

# BEVERLY HILLS UNIFIED SCHOOL DISTRICT

## CURRICULUM OVERVIEW GRADE 2

*Standards are a bold initiative.  
Standards describe what to teach, not how to teach it.  
Standards are an enduring commitment.  
Standards are our commitment to excellence.*

The State of California has created and adopted specific content standards in all curricular content areas. In 2002-03 the Beverly Hills Unified School District Board of Education adopted similar standards that are equal to or exceed the rigor of the state content standards.

This overview has been developed to provide students and parents with an outline of the second grade curriculum. Through identified goals, students are encouraged to perform at their maximum potential. Individual student achievement may vary from child to child. Emphasis is placed on helping the students achieve according to the best of their ability. Individualized work or enrichment activities are assigned to meet students' unique talents and abilities. The standards listed represent the core of skills taught in grade 2. This overview reflects the most recent curriculum for students in grade 2; however, the format remains flexible so that change can evolve along with the state standards and curriculum revisions and district requirements

***Key Learning (KL) – These standards will be used to determine a student's readiness for promotion to the next grade level.***

***Enduring (E) – These standards are to be mastered by all students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program***

***Important (I) – These standards will be mastered by most of the students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program.***

***Familiar – All students will receive an exposure level to these standards and they will be reinforced and mastered at a future grade level.***

This overview reflects the most recent curriculum for students in second grade; however, the format remains flexible so that change can evolve using the established criteria identified above and will be adapted along with the state standards and curriculum revisions and district requirements

## **MISSION STATEMENT**

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

*The mission of the Beverly Hills Unified School District, the heart of our city's tradition of pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered, active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy for learning.*

### **“THE BEVERLY HILLS WAY” Student Responsibility and Character Development**

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

#### **RESPECT**

Respect is an attitude of holding people in high regard and treating them with dignity.

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#### **RESPONSIBILITY**

Responsibility is being reliable, self-disciplined and accountable for my actions.

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#### **INTEGRITY**

Integrity is strength of character and action

\*

#### **CARING**

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

\*

#### **CITIZENSHIP**

Citizenship is doing my share to make my school and community better.

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## **HOMEWORK**

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the second grade level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding second grade homework follows.

Students in the second grade can be expected to assigned homework four (4) days per week using the following suggested time guidelines:

15 minutes per night = 60 minutes per week

*Parents are also encouraged to read with their children for 10 minutes each night in addition to their regular homework assignment.*

## CALIFORNIA ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

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During the 2002-03 school year, several K-5 teachers piloted the Houghton Mifflin Reading California reading series as part of the District's textbook selection process to ensure successful implementation of a new series of textbooks. In the spring 2003 the Beverly Hills Unified School District formally adopted the Houghton Mifflin series as the new Reading/Language Arts series for all students in grades K-5.

The second grade English/Language Arts curriculum strives to achieve a comprehensive, balanced literacy program. The integration of reading, writing, speaking, and listening is necessary for children to become successful communicators and language users. Literature and meaning-centered materials are the core of the curriculum.

### Core Instructional Materials

Reading - California

Publisher, Houghton Mifflin

## READING

### 1.0 Word Analysis, Fluency and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### *Decoding and Word Recognition*

**1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. (E), (KL)**

**1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per). (I), (KL)**

1.3 Decode two-syllable nonsense words and regular multisyllable words. (I)

1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). (I)

1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). (I)

**1.6 Read aloud fluently and accurately and with appropriate intonation and expression. (E)**

#### *Vocabulary and Concept Development*

**1.7 Understand and explain common antonyms and synonyms. (E)**

1.8 Use knowledge of individual words in unknown compound words to predict their meaning. (I)

1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

**1.10 Identify simple multiple-meaning words. (I) & (KL)**

## **2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrates the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

### *Structural Features of Informational Materials*

**2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. (I) & (KL)**

### *Comprehension and Analysis of Grade-Level-Appropriate Text*

**2.2 State the purpose in reading (i.e., tell what information is sought). (I)**

**2.3 Use knowledge of the author's purpose(s) to comprehend informational text. (I)**

**2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).**

**2.5 Restate facts and details in the text to clarify and organize ideas. (E) & (KL)**

**2.6 Recognize cause-and-effect relationships in a text. (I)**

**2.7 Interpret information from diagrams, charts, and graphs. (E)**

**2.8 Follow two-step written instructions. (E)**

## **3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrates the quality and complexity of the materials to be read by students.

### *Narrative Analysis of Grade-Level-Appropriate Text*

**3.1 Compare and contrast plots, settings, and characters presented by different authors. (I)**

**3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.**

**3.3 Compare and contrast different versions of the same stories that reflect different cultures. (I)**

**3.4 Identify the use of rhythm, rhyme, and alliteration in poetry. (I)**

## WRITING

### 1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### *Organization and Focus*

**1.1 Group related ideas and maintain a consistent focus. (I)**

#### *Penmanship*

**1.2 Create readable documents with legible handwriting. (E) & (KL)**

#### *Research*

1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

#### *Evaluation and Revision*

1.4 Revise original drafts to improve sequence and provide more descriptive detail.  
**(I)**

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

**2.1 Write brief narratives based on their experiences:**

**a. Move through a logical sequence of events.**

**b. Describe the setting, characters, objects, and events in detail. (I) & (KL)**

**2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature. (E)**

## WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

#### *Sentence Structure*

**1.1 Distinguish between complete and incomplete sentences. (E) & (KL)**

**1.2 Recognize and use the correct word order in written sentences. (E)**

#### *Grammar*

**1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. (I)**

#### *Punctuation*

**1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. (I)**

**1.5 Use quotation marks correctly.**

#### *Capitalization*

**1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. (E) & (KL)**

#### *Spelling*

**1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why). (E) & (KL)**

**1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. (E) & (KL)**

## LISTENING AND SPEAKING

### 1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### *Comprehension*

**1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment). (I)**

**1.2 Ask for clarification and explanation of stories and ideas. (I)**

**1.3 Paraphrase information that has been shared orally by others. (E)**

**1.4 Give and follow three- and four-step oral directions. (I)**

*Organization and Delivery of Oral Communication*

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). **(I)**
- 1.7 *Recount experiences in a logical sequence. (E)***
- 1.8 *Retell stories, including characters, setting, and plot. (E)***
- 1.9 Report on a topic with supportive facts and details.

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Recount experiences or present stories:
  - a. Move through a logical sequence of events.
  - b. Describe story elements (e.g., characters, plot, setting). **(I)**
- 2.2 Report on a topic with facts and details, drawing from several sources of information.



## CALIFORNIA MATHEMATICS CONTENT STANDARDS

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### Core Instructional Materials

Houghton Mifflin Mathematics

Publisher, Houghton Mifflin

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

### Number Sense

#### **1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:**

*1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit. (E)*

*1.2 Use words, models, and expanded forms (e.g.,  $45 = 4 \text{ tens} + 5$ ) to represent numbers (to 1,000). (E)*

*1.3 Order and compare whole numbers to 1,000 by using the symbols  $<$ ,  $=$ ,  $>$ . (E)*

#### **2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:**

*2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for  $8 + 6 = 14$  is  $14 - 6 = 8$ ) to solve problems and check solutions. (E)*

2.2 Find the sum or difference of two whole numbers up to three digits long. **(I)**

2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.

#### **3.0 Students model and solve simple problems involving multiplication and division:**

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication. **(I)**

3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

3.3 Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory.

#### **4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:**

4.1 Recognize, name, and compare unit fractions from  $1/12$  to  $1/2$ .

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

**5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:**

- 5.1 Solve problems using combinations of coins and bills. *(I)*
- 5.2 Know and use the decimal notation and the dollar and cent symbols for money. *(I)*

**6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:**

- 6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).

**Algebra and Functions**

**1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:**

- 1.1 Use the commutative and associative rules to simplify mental calculations and to check results. *(I)*
- 1.2 Relate problem situations to number sentences involving addition and subtraction. *(I)*
- 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. *(I)*

**Measurement and Geometry**

**1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:**

- 1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit. *(I)*
- 1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
- 1.3 Measure the length of an object to the nearest inch and/or centimeter. *(E)***
- 1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). *(I)*
- 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

**2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:**

- 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
- 2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

**Statistics, Data Analysis, and Probability**

**1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:**

- 1.1 Record numerical data in systematic ways, keeping track of what has been counted. *(E)***

- 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies). *(I)*
- 1.3 Identify features of data sets (range and mode).
- 1.4 Ask and answer simple questions related to data representations. *(I)*

**2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:**

- 2.1 *Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 .....; the number of ears on one horse, two horses, three horses, four horses). (E)*
- 2.2 *Solve problems involving simple number patterns. (E)*

**Mathematical Reasoning**

**1.0 Students make decisions about how to set up a problem:**

- 1.1 Determine the approach, materials, and strategies to be used. *(I)*
- 1.2 Use tools, such as manipulatives or sketches, to model problems. *(I)*

**2.0 Students solve problems and justify their reasoning:**

- 2.1 Defend the reasoning used and justify the procedures selected.
- 2.2 Make precise calculations and check the validity of the results in the context of the problem.

**3.0 Students note connections between one problem and another.**

## CALIFORNIA SCIENCE CONTENT STANDARDS

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### Core Instructional Materials

Harcourt Science

Publisher, Harcourt Brace

### Physical Sciences

1. The motion of objects can be observed and measured. As a basis for understanding this concept:
  - a. *Students know* the position of an object can be described by locating it in relation to another object or to the background.
  - b. *Students know* an object's motion can be described by recording the change in position of the object over time.
  - c. *Students know* the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
  - d. *Students know* tools and machines are used to apply pushes and pulls (forces) to make things move.
  - e. *Students know* objects fall to the ground unless something holds them up.
  - f. *Students know* magnets can be used to make some objects move without being touched.
  - g. *Students know* sound is made by vibrating objects and can be described by its pitch and volume.

### Life Sciences

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
  - a. *Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
  - b. *Students know* the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
  - c. *Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
  - d. *Students know* there is variation among individuals of one kind within a population.
  - e. *Students know* light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
  - f. *Students know* flowers and fruits are associated with reproduction in plants.

### Earth Sciences

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
  - a. *Students know* how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
  - b. *Students know* smaller rocks come from the breakage and weathering of larger rocks.

**Earth Sciences (continued)**

- c. *Students know* that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
- d. *Students know* that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
- e. *Students know* rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

**Investigation and Experimentation**

- 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
  - a. Make predictions based on observed patterns and not random guessing.
  - b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
  - c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
  - d. Write or draw descriptions of a sequence of steps, events, and observations.
  - e. Construct bar graphs to record data, using appropriately labeled axes.
  - f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
  - g. Follow oral instructions for a scientific investigation.

## CALIFORNIA HISTORY/SOCIAL SCIENCE CONTENT STANDARDS

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Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

### Core Instructional Materials

#### Making a Difference

Publisher, Harcourt Brace

### People Who Make a Difference

#### **2.1 Students differentiate between things that happened long ago and things that happened yesterday.**

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

#### **2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.**

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

#### **2.3 Students explain governmental institutions and practices in the United States and other countries.**

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

**2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.**

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

**2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).**

## HEALTH

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The Health curriculum for second grade is comprehensive in its approach and is based on the recommendations and grade level expectations of the current Health Framework Addendum.

**Expectation 1: Students demonstrate ways to enhance and maintain their health and well-being.**

### **The Human Body**

- Practice good personal hygiene.
- *Use protective equipment or practice protective behaviors. (E)*

### **Food Choices**

- *Make healthy food choices. (E)*
- Group food in many different ways.
- *Prepare and try a variety of healthy foods. (E)*
- Analyze influences on food choices.

### **Physical Activity**

- *Participate regularly in active play and enjoyable physical activities. (E)*
- *Observe safety rules during physical activities. (E)*
- Explore out-of-school play activities that promote fitness and health.

### **Mental and Emotional Health**

- *Identify and share feelings in appropriate ways. (E)*
- Avoid self-destructive behaviors and practice self-control.
- *Develop and use effective coping strategies. (E)*
- Demonstrate personal characteristics that contribute to self-confidence and self-esteem.
- Develop protective factors that help foster resiliency.
- *Develop and use effective communication skills. (E)*

**Expectation 2: Students understand and demonstrate behaviors that prevent diseases and speed recovery from illness.**

### **Disease Prevention**

- Practice positive health behaviors to reduce the risk of disease.
- Prepare food as a way of learning about sanitary food preparation and storage.
- Cooperate in regular health screenings.

### **Treatment of Disease**

- Take medicines properly under the direction of parents of health-care providers.
- *Recognize symptoms of common illnesses. (E)*



**Expectation 3: Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

**Potentially Dangerous Situations**

- *Practice safe behavior in or near motorized vehicles. (E)*
- Practice safe behavior in or near water.
- *Interact safely with strangers. (E)*
- Develop and use skills to avoid, resolve and cope with conflicts.
- Report or obtain assistance when faced with unsafe situations.
- Practice behaviors that help prevent poisonings.
- Practice safe behavior in recreational activities.

**Alcohol, Tobacco and Drugs**

- Distinguish between helpful and harmful substances.
- *Develop and use interpersonal and communication skills. (E)*

**Child Abuse, Including Sexual Exploitation**

- *Develop and use communication skills to tell others when touching is unwanted.(E)*

**Emergencies**

- Recognize emergencies and respond appropriately.
- Practice appropriate behaviors during fire drills, earthquake drills and other disaster drills.

**Expectation 4: Students understand and demonstrate how to play positive, active role in promotion the health of his/her family.**

**Roles of Family Members**

- *Develop and use effective communication skills. (E)*
- Demonstrate ways to help support positive family interactions, such as listening to and following directions and showing care and concern toward family members.
- Support and value all family members.

**Change the Family**

- *Identify feelings related to changes within the family. (E)*

**Expectation 5: Students understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.**

**Friendship and Peer Relationships**

- *Know and use appropriate ways to make new friends. (E)*
- *Demonstrate acceptable actions towards others. (E)*
- *Demonstrate positive ways to show or express feelings. (E)*
- *Resolve conflicts in a positive, constructive way. (E)*
- *Demonstrate acceptable methods of gaining attention. (E)*

**School and Community Based Efforts to Promote and Protect Health**

- *Understand and follow school rules related to health. (E)*
- Participate in school efforts to promote health.
- Assume responsibility for helping to take care of the school.

**Expectation 6: Students understand the variety of physical, mental, emotional and social changes that occur.**

- *Describe the cycle of growth and development in humans and other animal species. (E)*

**Expectation 7: Students and accept individual differences in growth and development.**

- Demonstrate an understanding of individual differences.
- *Adapt group activities to include a variety of individuals. (E)*

**Expectation 8: Students identify information, products and services that may be helpful or harmful to their health.**

- *Identify a variety of consumer influences and analyze how those influences affect decisions. (E)*
- Identify places for obtaining health and social services and learn what types of services are provided.

## PHYSICAL EDUCATION

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The Physical Education Framework for California Public Schools was adopted by the State Board of Education in 1994. The Physical Education Framework is a key and fundamental resource for developing quality physical education programs. The Framework describes a sequential, developmental, age-appropriate physical education program designed to provide students with knowledge and ability needed to maintain active, healthy lifestyles. In accordance with the Framework, the three major goals for the physical education curriculum are:

**Movement skills and movement knowledge:** Students need to develop effective motor skills and to understand the fundamentals of movement by practicing and analyzing purposeful movement;

**Self-image and personal development:** Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities;

**Social development:** Students develop appropriate social behaviors by working independently and with others during planned physical activity.

### **Movement Skills and Movement Knowledge**

#### **Standard 1: The student will be competent in many movement activities.**

Students in grade two who meet this standard will be able to:

- Demonstrate skills of chasing, fleeing, and dodging in a variety of situations.
- Jump in a self-turned rope repeatedly.
- Skip, hop, gallop, jump, and slide in a variety of situations.
- Strike a ball repeatedly with a hand.

The following are assignments and tasks that might be used to meet the standard:

- Students will skip, hop, gallop, and jump. The teacher uses a checklist to assess the extent to which mature and skilled patterns have been attained. Students will exhibit mature form for each movement and demonstrate a consistent and smooth performance. Videotaping students is helpful.
- Students will participate in station activities with task cards, including individual jump rope, two-square, ball dribbling, beach ball volleying, and handball.

#### **Standard 2: The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.**

Students in grade two who meet this standard will be able to:

- Identify the major characteristics of mature walking, running, hopping, and skipping.
- Explain and demonstrate how to increase/decrease speed by using locomotor and manipulative skills appropriately.
- Demonstrate the qualities of space, time, force, and flow when performing a variety of locomotor skills.

The following is a task that might be used to meet the standard:

- Students will match their locomotor and manipulative movements to the time (slow, fast), force (hard, soft), and flow (smoothness) of teacher-selected music or rhythm. The students will describe how differences in music affect their movement.

**Standard 3 The student will achieve and maintain a health enhancing level of physical fitness.**

Students in grade two who meet this standard will be able to:

- Support body weight for climbing, hanging, and momentarily taking weight on hands.
- Demonstrate flexibility by moving each joint through a full range of motion.
- Participate in sustained physical activity in physical education classes and on the playground.

The following is a task that might be used to meet the standard:

- Students are introduced to the concept of cardio-respiratory fitness by having them “listen” to their heartbeats by placing their hands on their chests, first while at rest and then following exercise. Students will learn pulse rate and counting of pulse on the carotid artery. They will participate in low, moderate, and vigorous physical activity (stretching, jogging, walking, jumping rope, and dribbling a ball, for example). After each activity students will listen to their heartbeats, feel their pulses, and discuss changes that take place in the body during vigorous activity. Students will recognize that changes in heart rate occur as a result of moderate to vigorous activity and correctly identify several physiological changes that occur during moderate or vigorous activity.

**Self-image and Personal Development**

**Standard 4: The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.**

Students in grade two who meet this standard will be able to:

- Participate in a wide variety of physical activities outside the physical education class.
- Identify feelings resulting from challenges and successes in physical activity.
- Interpret an experience through movement (creative movement, dance, or visualization).

The following is a task that might be used to meet the standard:

- Students record in a journal what they do in their free time after school for a week and indicate which of the activities requires moderate to vigorous physical activity. The journal is signed by the parents at the end of the week and returned to class. Students accurately list activities they have done and correctly identify those activities that are vigorous.

**Standard 5: The student will demonstrate responsible personal behavior while participating in movement activities.**

Students in grade two who meet this standard will be able to:

- Apply rules, procedures, and safe practices with little reinforcement.
- Use equipment and space safely and properly.
- Respond positively to an occasional reminder about a rule infraction.
- Practice specific skills as assigned until the teacher signals the end of practice.

The following is a task that might be used to meet the standard:

- Students will create a picture book of rules, safety practices, and procedures for physical education. The class will identify a list of important rules and procedures. Each student will select a rule or procedure and interpret it in a drawing.

**Social Development**

**Standard 6: The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.**

Students in grade two who meet this standard will be able to:

- Work cooperatively with another to complete an assigned task.
- Assist a partner by sharing observations about skill performance during practice, using simple criteria.
- Resolve conflicts in socially acceptable ways.
- Treat others with respect during play.

The following is a task that might be used to meet the standard:

- After working with partners, students are asked to identify at least two things they did to be good partners in the activity and one thing they could have done better to help their partners. Students will correctly identify good partner behavior and accurately describe their own behaviors.

**Standard 7: The student will understand the interrelationship between history and culture and games, sports, play, and dance.**

Students in grade two who meet this standard will be able to:

- Describe how contemporary, successful local personalities have made a positive difference through physical activity.

The following is a task that might be used to meet the standard:

- Students will conduct an interview with a local high school or college athlete or with someone involved in a community sports program (team coach, gymnastics instructor). Each student will give a short oral report describing the activity the person does and the difference the activity has made to the person and community.

## CALIFORNIA VISUAL AND PERFORMING ARTS CONTENT STANDARDS

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The Visual and Performing Arts curriculum is designed to give students experiences in visual arts, music and dramatics. The Visual and Performing Arts Content Standards for California Public Schools, Second grade Through Grade Twelve represent a strong consensus on the skills, knowledge and abilities that all students should be able to master. For each arts discipline content standards are defined under five strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relations and applications. Students in second grade will be developing an understanding of the visual and performing arts as a means to express their personal world, ideas, and emotions.

### VISUAL ARTS

#### Aesthetic Perception

##### **1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts**

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

##### *Develop Perceptual Skills and Visual Arts Vocabulary*

- 1.1 Perceive and describe repetition and balance in nature, the environment, and works of art.
- 1.2 Perceive and discuss differences in mood created by warm and cool colors.

##### *Analyze Art Elements and Principles of Design*

- 1.3 **Identify the elements of art in objects in nature, the environment, and works of arts, emphasizing line, color, shape, texture, and space. (E)**

#### Creative Expression

##### **2.0 Creating, Performing, and Participating in the Visual Arts**

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

##### *Skills, Processes, Materials, and Tools*

- 2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
- 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

##### *Communication and Expression Through Original Artworks*

- 2.3 Depict the illusion of depth (space) in an artwork, using overlapping shapes, relative size, and placement in the picture plane.
- 2.4 Create a painting or drawing, using warm or cool colors expressively.
- 2.5 Use symmetry (bilateral or radial) to create visual balance.

## **Historical and Cultural Context**

### **3.0 Understanding the Visual Arts in Relation to History and Culture**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

#### *Role and Development of the Visual Arts*

3.1 Explain how artists use their work to share experiences or communicate ideas.

**3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods. (E)**

#### *Diversity of the Visual Arts*

3.3 Identify and discuss how art has been used in events and celebrations in various cultures, past and present.

## **Aesthetic Valuing**

### **4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts**

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

#### *Derive Meaning*

4.1 Compare ideas expressed through their own artwork with ideas expressed in the work of others.

4.2 Compare different people's responses to the same work of art.

#### *Make Informed Judgments*

**4.3 Use the vocabulary of art to talk about what they wanted to do in their artwork and how they succeeded. (E)**

4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in an artwork.

## **Connections, Relationships, and Application**

### **5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

#### *Connections and Applications*

5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).

5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

#### *Visual Literacy*

- 5.3 Identify and sort pictures into categories according to expressive qualities (e.g., theme and mood).

*Career and Career-Related Skills*

- 5.4 Talk about artists in the community who create different kinds of artwork (e.g., prints, ceramics, paintings, sculpture).

## MUSIC

### Artistic Perception

#### 1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

*Read and Notate Music*

- 1.1 Read, write, and perform simple rhythmic patterns, using quarter notes, eighth notes, half notes, and rests.

**1.2 Read, write, and perform simple patterns of pitch, using solfege. (E)**

*Listen to, Analyze, and Describe Music*

- 1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
- 1.4 Identify simple music forms, emphasizing verse/refrain, AB, ABA.
- 1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

### Creative Expression

#### 2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental music skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

*Apply Vocal and Instrumental Skills*

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play rhythmic ostinatos on classroom instruments.

*Compose, Arrange, and Improvise*

- 2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

### Historical and Cultural Context

#### 3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.



*Role of Music*

3.1 Identify the uses of specific music in daily or special events.

*Diversity of Music*

3.2 Sing and play simple songs and singing games from various cultures.

3.3 Describe music from different cultures

**Aesthetic Valuing**

**4.0 Responding to, Analyzing, and Making Judgments About Works of Music**

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music and aesthetic qualities, and human responses.

*Analyze and Critically Assess*

4.1 Use the terminology of music in discussing individual preferences for specific music.

*Derive Meaning*

4.2 **Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music. (E)**

4.3 Identify how musical elements communicate ideas or moods.

**5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

*Connections and Applications*

5.1 Identify similar themes in stories, songs, and art forms (e.g. patterns, texture).

*Careers and Career-Related Skills*

5.2 Identify and talk about who composes and performs music.

**THEATRE**

**Artistic Perception**

**1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of theatre.

*Development of the Vocabulary of Theatre*

1.1 **Use the vocabulary of theatre to describe theatrical experiences, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience. (E)**

*Comprehension and Analysis of Theatre Elements*

1.2 Use body and voice to improvise alternative endings to a story.

**Creative Expression**

**2.0 Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

*Development of Theatre Skills*

**2.1 Perform in group improvisational theatre games that develop cooperative skills and concentration. (E)**

*Creation/Invention in Theatre*

2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.

2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.

2.4 Create costume pieces, props, or sets for a theatrical experience.

**Historical and Cultural Context**

**3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

*Role and Cultural Significance of Theatre*

3.1 Identify theatre and story-telling forms from different cultures.

*History of Theatre*

3.2 Identify universal characters in stories and plays from different periods and places.

**Aesthetic Valuing**

**4.0 Responding to, Analyzing and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.

*Critical Assessment of Theatre*

**4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character. (E)**

4.2 Respond with appropriate audience behavior to a live performance.

*Derive Meaning from Works of Theatre*

4.3 Identify the message or moral of a work of theatre. Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.

## **Connections, Relationships, and Applications**

### **5.0 Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They learn about careers in and related to theatre.

#### *Connections and Applications*

5.1 Use problem-solving and cooperative skills to dramatize a story, a current event, or a concept from another subject area.

#### *Careers and Career-Related Skills*

5.2 Demonstrate the ability to work cooperatively in the different jobs required to create a theatrical production.

## **DANCE**

### **Artistic Perception**

#### **1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

#### *Development of Motor Skills and Technical Expertise*

- 1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).
- 1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).

#### *Comprehension and Analysis of Dance Elements*

**1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting). (E)**

1.4 Expand the ability to incorporate spatial concepts with movement problems.

#### *Development of Dance Vocabulary*

1.5 Name a large number of locomotor and axial movements used in dance.

### **Creative Expression**

#### **2.0 Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

#### *Creation/Invention of Dance Movements*

2.1 Create and improvise movement patterns and sequences.

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).
- 2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.
- 2.4 Create shapes and movements, using fast and slow tempos.
- 2.5 Develop a dance phrase that has a sense of unity.

*Communication of Meaning in Dance*

- 2.6 Create, memorize, and perform original expressive movements for peers.

*Development of Partner and Group Skills*

- 2.7 Work cooperatively in small and large groups.
- 2.8 Demonstrate partner skills (e.g., imitating and leading/following).

**Historical And Cultural Context**

**3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance**

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

*Development of Dance*

**3.1 Name and perform social and traditional dances from various cultures. (E)**

- 3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.
- 3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).

*History and Function of Dance*

- 3.4 Describe dances seen in celebrations and community events.

**Aesthetic Valuing**

**4.0 Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

*Description, Analysis, and Criticism of Dance*

- 4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).
- 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).

*Meaning and Impact of Dance*

- 4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

## **Connections, Relationships, Applications**

### **5.0 Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

#### *Connections and Applications Across Disciplines*

5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).

5.2 ***Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement). (E)***

#### *Development of Life Skills and Career Competencies*

5.3 Describe how choreographers create dances.

5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).