



WOODLAND ELEMENTARY

*Lighting the Way and Changing the World!*

*2<sup>nd</sup> Grade  
Syllabus  
2019-2020*

## Grade Level Standards

The following is a condensed version of what your child should be able to do by the end of second grade. This is not a complete list of standards taught in second grade, but gives you an overall understanding of goals:

### Reading/Language Arts

The reading/language arts program includes reading, writing, listening, speaking, and research skills. The reading program includes phonics and comprehension skills. The writing program includes written comprehension, handwriting, grammar, and spelling skills. Research skills help students use information from books, technology, and observation.

By the end of second grade, your child should be able to:

- apply word attack skills
- identify plot, setting, and character
- determine cause and effect
- draw conclusions and predict outcomes
- use the glossary and the table of contents of a book
- write a personal narrative
- write descriptive paragraphs
- use correct form when writing a letter
- recognize that words can have more than one meaning; and
- identify various types of literature

### Mathematics

The focus in mathematics is to learn and use basic facts and to understand mathematical concepts. Students study patterns, relationships and functions, numbers and operations, probability and statistics, and geometry and measurement. The goal is for students to be proficient in basic skills, develop conceptual understanding, and be skillful problem-solvers.

By the end of second grade, your child should be able to:

#### **1. Make sense of problems and persevere in solving them.**

- Relate a problem to prior knowledge.
- Recognize there may be multiple entry points to a problem and more than one path to a solution.
- Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- Evaluate the success of an approach to solve a problem and refine it if necessary.

#### **2. Reason both contextually and abstractly.**

- Make sense of quantities and their relationships in mathematical and real-world situations.
- Describe a given situation using multiple mathematical representations.
- Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- Connect the meaning of mathematical operations to the context of a given situation.

#### **3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**

- Construct and justify a solution to a problem.
- Compare and discuss the validity of various reasoning strategies.
- Make conjectures and explore their validity.
- Reflect on and provide thoughtful responses to the reasoning of others.

#### **4. Connect mathematical ideas and real-world situations through modeling.**

- Identify relevant quantities and develop a model to describe their relationships.

- b. Interpret mathematical models in the context of the situation.
- c. Make assumptions and estimates to simplify complicated situations.
- d. Evaluate the reasonableness of a model and refine if necessary.

**5. Use a variety of mathematical tools effectively and strategically.**

- a. Select and use appropriate tools when solving a mathematical problem.
- b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.

**6. Communicate mathematically and approach mathematical situations with precision.**

- a. Express numerical answers with the degree of precision appropriate for the context of a situation.
- b. Represent numbers in an appropriate form according to the context of the situation.
- c. Use appropriate and precise mathematical language.
- d. Use appropriate units, scales, and labels.

**7. Identify and utilize structure and patterns.**

- a. Recognize complex mathematical objects as being composed of more than one simple object.
- b. Recognize mathematical repetition in order to make generalizations.

**Science**

There are three inquiry-based units of instruction in second grade. Students use inquiry skills such as observing, classifying, measuring, inferring, predicting, and conducting investigations to learn science concepts.

By the end of second grade, your child should explore a variety of concepts in the life, earth, and physical sciences, which include:

- structures of animals, life cycles of animals and habitats of animals
- weather and changes in weather
- properties of solids, liquids and gases, and changes in matter
- properties of magnets such as attraction and repulsion
- demonstrate an understanding of the effects of pushes, pulls, and friction on the motion of objects.

**Social Studies**

Students use a variety of process skills relating to history, government, geography, and economics. These include chronological thinking, organizing and explaining information, analyzing and interpreting data, conducting research, and communicating orally, graphically, socially, and in writing.

By the end of second grade, your child should be able to:

- Identify the geographic location of the U. S. in relation to the rest of the world.
- Describe and compare various landforms over time within the U.S.
- Explain how the human features, physical features, and natural resources within the U.S. changes over time and impacts economic activity.
- Interpret data to show how geographic location and available resources impact economic decision-making.
- Identify and compare significant historical events, moments, and symbols in U.S. history.
- Examine current or past events from U.S. history, and discuss the possible causes and effects.
- Identify cultural and ethnic groups in the U. S., explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society.
- Use primary and secondary sources to research a national figure who demonstrated civic dispositions.
- Analyze how rights are granted to U. S. citizens through the founding documents.
- Use evidence to propose and communicate a resolution to a national issue.
- Explain how the distribution of human features, physical features, and natural resources within the U. S changes over time and impacts economic activity.
- Examine the purpose of currency and how income, savings, and spending are parts of a budget..

- Create a simple budget, and articulate the priorities using economic terms such as expenses, income, and savings.
- Interpret data to show how geographic location and available resources impact economic decision-making.

## Health

Students demonstrate a variety of concepts to promote a healthy lifestyle for them and their family and friends. These include understanding health concepts, understanding appropriate health behaviors, how to use products and services to promote a healthy lifestyle, using communication to be an advocate of good health, making good health decisions, set goals, and demonstrate positive behaviors that reduce health risks.

By the end of second grade, your child should be able to:

- Define health terms
- Describe how drugs can be harmful and helpful
- Identify the stages of growth and development
- Locate bones on the skeletal system
- Identify healthy eating habits
- Describe ways to help family and friends stay healthy
- Describe ways that one's community as a whole can influence food choices and physical activity
- Explain ways to identify trustworthy and untrustworthy adults
- Describe what happens when you go to the dentist
- Develop a safety plan
- Set goals to promote good health
- Identify and demonstrate safety rules
- Demonstrate health ways to reduce stress

## Assessment and Evaluation of Students

Second grade students are assessed in a variety of ways, including:

- Checklists/Rubrics based on Work Samples like projects and book reports
- Quizzes/Tests
- Student/Teacher Conferences
- Oral assessment
- Journals
- Benchmark Tests-Reading and Math
- Teacher Observation Class participation
- Moby Max
- Reflex

**Grading Percentages for each subject are:**

**The Grading Scale is as follows:**

**100-90 A**

**89-80 B**

**79-70 C**

**69-60 D**

**59 below F**

## The School District of Greenville County Grade Weightings

Assessment is a key component of an instructional program. The following table lists the weightings of assignments and a minimum number of assessments expected in each category (shown in parenthesis). Examples of assignments are also listed where appropriate.

	Content Area	Minor	Major	Other
<b>E L E M E N T A R Y</b>	<b>Reading</b>	<b>(5) 60%</b> Comprehension Strategies and Skills, Retelling Protocols, Responses to Literature, Observations, Checklists, Portfolios, fluency	<b>(2) 40%</b> Cold read assessments, book reports, projects	
	<b>Language Arts (Writing, Research, Communication and Language Skills)</b>	<b>(3) 60%</b> Response Journals, Learning Logs, Writer's Craft, Writing Conventions, Writing Process, Writing Rubrics, Research Process, Reference Materials, Use of Technology, Presentation Rubrics, Writing Prompts, Constructed Responses, Anecdotal Records, Observation Checklists, etc.	<b>(2) 30%</b> Writing projects, Major Tests	<b>Spelling: (5) 10%</b>
	<b>Math</b>	<b>(7) 60%</b> Grades based on daily activities/assignments including subject specific content knowledge, process skills including communication, and/or effort; quizzes, writing assignments, observations, checklists, extending/refining assignments, presentations, performance assessments	<b>(2) 40%</b> Examples include: major tests, culminating projects, performance assessments, portfolios; grades should be based on subject-specific content knowledge, process skills including problem solving and communication	
	<b>Science</b>	<b>(5) 60%</b> Grades based on daily activities/assignments including subject specific content knowledge, process skills including communication, and/or effort; quizzes, science lab participation, science/lab journal entries, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments	<b>(2) 40%</b> Major tests, culminating projects and performances; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills	
	<b>Social Studies</b>	<b>(5) 60%</b> Grades based on activities/assignments including quizzes, writing assignments, observations, checklists, extending/refining assignments; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills, effort	<b>(2) 40%</b> Major tests, culminating projects and performances; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills	

### Student Records

Student records are available in a variety of ways. Personal information is tracked through Power School. This is a district wide attendance program that tracks attendance as well as contact information. Records of student's grades will be kept on Power School as well. This program helps teachers track students grades and progress. A copy of student's grades will also be kept in the teacher's grade book.

## **Homework Policy**

Homework assignments have the following purposes:

1. To extend the work introduced in the classroom and to encourage good habits by stimulating voluntary effort, initiative, independence, responsibility, and self-direction;
2. To provide opportunities for creative ability;
3. To reinforce school learning with additional practice, integration, and application;
4. To increase a student's skills and knowledge;
5. To encourage a carry-over of worthwhile school activities into permanent leisure interests;
6. To incorporate resources of the home and family;
7. To improve home-school relationships; and
8. To challenge every pupil.

## **Makeup Work Policy**

Provision for make-up of schoolwork missed during excused absences shall be worked out with the teacher(s) concerned at the earliest time possible but should not exceed five (5) school days after the student returns to school.

Students will be allowed to make up work missed due to absences or tardiness. The teacher will send missed work home to be completed and returned or will give the students individual help as needed when the student returns to school after an absence.

## **Attendance and Tardy Policies**

The administration at Woodland Elementary believes that good attendance is imperative to learning and encourages all students to be in school every day unless there is an appropriate reason for absence. (Students are required to bring a note from the parents within five days of the absence stating the reason for the absence.) The guidelines for determining lawful and unlawful absences are listed below:

### **Unlawful Absences:**

1. Students who are willfully absent from school without the knowledge of their parents.
2. Students who are absent from school without acceptable cause with the knowledge of their parents.
3. Students who are absent due to suspension from school.

### **Lawful Absences:**

1. Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance.
2. Students whose immediate family has a serious illness or death to occur.
3. Students who are absent due to a recognized religious holiday of their faith may be excused from attendance in school.

## **Tardies**

When a student is late to school, not only is instruction being missed in the classroom but a disruption is created when a student enters after the lesson has begun. All students need to be at school by 8:00 a.m. If a student must enter school later due to an unavoidable reason, the adult transporting the child must come into the office area to sign the student in and document the reason for being late. (If the problem becomes habitual, parents will be asked to come to a conference at the school to develop a plan to alleviate this situation.) Continued tardiness after the conference could result in referral to a district attendance officer for further action.

## **Rules for Student Behavior**

One major goal in school is to encourage the development of self-discipline. A classroom management plan offers guidance in making good decisions and taking responsibility for one's actions. Effective classroom management provides a safe, nurturing environment for students. This fosters academic, emotional, and social growth throughout the year.

### **Non-Instructional Procedures**

#### **Arrival**

Students enter the classroom in an orderly fashion, escorted by the teacher at 7:25. Students are to hang up their belongings and unpack their backpack; backpacks should be left on their hook at the cubbies. Students will bring their homework folder) to their desks. Students will use their agendas to write down the day's homework assignment. Students will continue on to complete the daily morning work.

#### **Sharpening Pencils**

Students should have at least one pencil in their desk at all times. If a sharper pencil is needed, he/she will place their dull pencil in their canister and take a sharpened pencil. Sharpening pencils will be done by students at the beginning and end of the day.

#### **Lunch**

The cafeteria televisions have a red/green color system. When the screen is green, students may whisper to their neighbors while eating. When the screen is red, students are silent and focus on eating their lunch.

#### **Recess**

Students play for 20 minutes a day on the playground, weather permitting. If weather prevents the class from going outside, students are invited to participate in indoor recess. This will consist of various recess centers. They may also choose to read or rest during this time.

#### **Movement between Special Areas**

The teacher will escort students to and from the special areas, lunch, recess, PE, music, computer etc. Students should stand quietly one block away from the wall, on the right side of the hallway. Hands should either be in pockets or behind the back and there is no talking.

#### **School Assemblies**

Students will be expected to be respectful and attentive during all assemblies. Misbehavior will result in loss of privileges and/or consequences, depending on the severity of the misbehavior. Rewards will be given for students demonstrating appropriate behaviors.

#### **Dismissal**

After distributing red folders and any pertinent information, students assist with preparing the room for the next day. Students are responsible for straightening the room, sweeping the floor, sharpening pencils, and stacking chairs. Students are dismissed when their van, bus, or car number has been displayed on the afternoon dismissal show.

#### **Money**

All money needs to be sent to school in an envelope or Zip-Lock bag. It needs to be labeled, (lunch, field trip, etc.), have the amount written on it, and have the child's name on it.

### **Presentation of Rules and Procedures**

During the first week of school, all rules, consequences, reinforcements and procedures will be discussed with students. Rules, reinforcements, and consequences are posted in the classroom and will be reviewed as needed.

### **Parent Communication**

Second Grade supports the development of children as lifelong learners through partnerships with each child's home and family. Understanding that parent involvement is important for a child's success in school, we offer many opportunities for parent communication:

**Daily communication** with parents takes place through notes, conference/discipline forms filled out by the student and teacher, emails, and phone calls.

**Weekly communication** takes place in the form of a short newsletter informing parents of upcoming events, changes in the schedule etc... Phone calls are placed, emails and notes are sent to notify parents of special things their child has done. Teachers' websites are updated weekly.

There will be at least one scheduled **conference** between the child's teacher and parents during the fall. All parents are expected to attend these scheduled student-led conferences. Parents are encouraged to initiate conferences if they have questions by writing the child's teacher or setting up an appointment.

When teachers observe the need for additional parent-teacher meetings, they will request that parents come in for special conferences. If you wish a **telephone conference**, call the school, and leave your number. The teacher cannot be called to the telephone during the day.

### **Adjustment to Syllabus**

A copy of second grade pacing guides are utilized in making daily lesson plans to insure that we follow the appropriate time line. We make notations concerning the problems that arise, as well as the successes in the implementation. These notes, along with team decisions, allow us to make needed adjustments to return to the original timeline, and to plan for needed revisions in successive pacing guides.

### **Additional Pertinent Information**

Additional pertinent information is included in the Student/Parent Handbook. Please make sure that you and your child are aware of its contents.

**Please remember to label your child's property.**