

Science

The science curriculum in second grade focuses on learning scientific processes within science content. Students document, reflect, and write in the content area using a science notebook. Grade 2 students investigate soil types, soil components, soils' importance to our food and soil as a habitat. They learn the physical properties of magnets through a series of experiments and are introduced to engineering through a design challenge. Through a unit on trees, they explore their school grounds. They ask questions and observe the trees at their school, and complete various experiments and observations to learn about the parts and functions of trees.

Social Studies

Second graders learn about geography and the way it effects how people live. They are developing an understanding of different cultures and their practices. They are learning to use appropriate map skills (e.g. directions, orientation, relative location, map creation) and can identify the seven continents on a map. They understand their own location with respect to town, state, country, and continent.

Visual Art

Second grade art builds upon and expands the visual art skills and concepts introduced in the 1st grade including drawing, painting, collage, and 3D construction. Students begin to explore color mixing, a variety of painting materials, and the use of textures within 2D and 3D works. All of these are used to enhance and refine skills in the Visual Art domains of **Communications and Expression, Design and Composition, and Methods, Tools and Techniques.**

Music

Second grade music builds upon and expands the music experiences and concepts introduced in 1st grade including awareness of high/low, pitch, rhythms and beat. The major activities in 2nd grade music continue to be singing, moving to, and listening to age appropriate songs. Students begin to explore the different aspects of the voice, and are introduced to a variety of musical forms and cultures. All instruction encompasses the domains of **Creating, Performing and Responding**

Physical Education

The second grade elementary physical education program is designed to teach children motor skills and skill themes that are developmentally appropriate for their age. Motor skills are taught within the context of skill themes. "Skill themes are fundamental movements that are later modified into the more specialized patterns on which activities of increasing complexity are built. Once the basic skills are learned to a certain degree of proficiency, they are combined with other skills and used in a more complex setting, such as those found in dance, games, and gymnastics." (Graham, Parker, Holt/Hale, 1999)

Library & Digital Learning

The library and digital learning curriculum integrates information and technology literacy skills with classroom curriculum learning. Students learn to use a variety of tools and resources to become information gatherers and creators of new knowledge products. They practice reading, writing and mathematics skills while engaged in research and information tasks for science and social studies learning. For instance, students studying Massachusetts or other states gather facts, read maps, write articles, collect artifacts, and acquire new information by actively searching, recording and presenting their work. This area of the curriculum is assessed within the context of the activity in which it is embedded.



NEEDHAM PUBLIC SCHOOLS

Grade 2 Progress Report Parent Brochure

The Progress Report

This progress report is intended to *complement* existing parent conferences and to better communicate with you about your child's progress toward mastering the learning expectations for his/her grade level. It is a reflection of the district's goal to have a system in place that enables students to be engaged in challenging academic experiences that are grounded in clearly defined standards. It also represents how schools across the state and country are now reporting student learning. These types of reporting systems communicate students' progress in a way that descriptively reflects what s/he knows and what s/he is able to do in relation to the state curriculum standards. A student's achievement is reported separately from effort.

The parent brochure outlines the categories that are included in the report for each curriculum area and provides a description of the characteristics associated with proficiency in that category. In each reporting period, the skills that are taught are assessed against a benchmark. Numerical levels are used to report performance with respect to the grade level learning goals. The system is designed to describe how well a student is progressing with respect to mid and end-of-year grade level expectations, rather than in relation to other students in the class. It is a snapshot of a child's progress towards the mastery of grade level learning goals at a *particular point in time*. The scale *cannot be equated to traditional letter grades*. An explanation of these markings appears in this brochure.

Across the district, this type of reporting system is now in place for grades 1-5. It is designed to be responsive to updates in curriculum programming and state requirements as they occur. The progress report that you are seeing today represents the work of many thoughtful individuals and groups. We thank you for working with us to ensure a meaningful system for communicating student progress.

Proficiency Scale – SEL	
E	Established
D	Developing
B	Beginning
NY	Not yet observed
*	See separate progress monitoring report

Social Emotional Learning (SEL)

Social and Emotional Learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

At the elementary level, the Responsive Classroom Approach is used to promote well-designed practices intended to create safe, joyful, and engaging classroom and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. The process of Social Emotional Learning is dynamic and lifelong. Social and emotional competencies change and grow influenced by an individual's developmental period, experiences, and external factors with no real "stopping point" to skill development. With this in mind, the proficiency scale for SEL measurement is meant to provide feedback about your child's current strengths and areas to focus on for continued growth.

English Language Arts (Reading)

Second grade readers use a system of strategic actions that include phonics and word analysis, meaning, and language structure in an integrated way to read texts with understanding. They read grade level text fluently with phrasing and expression at an appropriate rate. When reading new texts, they slow down to problem-solve unknown words and quickly pick up the pace again to focus on the meaning. The students learn to use comprehension strategies such as making connections to their own lives, their world, and other known texts; making and confirming predictions; and retelling important ideas. Second graders analyze texts, examining the author's craft to help them visualize the story. They begin to infer what's implied but not stated and integrate text information with their own knowledge to create new understandings.

Second graders learn how to read fiction, non-fiction, poetry, and traditional literature from diverse cultures (i.e. fables, folktales, and fairy tales). They read to learn new information as well as for enjoyment. They identify basic facts and main ideas in fiction and non-fiction texts and the characteristics and elements of fiction, non-fiction, and poetry. Second graders learn how non-fiction texts are organized and how to use the features of informational texts (e.g. sub-heading, captions) to better understand content. They learn the structures and elements of fiction (e.g. characters, setting, plot, problem, solution) and poetry (e.g. alliteration, rhyme, and repetition). They are able to identify essential messages, morals, or lessons in stories and traditional literature.

Second graders use language to communicate their ideas in discussions. They listen to other students' ideas, pose questions, and add their own information. They communicate their understandings of texts verbally and in written form, using evidence to support their thinking.

Language and Word Study--Second graders learn and use new vocabulary in the context of texts, as well as by building phonetic and word analysis knowledge (e.g. letters, syllables, base words, suffixes). They use grammar knowledge (e.g. adjectives, nouns, verbs) to read and write texts. Second graders recognize many regular and irregular words ("trick words") that appear frequently in texts and learn about words that sound alike but are spelled differently (homophones) and words that have the same or opposite meanings (synonyms, antonyms).

English/Language Arts (Writing)

In second grade, students learn to use the steps of the writing process. Students write in a variety of genres including personal narratives, informational, persuasive, realistic fiction and poetry. Multiple samples of writing inform a student's grade. Because various genres are taught at different times during the year, a student's grade in June could differ from that in January.

Writing Process--Proficient writers generate ideas, plan, draft, revise, and edit their writing, incorporating feedback from adults and peers. They can write for a sustained amount of time.

Structure--Proficient writers provide a meaningful introduction and conclusion. Their writing is organized and sequential.

Development--Proficient writers think about their audience and genre and use specific words and details to enhance their writing.

Conventions--Proficient writers apply rules for capitalization, punctuation, and grammar. They apply spelling strategies to unknown words and spell high frequency and "trick words" correctly.

Mathematics

Needham's elementary mathematics program, *Think Math!*, balances mathematical skill fluency with the development of conceptual understanding and problem solving within the four domains of the new MA Common Core standards:

Operations & Algebraic Thinking--Proficient students understand the concepts of addition and subtraction. They fluently know all addition and subtraction fact combinations within 20 by June. They are able to solve simple addition and subtraction word problems by using drawings and equations. They can find the total number of objects arranged in rows and columns and write the corresponding equation.

Numbers & Operations in Base Ten--Proficient students use place value understanding to represent ones, tens and hundreds. They can use place value to read and write numbers to 1000 and can compare the value of two numbers. They fluently add and subtract numbers within 100 based on place value and relationship of addition and subtraction. For numbers within 1000, they add and subtract with regrouping using concrete models, drawings, place value, or other strategies.

Measurement & Data--Proficient students are able to tell, write and measure time intervals to the nearest five minutes. They know the relationships between various units of time. They can solve problems involving money. They can draw picture graphs and bar graphs to represent data. They can solve problems using bar graphs. They are able to select and use appropriate tools to measure and compare lengths.

Geometry--Proficient students identify two-dimensional shapes. They are able to divide a rectangle into equal square units as they begin to develop an understanding of area. They are able to divide circles and rectangles into halves, thirds, and fourths to represent equal parts of a whole.

Proficiency Scale - Academic	
4	In addition to meeting the standard, the student is able to make in-depth inferences and applications that extend beyond what was taught. The student exceeds the January/June standard.
3	The student meets the January/June standard.
2	The student is progressing towards meeting the January/June standard.
1	The student needs more review & reinforcement, requires constant teacher support and assistance to learn and use information. The student is having difficulty meeting the January/June standard.
-	Not taught during this reporting period.
*	See separate progress monitoring report.