



What Your Child Will Learn in Second Grade

HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

Includes *How to Help Your Child at Home*

2012-2013

COMMON CORE STANDARDS

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

These standards define the knowledge and skills students should have within their K-12 education experience so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are informed by the highest, most effective models from states across the country and countries around the world. They provide teachers and parents with a common understanding of what students are expected to learn and provide appropriate benchmarks for all students, regardless of where they live.

Source: <http://www.corestandards.org/about-the-standards>

MARYLAND COMMON CORE STATE CURRICULUM

Following the adoption of the Common Core Standards, the Maryland Department of Education launched a broad-based, year-long process to analyze the new Standards and compare the alignment of the existing State Curriculum to the Common Core State Standards. As a result, the Maryland Department of Education developed the Maryland Common Core Curriculum Frameworks. These Frameworks in English/Language Arts and Mathematics define the essential skills and knowledge that students need to know and be able to do in order to achieve the academic goals of the Common Core State Standards. The Frameworks are the foundation of Maryland's new Curriculum and have guided the development of curriculum resources.

The Common Core State Standards:

- Are evidence-based.
- Are aligned with college and work expectations.
- Are clear, understandable, and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.

What Your Child Will Learn

Language Arts

Demonstrate Phonics and Word Recognition

- Recognize and use all sounds related to various consonants and consonant clusters.
- Recognize and use variant consonant sounds (e.g. *kn*, *wr*).
- Recognize and use letters that represent the wide variety of vowel sounds.
- Recognize and use prefixes and suffixes.
- Understand the concept of plurals and plural forms that change spelling.
- Recognize and use endings that show comparisons (*-est*, *-er*).
- Add, delete, and change letters, letter clusters, and word parts to base words to help in reading or spelling words.
- Use word parts to determine the meaning of the words.
- Use context of the sentence, paragraph, or whole text to help determine the precise meaning of the word.
- Demonstrate competent, active word solving while reading at a good pace.

Demonstrate Fluency

- Read with sufficient accuracy and fluency to support comprehension.

Demonstrate Comprehension of Literature

- Ask and answer questions about key details in text.
- Retell stories including key details and demonstrate understanding of the message.
- Describe characters, settings, and major events in the story.
- Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story.
- Acknowledge differences in points of view of characters.
- Compare and contrast two more versions of the same story by different authors or from different cultures.

Demonstrate Comprehension of Informational Text

- Ask and answer questions about key details in text.
- Identify the main topics of multi-paragraph text.
- Describe how reasons support the specific points an author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- Evaluate a text based on the personal, world, or text knowledge.

Respond to Text in Writing in a Variety of Ways

- Write opinion pieces in which the student introduces the topic or names the book they are writing about, states an opinion, supplies a reason for the opinion, and provides a concluding statement.
- Write informative texts in which the student introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section.
- Write narratives in which the student recounts a well-elaborated event or short sequence of events, including details to describe

actions, thoughts, and feelings, uses time order words to signal event order, and provides a sense of closure.

Demonstrate Comprehension and Collaboration When Listening

- Participate in collaborative conversations.
- Recount or describe key ideas or details from text read aloud, or information presented orally, or through other media.
- Ask and answer questions about what a speaker says in order to clarify something that is not understood, gather information, or deepen understanding of a topic or issue.

Present Knowledge and Ideas Through Speaking

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details.

Demonstrate Conventions of Standard English When Speaking or Writing

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., *b_o_y* *_b_o_i_l_*).
- Consult reference materials, including beginning dictionaries, as needed, to check and correct spellings.

Acquire and Use Vocabulary

- Recognize and use synonyms and antonyms.
- Recognize and use homophones and homographs.
- Build vocabulary by increasing level of word and concept based knowledge (*important words*, *useful words*, *multiple meaning*, and *challenging words*).

What Your Child Will Learn

Mathematics

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Common Core Standards for Mathematical Content

Operations and Algebraic Thinking

- Add and subtract within 100 to solve one- and two-step word problems.
- Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know all sums of two and one-digit numbers.
- Determine odd or even numbers, and write an equation to express an even number.
- Use addition to find the total number of objects in rows and columns.

Number and Operations in Base Ten

- Understand that the three digits in a three-digit number represent hundreds, tens, and ones.
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 with numerals, number names, and expanded form.
- Compare two three-digit numbers using $>$, $=$, and $<$.
- Fluently add and subtract within 100.
- Add up to four two-digit numbers.
- Add and subtract within 1000.
- Mentally add or subtract 10 or 100 to a number 100-900.
- Explain why addition and subtraction strategies work.

Measurement and Data

- Measure the length of an object by selecting and using appropriate tools.
- Measure the length of an object twice, using length units of different lengths.
- Estimate lengths using inches, feet, centimeters, and meters.
- Measure to compare two objects.
- Use addition and subtraction to solve word problems with lengths.
- Show whole numbers, sums, and differences on a number line.
- Tell and write time to the nearest five minutes.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.
- Gather measurement data and show it on a line plot.
- Draw a picture graph and a bar graph to show data with up to four categories.

Geometry

- Recognize and draw shapes with specified attributes such as number of sides, angles, or faces.
- Partition a rectangle into rows and columns, and count to find the total.
- Partition circles and rectangles into two, three, or four equal shares.

Science

Life Science: Organisms

- Explore, observe, and describe the structural parts of an insect and their functions.
- Classify organisms as insects or non-insects.
- Compare the basic needs of an organism during different life stages.
- Observe and describe the life cycle of a butterfly.
- Use thermometers, magnifiers, and insect models to gather information about insects and their habitats.

Earth and Space Science: Earth and Sky

- Observe changes in the Moon during the day and night.
- Observe and describe the position and shape of the Moon.
- Observe and record data about the position and apparent movement of the Moon over time.
- Observe and describe the properties of different kinds of soil.
- Explain how soil can be formed by weathering.
- Identify causes and effects of erosion.

Physical Science: Interactions

- Observe that water can change from liquid to solid and back to liquid.
- Compare, describe, and classify materials and objects by color, size, shape, weight and texture.
- Explore, observe, and describe what happens when liquids are mixed with other liquids, and solids are mixed with liquids.
- Make predictions about how liquids and solids will interact.
- Observe and record how materials change when heated.
- Measure and record water temperature.

Social Studies

Unit 1: My Community

- Identify natural/physical features and human-made features using maps and photographs.
- Describe and classify regions using climate, vegetation, animal life, and natural/physical features.
- Classify places as rural, urban, and suburban.
- Identify and use map elements, such as title, compass rose, simple grid system, legend/key, date, and author to interpret a map.
- Identify the equator, poles, seven continents, four oceans, and countries on a map and globe.

Unit 2: Let's Go Shopping!

- Describe ways, such as clearing trees and farming land, that people modify their environment and the impact of those modifications.
- Describe how and why people protect or fail to protect the environment.
- Identify concerns in the community, such as safety issues and pollution problems, and ways to resolve these concerns.
- Identify and explain economic choices people make.
- Identify and give examples of the positive and negative aspects of each choice.

What Your Child Will Learn

- Explain that choices have consequences, some of which are more important than others.
- Identify the natural, capital, and human resources used in the production of a good or service.
- Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers.
- Describe different market situations where buyers and sellers meet to exchange goods and services.
- Describe how people meet in market communities around the world, such as farmers' markets and door-to-door sales.
- Identify goods and services provided by businesses.
- Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders.

Unit 3: Communities Change

- Connect certain people, symbols, songs, and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom.
- Explain how contributions of people recognized in various holidays represent democratic beliefs and attitudes that include rights and responsibilities, loyalty, respect, and courage.
- Compare types of transportation used to move goods and people today and long ago.
- Compare ways people communicate ideas today and long ago.
- Explain how people adapt to changes in the environment.
- Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions, and computers.
- Describe the relationship among events in a variety of timelines.
- Describe people, places, and artifacts of today and long ago.
- Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication.

Unit 4: People in the Community

- Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council.
- Describe the rights and responsibilities of being a participating member of the school and the community.
- Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order.
- Explain how rules and laws are made and necessary to maintain order and protect citizens.
- Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety.
- Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories.
- Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs.
- Explain that individuals and groups share and borrow from other cultures to form a community.

- Give examples of how families in the community share and borrow customs and traditions from other cultures.
- Identify goods and services provided by government.
- Describe ways in which people from different communities are interdependent.

Health

Social and Emotional Health

- Identify qualities valued in friendships.
- Demonstrate appropriate methods of communication.
- Describe effective stress management strategies.
- Define "emotions" and identify words that express a variety of emotions.
- Describe the physical, social, and emotional growth process.

Tobacco, Alcohol and Other Drugs

- Recognize that drugs are substances that affect the way the mind and body work.
- Identify safe ways of taking prescription and over-the-counter medicines.
- Identify and practice resistance skills for unsafe medicine or drug use.
- Identify foods and drinks that contain caffeine and recognize their effects on the body.
- Identify the effects of tobacco use, exposure, and nonuse on the body.

Disease Prevention and Control

- Recognize the importance of healthy dental hygiene habits.
- Identify and practice healthy dental hygiene habits.
- Explain how to improve or maintain personal health.
- Identify issues created by pollution.

Nutrition and Fitness

- Utilize MyPlate to plan a daily balanced diet.
- Name the six major nutrients and a source for each.

Safety, First Aid, and Injury Prevention

- Identify ways to stay safe outdoors.
- Practice responding appropriately to emergency situations.
- Define the terms *stranger* and *acquaintance* and give examples of each.
- Identify ways to stay safe around strangers and acquaintances.
- Differentiate between good and bad secrets.
- Identify adults who can help in an abusive situation.

Educational Technology

Technology Operations and Concepts

- Identify and describe the basic functions and parts of a computer system such as a monitor, keyboard, mouse, and CD-ROM or DVD drive.
- Store and save data on electronic devices with assistance.

Digital Citizenship

- Use software and hardware responsibly.

Communication and Collaboration

- Use word processing software to create and print documents.
- Use a graphics program to create an original picture.
- Create a document that includes words and pictures.

What Your Child Will Learn

- Use a graphing program, with assistance, to construct tables and graphs.
- Create a multimedia presentation using various features (such as text and images).
- Recognize technology's role in telecommunication.
- Communicate ideas or information using technology.
- Use various media and formats for multiple purposes.

Research and Information Fluency

- Identify, obtain and use information from electronic data sources such as CD-ROMs, databases, and the Internet.

Critical Thinking, Problem Solving, and Decision Making

- Solve real-world problems using technology as a tool.
- Make informed decisions using technology as a tool.

Creativity and Innovation

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Art

Drawing

- Use lines to make a picture based on personal experiences.
- Select and use a variety of drawing tools and techniques to draw the outline of complex shapes.
- Use a variety of lines, shapes, and colors to express an idea.

Painting

- Identify primary and secondary colors.
- Show ways to make secondary colors.
- Use color mixing and painting techniques to represent a personal experience in a composition.

Printmaking

- Use lines, shapes, and textures to make a repeated pattern.
- Select and use a variety of colors to make an alternating pattern of printed shapes, lines, or textures.

Sculpture

- Use a variety of materials to assemble a three-dimensional form.
- Apply texture to a three-dimensional form.
- Use sculptural materials and techniques to model a three-dimensional form.

Crafts

- Select a form from the environment to use as a theme in the production of a craft object.
- Use craft techniques and different materials to produce an aesthetic and functional object.

Music

Melody and Pitch

- Listen, perform, and describe music in both major and minor modes.
- Listen to, perform, and describe music using high and low.
- Echo a variety of short melodic patterns (whole note, half note, quarter note, quarter rest, and two connected eighth notes).
- Sing from memory a varied repertoire of songs, representing different genres, styles, and cultures.

Harmony and Texture

- Create and perform an ostinato while students perform a contrasting ostinato.
- Sing one part of a two-part round while teacher sings another part.

Tone Color

- Identify and describe the Orchestral instrument families.
- Describe the differences between adult male/female and children's voices.
- Differentiate between blending voices and non-blending voices.

Tempo

- Listen to, perform, and describe music that illustrates fast and slow.

Rhythm

- Echo a variety of short rhythmic patterns (whole note, quarter note, quarter rest, and two eighth notes connected).
- Identify and apply 2, 3, 4, and 6, representing meter in aural and visual examples.
- Experiment with simple notation to represent 2 measures.

Dynamics

- Listen to, perform, and describe music that illustrates loud and soft.

Form

- Identify A-A-B-A, Rondo, and Theme and Variations forms aurally and visually.

Physical Education

Movement

- Perform the following skills: fleeing, chasing, and dodging to avoid others.
- Striking and receiving an object in a continuous motion.
- Control locomotor movements (hopping, skipping, running, etc.) in a group without falling or bumping into others (self space).

Attitudes

- Respond immediately to a "stop activity" signal.
- Respond positively to reminders about rules.
- Cooperate with others while engaging in physical activity.

Fitness

- Participate in activities that use "large muscle" groups.
- Perform stretching activities to improve flexibility.
- Support body weight with arms and legs in a plank position ("push up position").
- Participate in a variety of activities to demonstrate the FITT (frequency, intensity, time, and type) principal.
- Assess physical activity by using pedometers to count steps and measure activity times.



Gifted and Talented (G/T)

The G/T Program provides a continuum of services that include Curriculum Extension Units and Instructional Seminars. G/T Resource Teachers provide instruction for participating students.

Library Media

Inquiry Process

- Identify information needs.
- Create, refine, and use criteria to guide the research process.
- Follow systematic problem-solving steps using the Super3 process.

Locate and Evaluate Resources and Sources

- Identify the sections of the library media center and the attributes of the resources in each section.
- Explore, identify, and use a wide variety of resources.
- Use the library media center's catalog to locate sources to meet the information need.
- Evaluate potential sources for the information need.
- Use text features to select appropriate sources.
- Explore the arrangement of media materials on the shelves.
- Identify and follow the district's Acceptable Use Policy and school-based computer use rules.
- Learn to use safe practices online.

Find, Generate, Record, and Organize Data/Information

- Use keywords for finding answers to questions.
- Utilize effective search strategies for collecting relevant information from sources.
- Use technology tools to find, record, and organize data/information within sources.
- Learn to recognize information being sought in resources.
- Differentiate between fact and opinion.
- Avoid plagiarism by correctly recording relevant information and keeping track of sources used.
- Use a variety of formats for recording and organizing data/information.
- Create a source list using an accepted citation style.
- Match appropriate format with content to be organized.

Interpret Recorded Data/Information

- Identify the main ideas of recorded information.
- Apply critical thinking and problem-solving strategies.
- Create new understanding and knowledge related to the information need.

Share Findings/Conclusions

- Use a variety of formats to share information learned.
- Discuss and apply fair use, copyright laws, and Creative Commons attributions.
- Reflect on and provide feedback about the research process and the information product.

Literature Appreciation and Life-long Learning

- Read, listen to, view, and discuss stories that reflect human experiences.
- Make literature connections to self, other literature, multimedia, and the world.
- Use libraries for personal or assigned needs.
- Utilize library circulation procedures and policies to access reading materials.
- Locate and select literature and/or multimedia in a variety of genres.
- Recognize the connection between reading and being a lifelong learner.

ART

- Set aside an area for artwork to be done.
- Provide a variety of tools and materials for your child to use, such as oil pastels, colored pencils, yarn, modeling clay, crayons, water-based markers, water colors, fabric scraps, tissue paper, weaving and stitchery supplies, supplies for print-making such as paint and cut vegetables, and blunt tipped scissors, paper, and glue.
- Praise and display your child's work in special places.
- Work with your child to make drawings from observation, imagination, and memory.
- Encourage your child to make artwork often that can be shared with family and friends.
- Visit galleries and museums, and speak with your child about similarities and differences between other cultures and your own.
- Visit the library and take a look at books that picture master artworks with objects which are familiar in the child's world. Encourage your child to use similar compositions and themes as they develop their own works of art.

EDUCATIONAL TECHNOLOGY

- Help your child identify the uses of technology in everyday life such as bar code readers at the grocery store, automatic teller machines, smart phones, and computerized gas pumps.
- Help your child use software programs appropriate for Grade 2, such as *Pixie* and *Kidspiration*.
- Practice computer skills with your child at home or at the library.
- Visit appropriate websites to help support the classroom instruction. The school system provides online resources to assist students (*SIRS Discoverer*, *Culture Grams*, and *World Book Online*). Check with the library media specialist at your school for access information.

HEALTH

- Practice responding to emergencies.
- Identify with your child the adults to go to for help.
- Practice healthy eating habits and good dental hygiene.
- Discuss the difference between prescription and over-the-counter medicines and the potential dangers of each.
- Practice habits that will prevent the spread of diseases.

HOW TO HELP YOUR CHILD at Home

LANGUAGE ARTS/LIBRARY MEDIA

- Read as often as possible with your child. Encourage your child to try different ways to figure out unknown words. Help your child use what he or she knows about the meaning of the sentence, parts of words, and letter sounds to read new words.
- Talk about books *before*, *during*, and *after* reading.
Before: Discuss the title, author, illustrator, title page, and dedication page. Ask what the story might be about.
During: Discuss what is happening in the story and ask what might happen next.
After: Discuss favorite and exciting parts and meanings of new words. Discuss what the author or illustrator did to make the book interesting to read.
- Encourage your child to independently read at least 25 books annually.
- Encourage your child to write frequently.
- Provide an area in your home for writing with special materials (pencils, different types of paper, markers, erasers, envelopes).
- Praise your child's writing.
- Share letters and cards from friends and relatives.
- Encourage your child to write thank-you notes, invitations, letters to friends and relatives, lists, and items to take on a trip.
- Encourage journal-writing for special occasions (trips, family events, planning a birthday party).
- Allow your child to make mistakes on a rough draft. Be your child's partner for revising and editing.
- Read an action story or tale of adventure to replace an evening TV program.
- Be a role model. Let your child see you read for pleasure.
- Practice using the Super3 model for problem solving everyday life situations.
- Obtain a library card for your child, and schedule regular family visits to the library.
- Encourage your child to participate in age-appropriate activities sponsored by the public library.
- Look for computer programs that encourage reading.

MATHEMATICS

- Listen to your child as he or she works through math problems.
- Help your child read and write numbers to 1000.
- Review the names and values of coins.
- Help your child add and subtract two- and three- digit numbers.
- Assist your child in naming and writing odd and even numbers.
- Review addition and subtraction with regrouping.
- Encourage your child to estimate, then measure objects and distances in inches, feet, and yards.
- Review addition facts to 20 with your child.
- Find opportunities to do math each day.
- Explore the math in books you read together.
- Make mistakes a part of learning.
- Use calculators and computers to solve problems.

MUSIC

- Listen to a wide range of music with your child, and discuss what is heard.
- Explore the music found in home record, tape, and CD collections, library collections, radio, and television programs.
- Teach your child to sing songs that are familiar to you. Encourage your child to sing and teach you songs learned at school. Discuss the words and elements of the music they share.
- Encourage your child to explore and create movement which reflects his or her feelings toward a wide variety of music.
- Ask your child to explain and demonstrate the music symbols used in the school music class.
- Select and watch television shows and video tapes with your child that show the uses of music in different cultures.

PHYSICAL EDUCATION

- Allow your child to practice dodging by playing tag.
- Play catch with your child, encouraging the child to catch and throw the ball in one continuous motion.
- Discuss ways to show consideration of others during a game.

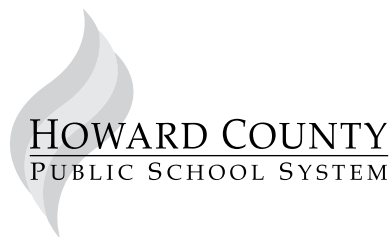
SCIENCE

- Encourage your child to observe carefully and to describe things in the environment whether indoors or outdoors, such as plant and animal life, weather events, the movement of people, animals, and objects.
- Allow your child to observe objects through a magnifying glass and discuss what is seen.
- Help your child learn about the properties of liquids, pouring liquids into different sized containers, and mixing safe kitchen ingredients.
- Observe the Moon during the day and night.
- Discuss changes in the position and apparent shape of the Moon over time.

SOCIAL STUDIES

- Read and discuss fiction and nonfiction passages about people, places, and events in the early history of America.
- Explain how people from all cultures have the same wants and needs.
- Provide opportunities for your child to use maps to locate continents, oceans, read symbols, and use a map key.
- Discuss the types of transportation used in the community.
- Discuss which businesses in your community provide goods (grocery store, clothing store) and which provide services (auto repair, dry cleaners).
- Visit local historical sites, such as Historic Ellicott City, to compare life today with long ago.

**Make mistakes
a part of learning!**



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