

**Millbrae School District**

**Core Program**

**Reading**

**Writing**

**Language Arts**

**Mathematics**

**History Social Studies**

**Special Needs**

**Learning Center Support**

**English Language Development**

**G.A.T.E.**

**Title I**

**“And**

**That’s Not All”**

**Every Child A Writer, A Reader!**

**Core Literature**

**Library/ Technology**

**Music/ Art**

**Advanced Math**

**TMS – Spanish**

**After School Programs**

**Interventions**

**Reading Specialist Program**

**Peer Coaching**

**Accelerated Math**

**Accelerated Reader**

**Read Naturally**

**Connections for Comprehension**

**Early Reading Intervention**

# **Second Grade Curriculum**

## **ENGLISH LANGUAGE ARTS**

*Texts: Houghton Mifflin CA Reading-Level 2 or  
SRA/ Open Court Reading- Level 2*

Students understand the basic features of reading using phonics, syllabication and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Reading Comprehension:** Students draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources.

### **Literary Response and Analysis:**

Students read and respond to a wide variety of significant works of children's literature.

### **Writing:**

Students write clear and coherent sentences and paragraphs that develop a central idea progressing through the stages of the writing process of prewriting, drafting, revising, editing successive versions.

**Writing Applications:** Students write compositions that describe and explain familiar objects, events and experiences.

**Written and Oral English Language conventions:** Students write and speak with a command of standard English conventions that are grade-level appropriate.

### **Listening and Speaking:**

Students listen and respond critically to oral communication using proper phrasing, pitch, and modulation.

**Speaking Applications:** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

## **MATHEMATICS**

*Texts: Houghton Mifflin CA Math-Level 2*

### **Number Sense**

- Understand the relationship between whole numbers, quantities, and place value to 1,000.
- Estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers.
- Model and solve simple problems involving multiplication and division.
- Understand that fractions and decimals may refer to parts of a set, parts of a whole.
- Model and solve problems by representing, adding, and subtracting amounts of money.
- Use estimation strategies in computation and problem solving that involve numbers that use numbers to the thousands place.

### **Algebra and Functions**

- Students model, represent, and interpret number relationships to create and solve problems using addition and subtraction.

### **Measurement and Geometry**

- Understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured.
- Identify and describe the attributes of common figures in the plane and common objects in space.

### **Statistics, Data Analysis and Probability**

- Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.
- Demonstrate an understanding of patterns and how patterns grow.

### **Mathematical Reasoning**

- Solve problems and justify their reasoning.

- Note connections between one problem and another.

## **SCIENCE**

**Text/ Program:** FOSS – Full Options Science System

- **Physical Science:** The motion of objects can be observed and measured.
- **Life Science:** Plants and animals have predictable life cycles.
- **Earth Sciences:** Earth is made of materials that have distinct properties and provide resources for human activities.
- **Investigation and Experimentation:** Scientific progress is made by asking meaningful questions and conducting careful investigations

## **HISTORY SOCIAL SCIENCE**

**Text/ Program:** Houghton Mifflin Social Studies-*Some People I Know*

- Differentiate between things that happened long ago and things that happened yesterday.
- Demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- Explain governmental institutions and practices in the United States and other countries.
- Understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
- Understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.

## **VISUAL AND PERFORMING ARTS**

**Text/ Program:** Multiple sources that may include Art Attack, Art in Action, instrumental music instruction, choral and music instruction:

Students receive instruction in Music, Dance, Theatre, and Visual Arts under the standards of 1) Artistic Perception, 2) Creative Expression, 3) Historical and Cultural Context, 4) Aesthetic Valuing, and 5) Connections, Relationships and Applications.

## **PHYSICAL EDUCATION**

**Text/ Program:** SPARK - Sports, Play, and Active Recreation for Kids

- Demonstrate basic motor skills, and movement patterns needed to perform a variety of physical activities.
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
- Assess and maintain a level of physical fitness to improve health and performance
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

## **HEALTH EDUCATION**

Students will demonstrate ways in which they can maintain healthy bodies and practice positive personal health habits.

## **TECHNOLOGY**

Students will

- Operate basic functions of computer, monitor (on and off)
- Work cooperatively & collaboratively with peers and others when using technology
- Understand rules for handling technology Use District Acceptable Technology Use Guidelines
- Practice responsible use of technology systems and software
- Understand consequences for misuse of technology

## **LIBRARY MEDIA PROGRAM**

Students will regularly visit the Library Media center and use the resources responsibly. These resources will include both print and electronic media. Students will begin to locate materials appropriate for their use. The skills practiced in the Library setting will integrate with other curriculum areas of the Second Grade program.