

**GRADE 2 SYLLABUS AND CURRICULUM INFORMATION**

**Second Grade English/Language Arts**

<b>Grade Level/Dept.</b>	Grade 2
<b>Instructor</b>	Mrs. Vicki Feldker
<b>Certification/s</b>	Elementary Education, Middle school Language Arts
<b>Degree/s</b>	BS Elementary Ed. MAED Teacher Leadership
<b>Textbook/©</b>	Journeys 2014
<b>Resources</b>	Journeys text, teacherspayteachers.com,
<b>E-MAIL</b>	vfeldker@htcs.org

**CC: ELA Learning Objectives/Standards-Grade 2**

<b>OBJECTIVE: Comprehension Skills and Strategies</b>		<b>CLASSROOM RULES</b>																																									
Distinguish between realism and fantasy		<ol style="list-style-type: none"> <li>1. Be Respectful</li> <li>2. Be Responsible</li> <li>3. Be Safe</li> </ol>																																									
Predict outcomes																																											
Compare and contrast how things are alike and different in a story																																											
Distinguish between fact and opinion																																											
Categorize information in a story																																											
Make judgments based on story details																																											
Identify the main idea and supporting details																																											
Determine grade level vocabulary																																											
Use clues from to text to draw conclusions																																											
<b>OBJECTIVE: Fluency</b>			<b>GRADE SCALE/EXAMPLE</b>																																								
Read with accuracy Read with structural and interpretive expression																																											
Read grade level material at 79 words or more correct per minute according to the fluency scale																																											
Read grade level material at 102 words or more correct per minute according to the fluency scale																																											
Read grade level material at 126 words or more correct per minute according to the fluency scale																																											
<b>OBJECTIVE: Language Conventions (spelling, grammar)</b>			<b>GRADE RUBRIC</b>																																								
Name parts of a sentence			<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>																																								
Identify complete sentences																																											
Name different kinds of sentences																																											
Identify common nouns																																											
Identify plural nouns																																											
Identify singular possessive nouns																																											
Identify plural possessive nouns																																											
Identify action verbs																																											
Identify verbs is/are was/were																																											
<b>OBJECTIVE: Phonological Awareness/ Foundational Skills</b>																																											
Identify short vowel sounds in words																																											
Identify long vowel sounds in words																																											
Identify base words with endings -s, -ing, -ed																																											
Decode and build words with double final consonants ck, ll, ff, ss																																											
Decode and build words with consonant digraphs th, wh, sh, ch, tch																																											
Decode and build words with vowel pairs ow, ou, ai, ay, ee, ea																																											
Decode and build words with final consonant clusters nd, nt, mp, ng, nk																																											
Divide words into syllables																																											
<b>OBJECTIVE: Comprehension Skills and Strategies Research/ Communications</b>																																											
Locate dictionary entry words																																											
Use a thesaurus to find synonyms of a word																																											
Use guide words to find a word in the dictionary																																											
<b>OBJECTIVE: Writing Process</b>																																											

Organize information before writing using a web or outline	
Write a character sketch	
Respond in a journal	
Answer a question formulating a complete thought	
Write a scene for a play or book	
Write a newspaper article	
Write an opinion	
Write in complete sentences	
Fine Motor/ Handwriting	
Write upper and lower case manuscript letters legibly and fluently	
Use appropriate spacing between words	

## Second Grade Math Common Core Standards are marked CC.

<b>Grade Level/Dept.</b>	Grade 2
<b>Instructor</b>	Mrs. Vicki Feldker
<b>Certification/s</b>	Middle School Lang. Arts
<b>Degree/s</b>	MAED Teacher Leadership, BS Elementary Education
<b>Textbook/©</b>	My Math
<b>Resources</b>	iPad, interactive notebooks, task cards, manipulatives, Reflex Math
<b>E-MAIL</b>	vfeldker@holytrinityedu.org

### CC: Math Learning Objectives/Standards-Grade 2

<b>OBJECTIVE: Operations and Algebraic Thinking</b>		<b>CLASSROOM RULES</b>	
Use addition within 100 to solve word problems		1. Be RESPECTFUL 2. Be RESPONSIBLE 3. Be SAFE See full list and details in Mrs. Feldker's Steps to Success.	
Use subtraction within 100 to solve word problems			
Recall all sums of two one digit numbers			
Determine whether a group of objects is odd or even			
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns			
<b>OBJECTIVE: Number and Operations in Base Ten</b>			
Demonstrate a three digit number using base ten blocks			
Count within 1,000			
Skip count by 5s, 10s, and 100s			
Read numbers up to 1,000			
Write numbers up to 1,000		<b>GRADE SCALE/EXAMPLE</b>	
Add within 1,000 using regrouping methods		Scale 1	
Subtract within 1,000 using trading methods		A+100-99	C+85-84
<b>OBJECTIVE: Measurement and Data</b>		A 98-95	C 83-80
Measure the length of an object by selecting the appropriate tool (ruler, yardstick, meter stick)		A-94-93	C-79-78
Measure the length of an object using inches, feet, centimeters, meters		B+92-91	D+77-76
Estimate lengths using units of inches, feet, centimeters, meters		B 90-88	D 75-72
Tell time to the nearest 5 minutes		B-87-86	D-71-70
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies			F Below
Draw a picture graph		Enrichment: file folders activities, task cards, and projects	
Create a bar graph		Assessments: written tests, centers, whiteboard work, Reflex Math (computation)	
<b>OBJECTIVE: Geometry</b>		<b>GRADE RUBRIC</b>	
Draw shapes with given number of angles and faces		<b>ITEM</b>	<b>Option 1</b>
Identify triangles, quadrilaterals, pentagons, hexagons, and cubes			<b>Weight (100%)</b>
Partition a rectangle into rows and columns		Test	40
Partition circles and rectangles into two, three, or four equal shares		Quizzes	10
Describe shares using the words halves, thirds, half of, third of		Classwork	40
<b>OBJECTIVE: Fact Fluency</b>		Notebook	10

**Second Grade Religion**

**Common Core Standards are marked CC.**

<b>Grade Level/Dept.</b>	Grade 2 Science
<b>Instructor</b>	Mrs. Vicki Feldker
<b>Certification/s</b>	Middle School Language Arts
<b>Degree/s</b>	MAED Teacher Leadership, BS Elementary Education
<b>Textbook/©</b>	Interactive Science
<b>Resources</b>	Pearsonrealize.com, Interactive Science
<b>E-MAIL</b>	vfeldker@holytrinityedu.org

**CC: NGSS Learning Objectives/Standards-Grade 2**

<b>OBJECTIVE: Structure and Properties of Matter</b>		<b>CLASSROOM RULES</b>																				
Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.		<ol style="list-style-type: none"> <li>1. Be Respectful</li> <li>2. Be Responsible</li> <li>3. Be Safe</li> </ol>																				
Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose																						
Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object																						
Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.																						
<b>OBJECTIVE: Interdependent Relationships in Ecosystems</b>		<b>GRADE SCALE/EXAMPLE</b>																				
Plan and conduct an investigation to determine if plants need sunlight and water to grow		<table border="1"> <thead> <tr> <th>Scale 1</th> <th>Scale 2</th> </tr> </thead> <tbody> <tr> <td>S</td> <td></td> </tr> <tr> <td>U</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>		Scale 1	Scale 2	S		U														
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Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.																						
Make observations of plants and animals to compare the diversity of life in different habitats																						
<b>OBJECTIVE: Earth's Systems: Processes that Shape the Earth</b>		<b>Re-test policy?</b>																				
Use information from several sources to provide evidence that Earth events can occur quickly or slowly		<b>GRADE RUBRIC</b>																				
Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land		<table border="1"> <thead> <tr> <th rowspan="2">ITEM</th> <th>Option 1</th> <th colspan="2"></th> </tr> <tr> <th>Weight (100%)</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Test</td> <td>50</td> <td></td> <td></td> </tr> <tr> <td>Projects</td> <td>30</td> <td></td> <td></td> </tr> <tr> <td>Classwork</td> <td>20</td> <td></td> <td></td> </tr> </tbody> </table>		ITEM	Option 1			Weight (100%)			Test	50			Projects	30			Classwork	20		
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Develop a model to represent the shapes and kinds of land and bodies of water in an area.																						
Obtain information to identify where water is found on Earth and that it can be solid or liquid																						
<b>OBJECTIVE: Engineering Design</b>																						
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.																						
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.																						

**ENRICHMENT OPTIONS**

Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**Second Grade Science**

**Common Core Standards are marked CC.**

<b>Grade Level/Dept.</b>	Grade 2 Science
<b>Instructor</b>	Mrs. Vicki Feldker
<b>Certification/s</b>	Middle School Language Arts
<b>Degree/s</b>	MAED Teacher Leadership, BS Elementary Education
<b>Textbook/©</b>	Interactive Science
<b>Resources</b>	Pearsonrealize.com, Interactive Science
<b>E-MAIL</b>	vfeldker@holytrinityedu.org

**CC: NGSS Learning Objectives/Standards-Grade 2**

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Re-test policy?

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**Second Grade Social Studies**  
**Common Core Standards are marked CC.**

<b>Grade Level/Dept.</b>	Grade 2 Social Studies
<b>Instructor</b>	Mrs. Vicki Feldker
<b>Certification/s</b>	Middle School Language Arts
<b>Degree/s</b>	MAED Teacher Leadership, BS Elementary Education
<b>Textbook/@</b>	MyWorld Social Studies
<b>Resources</b>	Successnetplus.com
<b>E-MAIL</b>	vfeldker@holymtrinityedu.org

**CC: IL Social Studies Learning Objectives/Standards-Grade 2**

<b>OBJECTIVE: Civics Standards</b>	<b>CLASSROOM RULES</b>																					
Explain what governments are and some of their functions (e.g. making and enforcing laws, protecting citizens, and collecting taxes).	<ol style="list-style-type: none"> <li>1. Be Respectful</li> <li>2. Be Responsible</li> <li>3. Be Safe</li> </ol>																					
Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.																						
<b>OBJECTIVE: Geography Standards</b>	<b>GRADE SCALE/EXAMPLE</b>																					
Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Scale 1</th> <th style="width: 50%;">Scale 2</th> </tr> </thead> <tbody> <tr> <td>S</td> <td></td> </tr> <tr> <td>U</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>		Scale 1	Scale 2	S		U															
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Identify some cultural and environmental characteristics of your community and compare to other Places.																						
Explain how people in your community use local and distant environments to meet their daily needs.																						
<b>OBJECTIVE: Economics and Financial Literacy Standards</b>	<b>GRADE RUBRIC</b>																					
Demonstrate how our choices can affect ourselves and others in positive and negative ways.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 30%;">ITEM</th> <th style="width: 30%;">Option 1</th> <th style="width: 30%;">Option 2</th> <th style="width: 10%;"></th> </tr> <tr> <th></th> <th colspan="3" style="background-color: #FFFF00;"><b>Weight (100%)</b></th> </tr> </thead> <tbody> <tr> <td>Test</td> <td style="text-align: center;">50</td> <td></td> <td></td> </tr> <tr> <td>Projects</td> <td style="text-align: center;">30</td> <td></td> <td></td> </tr> <tr> <td>Classwork</td> <td style="text-align: center;">20</td> <td></td> <td></td> </tr> </tbody> </table>		ITEM	Option 1	Option 2			<b>Weight (100%)</b>			Test	50			Projects	30			Classwork	20		
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Explain the role of money in making exchange easier.																						
Compare the goods and services that people in the local community produce and those that are produced in other communities																						
<b>OBJECTIVE: History Standards</b>	<b>ENRICHMENT OPTIONS</b>																					
Summarize changes that have occurred in the local community over time.																						
Compare individuals and groups who have shaped a significant historical change.																						
Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.																						
<b>Objective: Inquiry Standards</b>	<b>ENRICHMENT OPTIONS</b>																					
Create questions to help guide inquiry about a topic with guidance from adults and/or peers																						

Explore facts from various sources that can be used to answer the developed questions.

Ask and answer questions about arguments and explanations.

Evaluate a source by distinguishing between fact and opinion.

Gather information from one or two sources with guidance and support from adults and/or peers.