

A summary of the curriculum standards for second graders follows. While not comprehensive, the information is a strong representation of what parents can expect their second graders to know and be able to do by the end of the school year.

A complete set of standards adopted by the CVUSD Board of Education can be found on the District website at www.conejousd.org and on the State website www.cde.ca.gov/ci/.

ENGLISH LANGUAGE ARTS AND CONTENT AREA LITERACY

A second grader will:

- Read *second-grade* level text with purpose and understanding.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Compare and contrast two or more versions of the same story by different authors or from different cultures.
- Identify the main topic of a multi-paragraph text as well as identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- Determine the meaning of words and phrases in a text relevant to *grade 2* topics or subject areas.
- Write opinion pieces supporting a point of view with reasons; write informative/explanatory text to examine a topic and convey ideas and information; and write narratives to develop real or imagined experiences or events.
- With guidance and support from adults, begin to produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing.
- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided resources to answer a question.
- Engage effectively in a range of collaborative discussions with diverse partners on *grade 2* topics and texts, building on others' ideas and expressing his/her own clearly.
- Speak in complete sentences when appropriate to task and situation.
- Demonstrate a *second grade* command of the conventions of standard English grammar and usage when writing or speaking and of capitalization, punctuation, and spelling when writing.

MATHEMATICS

Through the use of the Mathematical Practices* second graders will:

- Represent and solve problems involving addition and subtraction.
- Understand properties of multiplication and the relationship between multiplication and division.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.
- Reason with shapes and their attributes.

***Mathematical Practices:** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

TECHNOLOGY

- Grade two students will with guidance and support from adults, use a variety of digital tools to produce and publish writing, including a collaboration with peers.
- All students follow the National Educational Technology Standards for students www.iste.org/standards/standards-for-students which include: Creativity and Innovation; Communication and Collaboration; Research and Information; Critical Thinking, Problem Solving, and Decision Making; Digital Citizenship; and Technology Operations and Concepts.



SCIENCE

Second grade students will participate in a program of study that involves life, earth, and physical sciences. Students will study insects and plants, balance and motion, and rocks and erosion. They will experience active investigations, vocabulary instruction, and continue to read and write about science.

HISTORY-SOCIAL SCIENCE

THEME: THEN AND NOW Children develop an appreciation of the many people who make a difference in their daily lives, those who supply their daily needs, and those who have helped make their world a better place. In the course of geographic learning, children differentiate between maps and the globe, understand and use cardinal directions, identify and distinguish between physical geographic features in the natural landscape and on maps, and read and interpret map symbols with the use of a legend. Children develop basic economic understanding of human wants and needs, scarcity, and choice, and the importance of specialization in work today, economic interdependence, and international trade. Children study biographies and learn about the lives of people who make a difference. Students will continue to read and write about history-social science topics.

HEALTH AND PHYSICAL EDUCATION

Students will participate in a comprehensive, sequential physical education program that promotes physical, mental, emotional, and social well-being. Specific activities will promote skill development in the following areas: large and small motor development, balance, eye-hand coordination, eye-foot coordination, general coordination, and creative movement. The health curriculum and instructional strategies are based on up-to-date scientific information and are designed to help students to become health-literate and to develop the knowledge, skills, and behaviors needed for a lifelong commitment to healthy living.

VISUAL AND PERFORMING ARTS

Students will experience activities in a program that emphasizes visual arts, music, dance and theatre from various cultures and time periods. They will learn to appreciate history, aesthetics and the creation of the arts through integration with other subject areas, guest artists, live performances, music and art specialists and attendance at special off campus activities that foster enthusiasm for the arts. They will learn audience appreciation skills and will have an opportunity to regularly practice them.

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CONEJO VALLEY UNIFIED SCHOOL DISTRICT

Curriculum Standards

Grade 2

Learning is a continuous process that involves the home as well as the school. Children benefit greatly when they know that their parents are interested in and supportive of education. We invite you to join us as partners in this venture. If you have questions after reviewing the information in this summary, please contact us.

Each child grows and develops individually. There are, however, general characteristics and needs which apply to most children of a certain age. Knowing these characteristics will provide you with a better understanding of your child.

YOUR SECOND GRADE CHILD NEEDS:

- frequent periods of rest and relaxation
- proper medical care for usual children's diseases
- adult approval
- to be liked and included by friends
- nutritious food at regular intervals
- opportunities for muscular activities (climbing, running, etc.)
- to learn habits of tidiness, posture, etc.
- opportunities to be valued as a reader and writer
- some economic independence through regular allowance or opportunities to earn money
- the feeling that parents are "standing by"

PARENTS CAN HELP BY:

- listening and talking to your child
- having a sense of humor and infinite patience
- guiding your child through periods of silliness, stubbornness, and demanding behavior
- setting an example by reading and writing
- attending parent conferences, Back to School Night, Open House, and other school activities
- establishing a regular routine for completion of homework
- providing a quiet time and place for study
- offering encouragement and help in completing assignments as needed
- taking educational trips
- monitoring your child's television viewing and electronic device time
- notifying school as problems are observed or persist
- notifying school of stress in the home such as divorce or death in the family
- seeing that your child attends school regularly and on time
- giving specific praise for good work and behavior
- maintaining a positive attitude about your child's school