

Math

- Determine the value of coins
- Solve addition and subtraction number story problems
- Recognize the inverse relationship between addition/subtraction
- Compare and order numbers
- Pay for items with coins/make change with coins
- Write time for digital notation
- Collect data, create tables, draw bar graphs
- Solve multi-step problems
- Read and show temperature
- Estimate costs
- Identify and name characteristics of quadrangles
- Compare/Contrast 2-D and 3-D shapes
- Calculate elapsed time
- Compare and order numbers
- Collect, sort, tally and graph data
- Solve multiplication and division of equal group problems
- Add three or more 1 and 2 digit numbers
- Analyze line plots and bar graphs
- Utilize fractions to name part of collections
- Solve number stories involving fractions

- Represent, order, label and compare fractions
- Identify fractional units of length
- Solve problems involving road map distances
- Find area and compare weights
- Estimate money sums
- Solve 2 and 3 digit money problems
- Make ratio comparisons
- Perform translations, reflections and rotations
- Identify the probability of events

This curriculum guide is designed to give parents and students alike a clear representation of the academic goals and expectations of a particular grade level. Please utilize this information to support your child's quest to pursue a quality education.

Materials are available to you from our school to assist you with helping your child achieve these academic goals. The materials can be taken home for your own personal use. If you have any questions or concerns, please feel free to contact your child's classroom teacher.

Sincerely,

Mr. S.L. Jackson, Principal

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SECOND GRADE CURRICULUM GUIDE

Spencer Technology Academy

*“Moving Students
Beyond the Immediate”*



Spencer Technology Academy

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A Second Grade Seahawk Student must have:

Literacy

A. Phonics and Word Knowledge

- Use phonemic awareness knowledge to identify phonetically regular one and two syllable words: (isolates, blends, substitutes, manipulates letter sounds).
- Accurately decode phonetically regular multi-syllable words and nonsense words.
- Use a variety of decoding strategies (i.e. word patterns, structural analysis, common endings, vowel spellings) to recognize new words.
- Recognize 300-500 age-appropriate sight words
- Use context and previous experience to determine meaning of unfamiliar words in text.

B. Reading Comprehension and Fluency

- Read and comprehend both fiction and nonfiction text appropriate to second grade.
- Locate answers to question before, during, and after reading to clarify understanding.
- Identify the author's purpose and the main idea.
- Recall facts and details of text during and after reading.
- Discuss similarities in characters and events across stories.
- Identify story elements of plot, setting, characters, and events.
- Connect and compare information across nonfiction selections.
- Pose possible answers to how, why, and what if questions in nonfiction texts.
- Identify and begins to interpret information presented in diagrams, charts, graphs, and maps.
- Take part in creative response to text such as dramatizations, oral presentations, fantasy, play, etc.

- Select and read trade books, longer chapter books with few illustrations, appropriate for second grade.
- Read age-appropriate material aloud with fluency and accuracy, intonation, and expression in a manner that aids comprehension.

C. Writing and Spelling

- Write using complete sentences.
- Write a three to five sentence paragraph using proper form (topic sentence, details, summary sentence).
- Use correct punctuation (end marks), grammar, and capitalization in writing.
- Use appropriate pre-writing strategies to generate and organize ideas.
- Begin to evaluate to and reflect on own writing and that of others.
- Write narrative stories with a beginning, middle, and end.
- Elaborate and support written content with facts, details, and description.
- Use the writing process to develop a narrative and descriptive piece.
- Experiment with different forms of creative writing (e.g. song, poetry, short fiction).
- Use phonemic clues, and phonetic spelling to spell unfamiliar words.
- Use correct spelling of high frequency words previously studied in his/her own writing.

D. Listening and Speaking

- Listen to and comprehend appropriate content material.
- Present information on a single topic in a logical order.
- Speak in a clear audible voice.
- Contribute relevant, appropriate information to discussions.
- Generate questions gained from experiences (e.g. field trips, visitors, stories, discussion) to gather information.
- Listen to and respond politely and appropriately.

Technology

Basic Operations and Concepts:

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies
- Use a variety of media and technology resources for directed and independent learning activities.
- Communicate about technology using developmentally appropriate and accurate terminology.
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedia) to support learning.

Social, ethical, and human issues:

- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
- Demonstrate positive social and ethical behaviors when using technology.
- Practice responsible use of technology systems and software

Technology productivity tools:

- Use a variety of media and technology resources for directed and independent learning activities.
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

Technology Communication tools:

- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.