Minooka Community Consolidated School District #201
Second Grade Curriculum

Students work cooperatively and independently to build on skills taught during the first grade. The children use computers to enhance learning in all areas. They participate in daily writing activities. Students write many types of paragraphs refining the writing process throughout the year. Second grade is also a time for expanding mathematical problem solving.

This compact curriculum guide identifies the content studied at this grade level. The following skills are taught at a second grade developmental level, and include a challenging curriculum with enrichment activities.

Reading

Students are beginning to read simple chapter books. They are comfortable talking about their responses to books and have learned to participate in small group discussions.

The student will identify, develop, use, or demonstrate competence in the following skill areas:

- sound/letter associations
- principles of vowel sounds
- structural analysis of words
- sight vocabulary
- definitions of words
- synonyms, antonyms, and homonyms
- literal and interpretive comprehension skills
- literature and story elements
- various types of written material
- recreational reading
- curriculum-based assessments
- proper sequence of a story
- following directions
- reading literature that represents different cultures
- oral presentations
- poetry, passage or article interpretation
Language Arts

Students are becoming fluent writers and are now ready to edit their own written material. They develop proficiency in editing capital letters and simple punctuation along with spelling. By the end of second grade, most of the children are using conventional spelling in much of their writing.

The student will identify, develop, use, or demonstrate competence in the following skill areas:

- rules of capitalization
- stories and their elements
- locating and organizing information in an appropriate manner
- appropriate handwriting
- drama and its elements
- simple maps, charts, graphs, and tables
- appropriate punctuation in written work
- poetry
- spelling
- various parts of speech
- listening skills
- daily oral language sentences
- correct sentence construction
- speaking techniques
- a friendly letter
- creative writing exercises
- following oral directions
- test-taking strategies
- narrative, expository, and persuasive writing skills
- critical thinking skills
- organizing and evaluating information
- research skills
- various parts of speech
- reference skills
- correct sentence construction
- organizing and evaluating information
- research skills
- reference skills

Computers

Computer literacy is an integrated discipline, as computer technology will continue to have an impact on many disciplines and vocations. Computers and related technologies are available for school use and will be integrated into the curriculum in an appropriate manner.

The student will identify, develop, use, or demonstrate competence in the following skill areas:

- basic components of a computer system
- keyboarding skills
- graphing
- peripheral devices
- keyboard as an input device
- drawing
- simple word processing
- procedures for using designated software
- multimedia
- basic Internet research skills
- integrated curriculum software
Mathematics

The mathematics program is designed to develop problem-solving strategies and mathematical concepts. The students continue to develop the use of technology as a tool for counting and displaying numbers, problem solving with large numbers, and concept and skill development. Technology does not diminish the need for basic knowledge, but does provide children with opportunities to expand their problem-solving skills.

The student will identify, develop, use, or demonstrate competence in the following skill areas:

- addition and subtraction facts
- reading, writing, and counting numbers up to three digits
- comparing and ordering numbers up to three digits
- place value through 999
- adding and subtracting whole numbers with and without regrouping
- doubles
- rounding and estimating
- problem-solving techniques
- analyzing data
- reasonableness of an answer
- telling time to five-minute intervals
- money
- measurement
- basic algebraic concepts
- basic geometric figures and concepts
- lines of symmetry
- basic concepts of fractions
- graphs and tables
- technology as a tool

Social Studies

Students use maps and globes to identify directions and locate communities in and out of Illinois. Students will use directions to identify places in the neighborhood. They will investigate rural, urban, suburban, and metropolitan communities. The students will also begin to learn about the early history and government of a community.

The student will identify, develop, use, or demonstrate competence in the following skill areas:

- compass rose
- maps and globes, and use of cardinal directions
- locating our country on a globe or map
- constructing a map
- continents and bodies of water
- currency of the United States
- symbols of the United States flag
- current events
- a community being made up of many neighborhoods
- occupations related to the community
- a community of long ago
- branches of government
- democracy
- the voting process by participating in a class election
- goods and services
- wants and need
- cultural diversity
Science
Science is an ongoing program that is integrated with other subjects. The students participate in hands-on activities exploring the areas of dinosaurs, plants, energy, human body, and weather.

The student will identify, develop, use, or demonstrate competence in the following skill areas:

- animals of long ago
- extinct animals
- reporting on a specific science topic
- plants
- plant reproduction
- sunlight is important to people, plants, and animals
- recycling and energy conservation
- the body being made up of many parts and the impact exercise has on each of us
- graphing or writing observations
- observing and recording weather conditions
- graphs of real world information

Art
Students continue to work on four of the elements of art: line, shape, form, and space. The students also practice and improve their skills of coloring and painting. The principles of rhythm, pattern, and movement will also be practiced.

The student will identify, develop, use, or demonstrate competence in the following skill areas:

- sensory elements
- five senses helping us make aesthetic decisions and perform artistic activities
- line, shape, form, color, texture, space, and mood
- rhythm, balance, contrast, emphasis, and principle of variety
- different art techniques
- different mediums and materials
- an improved quality of artwork
- 3-Dimensional forms
- gluing effectively
- fiber art
- sense of history and culture
- warm and cool colors
- enriched aesthetic values through analysis and criticism of art
- working safely with art materials and equipment
- identifying an artwork known for its influence on society
- using appropriate vocabulary to discuss art work
- use of overlapping to create the illusion of depth
**Music**

Second grade students are exposed to many kinds of music. The students investigate melody, rhythm, harmony, form, tone color, and listening.

**The student will identify, develop, use, or demonstrate competence in the following skill areas:**
- musical notes
- basic skills needed for singing and playing music
- melody, rhythm, and beat
- form
- tone
- dynamics
- introduction to composers
- listening as aural perception
- styles and countries of origin
- performing
- locomotor movements with musical components

**Physical Education**

Students demonstrate a wide range of skills and developmental levels. Learning activities are designed to be success-oriented and allow for creativity and self-discovery. Students learn to control their physical activities through experience and practice. They begin to develop an understanding of the positive efforts of physical education upon their future growth and development.

**The student will identify, develop, use, or demonstrate competence in the following skill areas:**
- physical fitness components of cardiorespiratory endurance, strength, and flexibility
- upper body and abdominal strength
- lower body strength, endurance, agility, and flexibility
- inactivity resulting in a loss of fitness and skill
- games from other countries
- warming-up, movement, activity, and closing
- simple motor activities
- balancing skills
- throwing and catching, dribbling, kicking, and striking skills
- simple locomotor and non-locomotor skills individually and in combinations
- leg and lower back flexibility
- physical fitness goals
- exercise to improve physical fitness
- rhythm
- nutrition
- wellness concepts involving heart, muscle, and bone
Health

The health curriculum includes learner objectives that provide information to assist students with positive health practices. The major topics in second grade are: safety, community, environmental and consumer health, mental, personal and emotional health, nutrition, prevention, and control of disease, substance use and abuse, physical fitness, and body structure, function and growth.

The student will identify, develop, use, or demonstrate competence in the following skill areas:

- ways to be safe
- respect and consideration
- helping at home
- school rules
- germs causing disease
- unsafe conditions
- pedestrian and bicycle safety
- smoking can harm health
- emergency procedures
- stranger danger
- feelings of self-esteem
- muscles and their functions
- medicine safety
- saying “no” when confronted about drugs and/or bad situations
- drugs and drug safety
- major body parts and the systems of the human body
- good health in the community is promoted through a variety of services provided by medical and sanitation workers
- some community workers promoting good health

We should teach what children need to know, both content and process, in a manner that mirrors life - interwoven, interrelated, and compacted.

The mission of Minooka Community Consolidated School District #201 is to provide each child in the community with a safe, caring, learning environment that addresses the educational needs and potential of each student in a manner that encourages lifelong learning.