

# Livonia Public Schools

# SECOND GRADE ESSENTIAL CONTENT

## Parent Guide

September 2018

Our curriculum is designed to provide on-going learning experiences which enable students to achieve these outcomes upon graduation:

- Acquire a core of understandings and competencies within the content areas
- Respect self, others, and the environment
- Use critical and creative thinking to make decisions and solve problems
- Know how to learn and work productively
- Work and participate independently and cooperatively
- Acquire and process information
- Communicate effectively



### K-6 LIVING AND LEARNING

#### Acquiring and Using Information

Acquire information from a variety of sources.

Develop and use basic thinking skills.

Use critical and creative thinking to make decisions and solve problems.

Apply metacognitive skills to all thinking processes.

#### Personal Management/Ethics

Work productively to achieve learning.

Develop a positive attitude toward learning and work.

Demonstrate a commitment to personal and societal ethics.

#### Social Interaction

Communicate effectively to assist in group tasks.

Identify with the group.

### K-2 PERCEPTUAL FOUNDATIONS

Develop spatial relations.

Develop visual perception.

Develop tactile perceptions.

Develop fine motor skills.

### ART

Apply skills and knowledge to perform in the arts.

Apply skills and knowledge to create in the arts.

Describe, analyze, interpret, and evaluate works of art.

Understand, analyze, and describe works of art in their historical and cultural contexts.

Recognize, analyze, and describe connections among the arts; between visual art and classroom curriculum; between visual art and everyday life.

Reflect upon and assess the characteristics of student's own processes and the merit of their art work and art work of others.

### GENERAL MUSIC

Develop good singing posture.

Sing Core Repertoire with increasing accuracy in beat, rhythm and pitch.

Sing using Solfege with emphasis on La, Sol, Mi, Do.

Sing expressively (ex: loud, soft, fast, slow)

Demonstrate sense of steady beat.

Identify written half note, quarter note, quarter rest and paired eighth notes.

Participate in group musical activities.

Move to music appropriately.

Aurally recognize loud/soft, fast/slow, short/long and high/low.

Use and identify classroom instruments.

Develop music vocabulary.

### HEALTH

Demonstrate knowledge of nutrition: healthy foods help body; foods with fats, sugar, salt; wise choices.

Demonstrate understanding of exercise and fitness: daily exercise, good posture and exercise safely.

Develop an awareness of drugs: effects of alcohol and nicotine.

Demonstrate ways to be safe at home, school, and community.

Demonstrate ways to show respect for feelings, rights, and property of others.

### LITERACY

Know and apply grade-level phonics to decode words.

Determine the meaning of unknown words.

Read with sufficient accuracy and fluency to support comprehension.

Read grade level appropriate texts with purpose and understanding.

Ask and answer questions such as who, what, when, where, why about a text.  
 Retell stories, including fables and folktales and determine the central message.  
 Identify main idea and details in a text.  
 Describe how characters in a story respond to major events.  
 Identify similarities and differences between texts.  
 Produce opinion, informational, and narrative writing pieces.  
 Participate in shared research and writing projects.  
 Use grade-appropriate spelling and conventions in writing.  
 Read and write routinely across the curriculum.  
 Participate in collaborative conversations, following agreed upon rules for discussion and building on others' talk.  
 Speak in complete sentences when appropriate to task.

**Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes**

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

**LMC SKILLS**

**Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge**

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

**Standard 2: Evaluate information critically and competently**

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

**Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society**

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Uses problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

**Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth**

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

**MATHEMATICS**

Use strategies to solve addition word problems.  
 Use strategies to solve subtraction word problems.  
 Know my addition facts to 20.  
 Know my subtraction facts to 20.  
 Group objects to tell if a number is odd or even.  
 Use repeated addition to help me understand multiplication.  
 Understand and use hundreds, tens and ones.  
 Count to 1,000 using 1s, 5s, 10s and 100s.  
 Read and write numbers to 1,000 in different ways.  
 Compare three-digit numbers using  $<$ ,  $=$ , and  $>$ .  
 Add and subtract three-digit numbers.  
 Add more than two big numbers.  
 Add and subtract with regrouping.  
 Add and subtract tens and hundreds in my head.  
 Explain why I need to use addition or subtraction to help me solve problems.  
 Use different tools to measure objects.  
 Compare the length of an object using two different units of measurement.  
 Estimate the lengths of objects.  
 Compare the length of two different objects.  
 Use addition and subtraction to solve measurement problems.  
 Make and use a number line.  
 Tell time to five minutes.  
 Understand a.m. and p.m.  
 Count money to help me solve word problems.  
 Make a table to organize data.  
 Use a table to make a line plot.  
 Make a graph.  
 Name and draw shapes (triangles, quadrilaterals, pentagons, hexagons and cubes).  
 Find the area of a rectangle.  
 Divide shapes into equal parts.  
 Use fractions to describe the equal parts of a shape.

## Standards for Mathematical Practice

1. *Make sense of problems and persevere in solving them.*
  - When given a problem, I can make a plan, carry out my plan, and check my answer.
2. *Reason abstractly and quantitatively.*
  - I can use numbers and words to help me make sense of problems.
3. *Construct viable arguments and critique the reason of others.*
  - I can explain my thinking and respond to the mathematical thinking of others.
4. *Model with Mathematics.*
  - I can recognize math in everyday life and use math I know to solve problems.
5. *Use appropriate tools strategically.*
  - I can use certain tools to help me explore and deepen my math understanding.
6. *Attend to precision.*
  - I can be precise when solving problems and clear when I share my ideas.
7. *Look for and make use of structure.*
  - I can see and understand how numbers and shapes are organized and put together as parts and wholes.
8. *Look for and express regularity in repeated reasoning.*
  - I can notice when calculations are repeated.

## PHYSICAL EDUCATION

Demonstrate competence in selected locomotor skills: skip, gallop, hop, vertical and horizontal jump, slide, leap.

Demonstrate competence in selected object control skills: underhand throw, overhand throw, hand dribble, catch, kick, foot dribble, forehand strike.

Demonstrate competence in selected body management skills: spatial awareness, standing, balance, even-beat rhythms.

Develop an awareness of the importance of being physically fit.

Demonstrate growth and development in selected indicators of physical fitness: aerobic endurance, abdominal strength, leg strength, shoulder and arm strength, flexibility.

Develop knowledge of proper safety procedures.

Develop personal-social skills appropriate for sports-related activities and games: positive self-concept, self-discipline, fair play, respect for property and individuals, attentiveness, cooperation.

## SCIENCE

Apply understanding of science through reading, writing, and technology.

Understand the characteristics and functions of plants.

Understand properties of substances.

Understand the Earth's surface features and uses.

### Science and Engineering Practices

1. *Asking Questions and Defining Problems*
  - I can wonder about the world and write it as a question.
2. *Developing and Using Models*
  - I can create ways to model real world situations.
3. *Planning and Carrying Out Investigations*
  - I can plan and carry out investigations.
4. *Analyzing and Interpreting Data*
  - I can understand and explain what data means.
5. *Use Mathematics and Computational Thinking*
  - I can use math strategies to explain my thinking.
6. *Constructing Explanations and Designing Solutions*
  - I can come up with solutions and explain why.
7. *Engaging in Argument from Evidence*
  - I can use proof to support my findings.
8. *Obtaining, Evaluating and Communicating Information*
  - I can collect, understand, and show my information.

## SOCIAL STUDIES

Understand sequence and chronology.

Recognize the contributions of people from the past who have contributed to their community and country.

Recognize locations and natural and human characteristics of their own community and others.

Recognize similarities and differences among people in the school, community and world (diversity).

Understand rules, fairness and equality, and the need for them in the classroom and community.

Recognize that people are interdependent.

Recognize that people and businesses make choices, and exchange goods and services to meet their needs and wants.

Interpret and organize information from a variety of sources to answer questions.

Recognize questions and issues of importance to their classroom, school or community, and propose solutions to address them.

Understand and act according to rules, and contribute to school and community projects.

## TECHNOLOGY

**Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

**Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

**Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

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