and practical
- Reads expository materials for answers to specific questions
- Poses possible *how*, *why*, and *what if* questions to understand and/or interpret text
- Knows when what he is reading doesn't make sense and can use several strategies (i.e., summarize, ask for help, read ahead)
- Recalls facts and details from text
- Discusses similarities and differences in events and characters within and across stories
- Discusses similarities and differences in concepts within and across texts
- Interprets information from diagrams, charts, and maps
- Supports own thinking by finding evidence in the text
- Previews and makes predictions about the content of the text
- Before reading, thinks about what he already knows about a subject
- Thinks about predictions made and decide whether the predictions were right or need to be revised
- Knows when what is being read doesn't make sense and has some strategies to use to help make sense of what he is reading (i.e.,

reread, slow down, summarize)

- Retells nonfiction text including: topic, details using key vocabulary, key concepts, text features (i.e., headings, photographs, captions, bold faced words), author's purpose, connections
- Retells stories including: plot, setting, major events, character, problem/solution, author's message, connections
- Corrects mistakes made while reading with fewer returns to the beginning of sentences, by paying attention to the middle portions of words, and dealing with new topics or concepts

## ***The learner will make connections through the use of oral language, written language, and media and technology.***

- Uses personal experiences and knowledge to interpret written and oral messages (making connections)
- Compares information within and across stories, nonfiction, poetry, and drama and connects to experience and knowledge
- Explains and describes new concepts and information in own words
- Increases oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard
- Locates and discusses examples of an author's use of kinds of sentences (declarative, interrogative, exclamatory)
- Locates and discusses examples of an author's use of capitalization (titles, dates and days, names of countries)
- Locates and discusses examples of an author's use of punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations)
- Locates and discusses examples of an author's use of paragraphs in texts and their effects on the reader
- Locates and discusses examples of an author's use of genre(s) and specific word choice(s)
- Discusses the effect of an author's choices for nouns, verbs, adjectives, adverbs, and specific vocabulary which help the reader understand what they read
- Conducts simple research projects with teacher support
- Responds to reading selections with written reflections (i.e., making predictions, connections, summaries, reactions)

## ***The learner will apply strategies and skills to create oral, written, and visual texts.***

- Begins to write with book language or more formal language instead of just writing like he talks
- Uses synonyms for commonly over used words to clarify what he is trying to say
- Reads aloud with fluency and expression any familiar text appropriate for early independent readers

- Talks in order to identify, organize, and analyze information
- Responds appropriately when participating in group discussion
- Plans and makes judgments about what to include in written products
- Composes first drafts by using a writing plan
- Rereads first draft for meaning
- With guided discussion, revises first draft to clarify and refine writing
- Writes structured, informative presentations and stories when given help with organization
- Uses media and technology to enhance the presentation of information to an audience for a specific purpose
- Composes a variety of products using self-selected topics
- Writes in a focused and logical sequence including a beginning, middle, and end
- Uses descriptive detail and elaboration
- Composes short paragraphs to report information
- Composes short paragraphs to narrate events
- Relates paragraphs to topic
- Uses varied sentence patterns and lengths

## ***The learner will apply grammar and language conventions to communicate effectively.***

- Spells correctly using previously studied words, spelling patterns, and an analysis of the sounds they hear in words
- Uses spelling resources appropriately to generate or check spelling (e.g., word wall, personal dictionary)
- Spells correctly using spelling resources appropriately to generate or check spelling (e.g., word wall, personal dictionary)
- Spells most of the basic 100 high frequency words correctly in own writing
- Uses more conventional than temporary spelling
- Pays attention to spelling, capitalization, punctuation, and format for final products in one's own writing
- Uses apostrophes and ending punctuation correctly when writing
- Capitalizes the beginnings of sentences, names, days of the weeks and months when writing
- Indents paragraphs in own writing
- Uses subject, predicate, and modifiers when writing.
- Edits own writing for complete sentences and correct word order in sentences
- Correctly uses letter formation, lines, and spaces to create readable documents
- Correctly uses plural forms of commonly used nouns in written products
- Correctly uses common, age-appropriate contractions in written products (i.e., I'm and n't contractions)
- Uses legible manuscript handwriting

## Mathematics

### Number and Operation

*Develop number sense for whole numbers through 999.*

- Connect model, number word, and number, using a variety of representations.
- Read and write numbers.
- Compare and order.
- Rename.
- Estimate.
- Use a variety of models to build understanding of place value (ones, tens, hundreds).

*Use area or region models and set models of fractions to explore part-whole relationships in contexts.*

- Represent fractions (halves, thirds, fourths) concretely and symbolically.
- Compare fractions (halves, thirds, fourths) using models.
- Make different representations of the same fraction.
- Combine fractions to describe parts of a whole.

*Create, model and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).*

*Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.*

- Strategies for adding and subtracting numbers.
- Estimation of sums and differences in appropriate situations.
- Relationships between operations.

*Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.*

*Define and recognize odd and even numbers.*

### Measurement

*Estimate and measure using appropriate units.*

- Length (meters, centimeters, feet, inches, yards).
- Temperature (Fahrenheit).

*Tell time at five-minute intervals.*

### Geometry

*Combine simple figures to create a given shape.*

*Describe the change in attributes as two- and three- dimensional figures are cut and rearranged.*

*Identify and make:*

- Symmetric figures.
- Congruent figures.

### Data Analysis & Probability

*Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).*

*Conduct simple probability experiments; describe the results and make predictions.*

### Algebra

*Identify, describe, translate, and extend repeating and growing patterns.*

*Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.*

## Writing Process

**Prewriting** is the process that helps writers get ready to write. The student spends time gathering information, experimenting with ideas, and plotting a course. Time spent on prewriting is essential to the writing process.

**Drafting** is the stage of making choices as to what to write. This is the first link between the prewriting and writing that is intended to communicate with an audience.

**Revising** writing may be the most difficult step in the process. It also is the most important step. Revision is not just the correction of usage and mechanics errors, but the time to decide where or how the communication can be improved.

**Editing** occurs only after the writer feels satisfied with the content and organization of the writing. Writing must be free from errors that distract the reader.

**Publishing** provides a chance for students to complete a product, see themselves as "authors," read with appreciation, and learn from others.

## Academically Gifted

For information on the Academically Gifted Program, please contact your school's AG Resource Teacher. Informational brochures are available at each school.

## Science

The focus for second grade students is on analyzing collected data over a period of time to make predictions and understand changes. Changes vary in rate, scale, and pattern, including trends and cycles. Changes in systems can be measured. Guide student learning to continue to emphasize the unifying concepts previously introduced, including evidence, explanation, measurement, order, and organization as well as the introduction at

grade two of change. The strands provide a context for teaching the content goals. Strands: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives  
**GOAL 1: The learner will conduct investigations and build an understanding of animal life cycles.**  
 1.1 Describe the life cycle of animals including: birth, developing into an adult, reproducing, aging and death.

- 1.2 Observe that insects need food, air and space to grow.
- 1.3 Observe the different stages of an insect life cycle.
- 1.4 Compare and contrast life cycles of other animals such as mealworms, ladybugs, crickets, guppies or frogs.

(continued)

## Science (continued)

**GOAL 2: The learner will conduct investigations and use appropriate tools to build an understanding of the changes in weather.**

- 2.1 Investigate and describe how moving air interacts with objects.
- 2.2 Observe the force of air pressure pushing on objects.
- 2.3 Describe weather using quantitative measures of: temperature, wind direction, wind speed, precipitation.
- 2.4 Identify and use common tools to measure weather: wind vane and anemometer, thermometer, rain gauge.
- 2.5 Discuss and determine how energy from the sun warms the land, air and water.
- 2.6 Observe and record weather changes over time and relate to time of day and time of year.

**GOAL 3: The learner will observe and conduct investigations to build an understanding of changes in properties.**

- 3.1 Identify three states of matter: solid, liquid, gas.
- 3.2 Observe changes in state due to heating and cooling of common materials.
- 3.3 Explain how heat is produced and can move from one material or object to another.
- 3.4 Show that solids, liquids, and gases can be characterized by their properties.
- 3.5 Investigate and observe how mixtures can be made by combining solids, liquids or gases and how they can be separated again.
- 3.6 Observe that a new material is made by combining two or more materials with properties different from the original material.

**GOAL 4: The learner will conduct investigations and use appropriate technology to build an understanding of the concepts of sound.**

- 4.1 Demonstrate how sound is produced by vibrating objects and vibrating columns of air.
- 4.2 Show how the frequency can be changed by altering the rate of the vibration.
- 4.3 Show how the frequency can be changed by altering the size and shape of a variety of instruments.
- 4.4 Show how the human ear detects sounds by having a membrane that vibrates when sound reaches it.
- 4.5 Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords.

## Social Studies

### Regional Studies: Local, State, United States, and World

The second grade study emphasizes community life in a variety of contexts with a major focus on geography. Students examine how communities may be linked to form larger political units, and how there are cultural, geographic, and economic ties. Through their study of various patterns of community living, the students begin to understand that people’s activities are influenced not only by their geographic location, but also by how they use the earth’s materials, the physical environment, and human traditions. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, and economic factors that help bind communities together through both time and space.

#### COMPETENCY GOALS OBJECTIVES

**Goal 1: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments**

- Identify and describe attributes of responsible citizenship.
- Demonstrate responsible citizenship in the school, community, and other social environments.
- Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments.
- Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.

**Goal 2: The learner will evaluate relationships between people and their governments.**

- Identify and explain the functions of local governmental bodies and elected officials.
- Recognize and demonstrate examples of the elective process.
- Describe the interdependence among individuals, families, and the community.

- Evaluate rules and laws and suggest appropriate consequences for noncompliance.
- Identify examples of responsible citizen participation in society and social environments.

**Goal 3: The learner will analyze how individuals, families, and communities are alike and different.**

- Compare similarities and differences between oneself and others.
- Describe similarities and differences among families in different communities.
- Compare similarities and differences among cultures in various communities.
- Identify multiple roles performed by individuals in their families and communities.
- Identify historical figures and events associated with various cultural traditions and holidays celebrated around the world.
- Identify individuals of diverse cultures and describe their contributions to society.

**Goal 4: The learner will exhibit an understanding of change in communities over time.**

- Analyze the effects of change in communities and predict future changes.
- Analyze environmental issues, past and present, and determine their impact on different cultures.
- Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.

**Goal 5: The learner will understand the relationship between people and geography in various communities.**

- Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.
- Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.
- Compare and contrast the physical features of communities and regions.

- Identify the absolute and relative location of communities.
- Interpret maps, charts, and pictures of locations.
- Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

**Goal 6: The learner will analyze how people depend on the physical environment and use natural resources to meet basic needs.**

- Identify natural resources and cite ways people conserve and replenish natural resources.
- Cite ways people modify the physical environment to meet their needs and explain the consequences.
- Identify means and methods of human movement as they relate to the physical environment.

**Goal 7: The learner will apply basic economic concepts and evaluate the use of economic resources within communities.**

- Distinguish between producers and consumers and identify ways people are both producers and consumers.
- Distinguish between goods produced and services provided in communities.
- Describe different types of employment and ways people earn an income.
- Identify the sources and use of revenue in the community.
- Analyze the changing uses of a community’s economic resources and predict future changes.

**Goal 8: The learner will recognize how technology is used at home, school, and in the community.**

- Identify uses of technology in communities.
- Explain how technology has affected the world in which we live.
- Interpret data on charts and graphs and make predictions.

## Healthful Living (con't from page 2)

**COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.**

**Objectives**

- 2.01 Demonstrate the proper technique for tooth brushing and describe the benefits of good dental health.
- 2.02 Summarize methods for preventing the spread of germs through food, water, air, and touch.
- 2.03 Summarize appropriate measures to prevent contact with the body fluids of others.
- 2.04 Advocate to others the dangers associated with excessive sun exposure (e.g. sunburn, damage to the eyes, skin cancer) and identify methods for protecting oneself from the sun.

**COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.**

**Objectives**

- 3.01 Demonstrate effective interpersonal communication skills.
- 3.02 Recognize and respond appropriately to the feelings of others.
- 3.03 Explain why it is wrong to tease others.
- 3.04 Recognize bullying behaviors and demonstrate steps to take if someone is bullied.

**COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.**

**Objectives**

- 4.01 Identify the amount of food from each food group of My Pyramid needed each day to achieve and maintain good health.
- 4.02 Summarize the benefits of healthy eating.
- 4.03 Identify the body signals that tell people when they are hungry and when they are full (hunger vs. satiety).

4.04 Categorize behaviors that are physically active and physically inactive, and compare and contrast the health effects of these activities.

4.05 Demonstrate the ability to plan an appealing, healthy meal and design an opportunity for an enjoyable physical activity.

**COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.**

**Objectives**

- 5.01 Analyze the dangers of using tobacco products.
- 5.02 Explain why one should not use tobacco or look alike products.
- 5.03 Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer.

**COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).**

**Objectives**

- 6.01 Demonstrate mature form in skipping, hopping, galloping and sliding.
- 6.02 Demonstrate manipulative skills such as throwing, catching, striking and trapping of objects while stationary and/or to a moving partner.
- 6.03 Demonstrate moving to a rhythmic beat while manipulating objects such as jump ropes, scarves and balls.

**COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities(NASPE Standard 2).**

**Objectives**

- 7.01 Demonstrate space awareness and movement control in different ways in a large group without bumping into others or falling, such as running, hopping, and skipping.

7.02 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.

7.03 Use feedback to improve performance.

7.04 Explain why everybody should be active at least 60 minutes per day.

**COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).**

**Objectives**

- 8.01 Identify physical activity opportunities in your community.
- 8.02 Recognize that physical activity is a conscious choice.

**COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).**

**Objectives**

- 9.01 Examine 2 or 3 components of health-related physical fitness assessment.
- 9.02 Recognize the physiology indicators that accompany moderate to vigorous physical activity.
- 9.03 Recognize the relationship between nutrition and physical fitness.

**COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).**

**Objectives**

- 10.01 Explain why participation in physical activity is important.
- 10.02 Explore ways physical activity improves health.
- 10.03 Apply rules, procedures and safe practices to create a safe school environment with little or no reinforcement.
- 10.04 Work cooperatively with others to honestly complete work.

## Computer/Technology Skills

**Focus Areas:**

- Using technology in the community
- Respecting the computer work of others
- Observing online resources
- Using electronic databases to locate information
- Responsible care of resources
- Building word processing skills
- Collecting, sorting, and displaying data
- Exploring multimedia tools
- Using drawing tools

**Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- Identify, discuss, and visually represent uses of technology in the community.
- Identify and discuss appropriate and safe behaviors online.
- Recognize individual's rights of ownership of created works.
- Identify and discuss print and electronic databases as a way to collect, organize, and display data.
- Identify and use multimedia terms/concepts.
- Identify and discuss telecommunications/ Internet as a tool for communication and collaboration as a class.

**Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- Use a prepared electronic database as a class/group activity to conduct keyword search/filters to meet information needs.
- Recognize, discuss, and use word processing as a tool to enter/edit, print, and save assignments.
- Identify and use multimedia tools to combine text and graphics as a class/group assignment.
- Identify, discuss, and cite resources for a class/group multimedia project.
- Use teacher-selected Internet resources to locate, discuss, and compare information about your local community as a class/group.

Visual Arts	Music	Information Literacy
<p><b>The emphasis at this grade level is on:</b></p> <ul style="list-style-type: none"> <li>• Awareness of themselves and their own community</li> <li>• Trying a variety of techniques and imagery to enhance the design solution</li> <li>• Emphasis and movement</li> <li>• Weather and seasons</li> <li>• Recognizing how artists create mood/emotions in their work</li> <li>• Reality and fantasy</li> </ul> <p><b>Strands:</b> Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting</p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</li> <li>• Develop skills necessary for understanding and applying media, techniques, and processes.</li> <li>• Organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.</li> <li>• Choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.</li> <li>• Understand the visual arts in relation to history and cultures.</li> <li>• Reflect upon and assess the characteristics and merits of their work and the work of others.</li> <li>• Perceive connections between visual arts and other disciplines.</li> <li>• Develop an awareness of art as an avocation and profession.</li> </ul>	<p><b>MUSIC - Grade 2</b></p> <p><b>The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating appropriate vocal and instrumental practices</li> <li>• Demonstrating increased pitch and rhythmic accuracy</li> <li>• Identifying traditional symbols and terms</li> <li>• Reading and notating simple rhythmic and melodic patterns</li> <li>• Developing skills in improvising, composing, and arranging music</li> <li>• Developing listening, analyzing, and evaluating skills</li> <li>• Developing understanding of music in relation to history, culture, and other content areas</li> <li>• Showing respect for the efforts of others</li> </ul> <p><b>Strands:</b> Creating, Performing, Responding, Understanding</p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Sing, alone and with others, a varied repertoire of music.</li> <li>• Play on instruments, alone and with others, a varied repertoire of music.</li> <li>• Improvise melodies, variations, and accompaniments.</li> <li>• Compose and arrange music within specified guidelines.</li> <li>• Read and notate music.</li> <li>• Listen to, analyze, and describe music.</li> <li>• Evaluate music and music performances.</li> <li>• Understand relationships between music, the other arts, and content areas outside the arts.</li> <li>• Understand music in relation to history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.</li> <li>• Demonstrate appropriate care of resources.</li> <li>• Acknowledge ownership of ideas.</li> <li>• Select resources both within and outside the school for personal and informational purposes.</li> <li>• Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia).</li> <li>• Identify and apply published criteria of excellence in selecting resources.</li> <li>• Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats.</li> <li>• Develop and communicate personal criteria for selecting resources for information needs and enjoyment.</li> <li>• Recognize the power of media to influence.</li> <li>• Describe personal cultural heritage and environment.</li> <li>• Identify bias and stereotypes.</li> <li>• Relate cultural similarities and differences to personal life experiences.</li> <li>• Describe how information and ideas are influenced by prior knowledge and personal experience.</li> <li>• Identify information needs and formulate questions about them.</li> <li>• Describe several research models.</li> <li>• Develop a search strategy which includes continuous evaluation of both the research process and the information gathered.</li> <li>• Follow acceptable use guidelines (AUP/IUP) in accessing information.</li> <li>• Gather, organize, and use information.</li> <li>• Comply with the Copyright Law (P.L. 94-553) and credit sources of information.</li> <li>• Present information in a variety of formats and evaluate the product.</li> <li>• Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.</li> <li>• Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.</li> </ul>

## Guidance

<p><i>The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:</i></p> <ul style="list-style-type: none"> <li>• Discuss and share feelings about self.</li> <li>• Discuss situations that cause a variety of behaviors.</li> </ul> <p><i>The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:</i></p> <ul style="list-style-type: none"> <li>• Recognize the diverse world of work.</li> <li>• Describe ways that basic skills are used at home and at work.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how s/he relies on basic skills to satisfy needs.</li> </ul> <p><i>The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to share and work cooperatively on group tasks.</li> <li>• Learn how to develop effective interpersonal relationships.</li> <li>• Demonstrate the capacity to follow instructions and complete assignments.</li> </ul>	<p><i>The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the importance of learning.</li> <li>• Demonstrate the ability to work independently.</li> <li>• Demonstrate the capacity to follow instructions and complete assignments.</li> </ul>
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