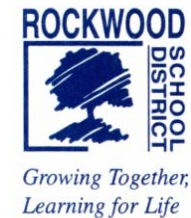


ROCKWOOD SCHOOL DISTRICT

CURRICULUM CONTENT and ESSENTIAL SKILLS

GRADE 2



ROCKWOOD SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Rockwood School District is that all students, with support from the community, parents, and staff, will be provided a dynamic curriculum within a safe and caring environment so they will develop the skills, abilities and attitudes to be lifelong learners and citizens of good character who are prepared to contribute to an ever-changing, global society.

Dear Parents:

The Rockwood School District Board of Education formally adopts all written curricula for all subject areas and all individual courses the District offers. Curriculum committees consisting of teachers, parents, administrators, and students follow a formal curriculum development process to determine the standards, skills, and content to be mastered at each grade level and in each course. Through this formal process, curriculum in each content area has been also revised and aligned to the state and national standards.

The curriculum committees conduct formal reviews of current literature and current teaching and learning practices in the content area; analyze survey feedback from parents, students, and staff; and examine achievement data for the particular content area. Also involved in this comprehensive process, is securing input and feedback on the documents from college/university staff and the community.

The purpose of this flier is to communicate information about what students should know and be able to do at each grade level, grades K-5. Included in the flier are the essential content and skills from the curriculum documents described above. Copies of the K-5 curriculum documents are located in all elementary school libraries.

A commitment to excellence that ensures Rockwood's graduates are able to meet the real-life challenges of the business community and/or postsecondary institutions is our constant goal. We appreciate the opportunity to educate your child and work with your family.

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For more information, see the District's web site at
www.rockwood.k12.mo.us



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HEALTH/PHYSICAL EDUCATION – GRADE 2 CONTENT and ESSENTIAL SKILLS

Skills

Locomotor skills:

Walk, Hop, Skip, Gallop, Leap, Jump, Run, Slide, Roll

Non-locomotor skills:

Push, Pull, Bend, Stretch, Twist, Turn, Lift, Swing, Stop, Dodge, Fall, Balance

Manipulative skills:

Passing, Throwing, Catching, Striking, Kicking, Dribbling (hand and foot), Volleying, Rebounding, Striking a moving object (I), Throwing at or to a moving object (I)

Content

Movement Ed

Self or personal space, general space, directions, levels, pathways, extension; Body parts, kinesthetic feelings, body in space, body in relation to others; Time, force, flow; Relationships between body parts, relationships with objects and people; Combining two or more locomotor/non-locomotor movements; Combining manipulative skills while maintaining a fluid motion; Timing movements in relation to other obstacles/variables; Keeping an object continuously in motion; Skill progression.

Fitness Ed

Stronger, longer, move more easily; Change in heart rate; three parts of a workout: warm-up, workout, cool-down; How often, how hard, how long; Finding pulse.

Socialization/Cooperation Ed

General classroom rules and procedures; Rules for games and activities; Body awareness and control; Safety procedures when using equipment; Listening Skills; Cooperative play; Respect for others; Respect for rules; Sportsmanship; Problem solving; Self discipline; Goal setting; Decision making; Problem solving; Risk taking.

Health Ed

Muscles: how they work (leg, arm, stomach); Skeleton: (shoulder, hip, elbow, knee, ankle, wrist); Introduction to nervous system; Heart and lungs: how they work; Personal health care; Dental health, Skin care, Posture, Rest and sleep, Nutrition; Life management skills; Substance abuse; Safe use of medicine, Common drugs (caffeine, tobacco, nicotine, alcohol), Refusal skills, Disease prevention and control; Safety and first aid; Reinforce 1st grade content and skill, Calling 911.

MATH – GRADE 2 CONTENT and ESSENTIAL SKILLS

Problem Solving

Problem solving strategies (guess and check/find a pattern/estimation/delete extraneous information/use manipulatives/draw a picture/act out/make a chart/choose an operation).

Number Sense

Order numbers from 1 to 999.

Identify and distinguish 1's, 10's, and 100's.

Data, Probability, and Statistics

Interpret and create tables, charts, and graphs.

Number Theory

Label and identify fractional ($\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$).

Operations

Memorize basic addition and subtraction facts to 20.

Solve problems using numbers with 2 and 3 digits with and without regrouping.

Solve problems using one and two digit addition and subtraction with regrouping.

Measurement

Tell time (hour/half-hour/five minute).

Estimate and measure (inch/foot/yard/centimeter/meter).

Recognize and evaluate coins to \$4.99

(penny/nickel/dime/quarter/half-dollar/dollar).

Apply monetary symbols (dollar sign/decimal point/cent sign).

Geometry

Apply the attributes of plane shapes to solve problems (rectangle/triangle/square/circle).

Patterns, Functions, and Algebra

Determine the four equations for a fact family.

LANGUAGE ARTS – GRADE 2 CONTENT and ESSENTIAL SKILLS

Reading

Track print when read to.
Identify rhyming words.
Identify sounds in beginning/ middle/end positions in single-syllable words.
Blend words with long vowels.
Blend words with short vowels.
Distinguish fantasy from reality
Identify main ideas and supporting details.
Use strategies to read independently.
Use context clues in text to increase understanding.
Read sight words automatically.
Read fiction, nonfiction, poetry, and biography.
Chunk word parts when blending rather than sound by sound (ex. fish-ing, un-do, pic-nic).
Answer open-ended comprehension questions with text-based support.

Writing

Capitalize the beginning of sentences.
Capitalize titles.
Use period end mark.
Use commas in date.
Distinguish capitalization rules for common and proper nouns.
Use action verbs.
Use the writing process to write an expository paragraph with good ideas, organization, and conventions. (6 Traits)
Write friendly letter with correct capitalization and punctuation.
Write letters and numbers clearly.

MUSIC – GRADE 2 CONTENT and ESSENTIAL SKILLS

Performance of musical elements

Create and perform rhythm patterns using quarter note, quarter rest, half note, half rest, two eighth notes, and ties.
Create or perform rhythm patterns that are grouped in 2, 3, and 4 using strong/weak beats.
Create or perform melodic patterns using mi, sol, and la.
Draw a staff, labeling top and bottom, treble clef, numbering the lines, and placing line and space notes, including mi, sol, and la.
Perform a simple melodic ostinato.
Compare and contrast piano, forte, crescendo/decrescendo through the use of icons.
Utilize a repeat sign and explain its function through written or oral response.
Classify and construct simple song forms and their sections: solo/chorus, verse/refrain.

Vocal Production

Model appropriate vocal tone while singing.

Responding to Music

Graph the elements of music heard in a piece of music.

Music History

Categorize Classic style and songs from other countries.

Instrumental

Compare and contrast the unique timbre of pitched percussion instruments using a graph.

Integration

Demonstrate movement and dances from various cultures through folk dances and mirroring.
Explain the social, cultural or historical significance of a song, poem or story.

ART – GRADE 2 CONTENT and ESSENTIAL SKILLS

Art Production – Elements of Art

Create artworks with a variety of organic shapes.
Create artworks that show colors of the color wheel, uses secondary and tinted colors.
Create artworks that show a contrast of lines and shapes.
Create three-dimensional organic formed artworks.
Create actual textures on a clay form.
Create artworks that show rhythm by repeating one element.

Art Production – Media Skills and Processes

Create a painting by mixing the primary colors to create the secondary colors.
Create a painting using tints to make colors lighter.
Create a color wheel with the primary and secondary colors.
Use a color wheel as a guide to help in color selections.
Create a clay piece with scored and slipped applied textures.
Create an artwork using oil pastels showing controlled blending and layering.
Create a three-dimensional artwork using a modeling material.
Create a weaving using paper.

Art Production – Subject Matter and Theme

Create an artwork showing organic shape or form by looking at an object or person.
Create original artworks of the following themes: a still life of food, scenery showing a type of weather, an animal, decorative art, and your imagination.

Responding to Art

Compare ways in which artists get ideas: 1) from the world around them and 2) from their imaginations.
Describe how the following are used in specific artworks: organic form, organic shape, color (primary, secondary, tints), actual texture, rhythm, and contrast (of lines and shapes).
Compare and contrast how artists showed weather in landscapes.
Compare and contrast how artists show animals in artworks.

Art History

Look at several artworks and then tell how they are the same and how they are different in theme and subject matter (food in still life artworks, weather in landscapes, animals, decorative art, and imaginative art).

Integration

Create a decorative art showing knowledge of a Native American culture learned in Art and Social Studies.

LANGUAGE ARTS – GRADE 2 CONTENT and ESSENTIAL SKILLS

Word Study Skills

Spell common, phonetically- regular grade level words.
Spell frequently used, irregular words.
Spell using sound patterns.

Study and Research

Use alphabetizing skills to second letter to locate information in reference materials.

Speaking and Listening

Speak in complete sentences.
Speak clearly.
Maintain eye contact.
Use appropriate volume.
Listen without interrupting.
Make eye contact with speaker.
Respond in a way that demonstrates effective listening.
Follow teacher directions.

SCIENCE – GRADE 2 CONTENT and ESSENTIAL SKILLS

Living Systems

Group seeds based on physical properties.
Group animals by structural characteristics: insects, reptiles, amphibians, mammals, birds, fish.
Describe the life cycle of organisms.

Ecology

Analyze how environmental changes affect living organisms.

Earth Processes

Observe changes in weather patterns.
Recognize that water reaches the earth in different forms.
Measure weather changes using simple instruments.

Matter and Energy

Explain how matter changes states: solid, liquid, gas.
Experiment with heating, cooling, and dissolving matter.

Scientific Process Skills

Participate in class experiments.
Make predictions.
Measure using simple instruments.
Create and read class graphs.
Communicate observations.

SOCIAL STUDIES – GRADE 2 CONTENT and ESSENTIAL SKILLS

Government/Civics

Understand and apply majority rule.
Explain how authoritative decisions are made by the local government.
Describe peaceful resolution of disputes by authority.
Give examples of how citizens participate in democracy.
State the purpose of the Declaration of Independence.
Define Justice.

History

Write simple historical narrative:
Who, what, where, why, when
Identify Martin Luther King.
Understand the National Anthem.
Understand the Pledge of Allegiance.
Understand the habits, resources, art, and daily life of Native Americans:
Eastern Woodland
Plains
Explain the impact of Westward Expansion on Native Americans.

Economics

Skills are introduced or applied in this grade level.

Geography

Locate Continents and Oceans.
Use map key, titles, and compass rose.
Identify characteristics of place:
Physical features
Landforms
Waterbodies
Vegetation
Animal Life
Give examples of how people are affected by, adapt to, or change their environment.
Identify cultural and personal connections to place.
Give advantages and disadvantages of transportation and communication over time.
Describe the effects of transportation and communication on the lives of people.
Identify factors that influence groups to settle in a given place.
Describe World ecosystems.

Cultural Awareness

Understand that people have common physical, social, and emotional needs.
Explain how needs are met by groups and institutions.
Give examples of how needs are met in different ways by different cultures and times.

Social Science Processing

Generate questions to initiate research.
Conduct research to refine and answer questions.
Use library/media sources to gather and organize information.
Plan and make written presentations.
Plan and make oral presentations.
Plan and make visual presentations.
Construct diagrams and posters.
Use technology to locate and select information.
Compare and Contrast.
Evaluate artifacts.