

*Dear Parents:*

*The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. This guide contains a list of the grade-level instructional objectives for each subject area. The instructional program focuses on these Virginia Beach objectives that include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.*

*Your interest and involvement in your child's education promotes positive attitudes toward learning, enhanced academic achievement, and emotional well-being. We are excited about the opportunity to join you in providing the best possible education for your child.*

*Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.*

*Sincerely,  
Department of Curriculum and Instruction*

### **USING THE GUIDE**

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

### **INVITE SUCCESS**

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their children.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

### **GENERAL INFORMATION**

#### ***Elementary Guidance Program***

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social, and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance, crisis intervention, individual and group services, support for parents, teachers, and administrators, and coordination of services with outside agencies.

#### ***Parent/Student Handbook***

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations, and general guidelines.

#### ***Report Cards***

The Grades K-2 Report Card formally advises parents of their child's progress/performance. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can access their children's grades throughout the year.



### Language Arts

The second grade language arts program focuses on the broad areas of oral language, reading, writing, and word study. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency, and writing. Following are the major concepts addressed in language arts at this grade level.

#### **Reading**

- Use a variety of reading comprehension strategies (e.g., predicting, summarizing, inferring)
- Read independently a variety of literature
- Respond to literature orally and in writing

#### **Written and Oral Communication**

- Write for a variety of reasons to various audiences using different formats
- Begin to use cursive handwriting
- Communicate ideas in writing using legible handwriting and correct punctuation, and capitalization
- Demonstrate effective oral communication

#### **Word Study**

- Apply knowledge of word study (phonics, spelling, word structure, word meaning, and grammar) to read text with understanding and to communicate effectively through writing



### Mathematics

Problem solving is integrated throughout the six strands listed below. The development of problem-solving skills is a major goal of the mathematics program at every grade level. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education. Students have many opportunities to use the skills involved with computation, estimation, time, money, measurement, geometry, graphing, probability and algebra to solve a wide variety of problems.

### **Number and Numeration**

#### Understand the Meanings, Uses, and Representations of Numbers

- Count forward by 1s, 2s, 5s, 10s, 25s, and 100s past 1,000 and back by 1s from any number less than 1,000 using mental math, paper and pencil, hundreds board, and calculators
- Read, write, and model numbers up to 10,000
- Identify the place and value of the digits of numbers up to 10,000
- Read and write money amounts in dollars-and-cents notation
- Use manipulatives and drawings to model fractions as equal parts of a region or a collection and name the fractions
- Recognize numbers as even or odd
- Write Roman numerals
- Round 2-digit numbers to the nearest 10

#### Understand Equivalent Names for Numbers

- Use tally marks, arrays, and numerical expressions involving addition and subtraction to give equivalent names for numbers
- Use manipulatives and drawings to model equivalent names for  $\frac{1}{2}$

#### Understand Common Numerical Relations

- Compare and order numbers up to 10,000
- Use models to compare fractions
- Identify ordinal positions through thirtieth

### **Operations and Computation**

#### Compute Accurately

- Recall quickly and accurately addition and subtraction facts with  $\pm 0$ ,  $\pm 1$ , doubles, and sum-equals-ten facts
- Know a strategy for all other addition facts through  $10 + 10$
- Use manipulatives, number grids, tally marks, mental arithmetic, paper and pencil, and calculators to solve problems involving addition and subtraction of 2-digit numbers and explain strategies used
- Calculate and compare values of coin and bill combinations

#### Make Reasonable Estimates

- Make reasonable estimates for addition and subtraction problems and explain how the estimates were made

### Understand Meanings of Operations

- Identify and describe change, comparison, and parts-and-total situations
- Use repeated addition, arrays, and skip counting to model multiplication
- Use equal sharing and equal grouping to model division

### **Data and Chance**

#### Select and Create Appropriate Graphical

#### Representations of Collected or Given Data

- Collect and organize data or use given data to create tally charts, tables, bar graphs, and line plots

#### Analyze and Interpret Data

- Use graphs to ask and answer simple questions and draw conclusions
- Find the maximum, minimum, mode, and median of a data set

#### Understand and Apply Basic Concepts of Probability

- Describe events using *certain*, *likely*, *unlikely*, *impossible*, and other probability terms
- Conduct, record, and interpret results of probability experiments and predict the probable outcome if the experiment was repeated

### **Measurement and Reference Frames**

#### Understand the Systems and Processes of

#### Measurement: Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements

- Estimate and measure length to the nearest inch and centimeter
- Estimate and measure weight
- Estimate and measure capacity
- Count unit squares to find the area of rectangles
- Estimate and determine the distance around a figure (perimeter)
- Estimate and count the number of cubes in a rectangular box (volume)
- Describe relationships between days in a week and hours in a day
- Make exchanges between coins and bills

#### Use and Understand Reference Frames

- Read temperature on both the Fahrenheit and Celsius scales
- Tell and show time to the nearest five minutes on an analog clock
- Tell and write time in digital notation
- Determine elapsed time using a calendar

### **Geometry**

#### Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes

- Draw line segments and identify parallel line segments
- Identify, describe, and model plane and solid figures

#### Apply Transformations and Symmetry in Geometric Situations

- Create and complete two-dimensional symmetric shapes or designs

### **Patterns, Functions, and Algebra**

#### Understand Patterns and Functions

- Extend, describe, and create numeric, visual, and concrete patterns

#### Use Algebraic Notation to Represent and Analyze Situations and Structures

- Solve equations for the missing addend ( $3 + \underline{\quad} = 7$ )
- Apply the commutative and associative properties of addition



The second grade objectives focus on using a broad range of science skills in understanding the natural world. These skills include making detailed observations, asking questions, measuring, classifying, predicting, recording information, recognizing unusual or unexpected data, and drawing conclusions. Measurement in both English and metric units is stressed. The idea of living systems is introduced through habitats and the interdependence of living and nonliving things.

The concept of change is explored in states of matter, life cycles, weather patterns, and seasonal effects on plants and animals. Students will continue to develop an understanding of how scientists design and conduct experiments.

### **Matter**

- Investigate and understand how different common materials interact with water
- Investigate and understand observable basic properties of solids, liquids, and gases

### ***Habits and Life Cycles***

- Identify stages and describe changes in the life cycle of a frog, butterfly, and white tailed deer
- Describe different habitats and identify living and non-living objects within each
- Predict and describe seasonal changes in a habitat and the affect on plant and animals

### ***Living Things in the Natural World***

- Investigate and understand that plants and animals go through a series of orderly changes in their life cycles
- Explain that plants produce oxygen and food, are a source of useful products, and provide benefits in nature
- Investigate and understand that living things are a part of a system
- Investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings

### ***Making Things Move***

- Investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals
- Demonstrate ways to make objects move
- Predict how different poles of magnets will react to the poles of other magnets

### ***Weather***

- Investigate and understand basic weather conditions
- Plan and conduct scientific investigations about the weather
- Describe how tracking weather data overtime helps scientists make future weather predictions
- Construct a model of the water cycle



In second grade, students are introduced to the heritage and contributions of historic groups of people throughout the world. In particular, they will study the contributions of ancient Egypt and China

and their impact on world history. Students will also study various tribes of American Indians and learn about their culture and significance to American life.

Second graders will continue to develop their map skills and demonstrate enhanced understanding of basic economic concepts. Civics standards include the study of certain people in our history who have contributed to the rights of all individuals. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

### ***History***

- Study the contributions of ancient Egypt and China which have had an impact on world history
- Identify the major contributions/inventions of ancient Egypt, including the 365-day calendar, papyrus, clock, mathematics, and architectural monuments, e.g., the Pyramids
- Identify the major contributions of ancient China including silk, kites, the compass, bronze, fireworks, and architectural monuments, e.g., the Great Wall
- Recognize samples of the written language of ancient Egypt (hieroglyphics) and ancient China (characters, symbols)
- Compare the tribes of American Indians in Virginia with those in other regions in America
- Recognize American Indians as the first people in America and their importance to our history and our life today
- Identify the American Indians of early Virginia, the Powhatan, as members of the Eastern Woodland Indian group
- Identify some of the major tribes in other regions of America to include the Lakota (Plains) and Pueblo (Southwest)
- Identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population
- Recognize that the way people live today is different from the way people lived long ago
- Explain how new inventions have led to changes in buildings, jobs, transportation, and populations of communities over time

### ***Geography***

- Locate different places/regions on a variety of maps
- Describe how people in these regions adapt to their environment

- Demonstrate map skills by locating specific places on maps and globes
- Locate the equator, the seven continents, and five oceans on maps and globes
- Locate selected rivers (James, Mississippi, Rio Grande, Huanghe, and Nile) on a United States map and a world map
- Locate selected mountain ranges (Appalachian Mountains and Rocky Mountains) on a United States map
- Locate the Great Lakes on a United States map
- Demonstrate map skills by constructing simple maps

### ***Economics***

- Describe the difference between natural resources, human resources, and capital resources
- Distinguish between the use of barter and money in the exchange for goods and services
- Understand that barter is the exchange of goods and services without the use of money
- Understand that money is the exchange of goods and services with the use of currency (coins, paper bills)
- Explain that scarcity requires people to make choices about producing and consuming goods and services
- Understand that a consumer is a person who uses goods and services
- Understand that a producer is a person who uses resources to make goods and/or provide services
- Recognize that people make economic choices because resources and goods and services are scarce

### ***Civics***

- Explain the responsibilities of a good citizen
- Recognize that a good citizen respects and protects the rights and property of others
- Recognize that a good citizen takes part in the voting process when making classroom decisions
- Identify Americans whose contributions have improved the lives of other Americans
- Identify the contributions of George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr.
- Understand that the people of Virginia have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles

- Explain that people share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness
- Understand Virginia cities and counties have elected state and local government officials



The second grade health objectives reflect the National Health Education Standards and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

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

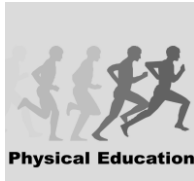
- Describe why there is a need for regular health checkups
- Understand the importance of making good decisions and using refusal skills
- Learn to resolve problems responsibly using conflict resolution skills
- Identify the basic components and functions of the body structures and organs
- Understand how nutrients in foods contribute to good health
- Understand how germs are spread and how to protect against diseases
- Understand that alcohol, tobacco, and other drugs can be addictive

### ***Community Health and Wellness***

- Understand how to effectively handle verbal and nonverbal aggressive behaviors
- Understand the steps for making a good decision and how personal health decisions impact individuals and others
- Understand how pollution impacts our health

### ***Information Access and Use***

- Describe the influence that health resources and health professionals have on personal health
- Describe how to contact emergency services when needed



The second grade physical education objectives reflect the National Standards for Physical Education and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

- Understand that physical fitness can be improved by exercising and being active
- Participate in physical fitness activities
- Throw objects with varying force at targets
- Catch a ball in different levels
- Dribble a ball with the feet or hands while changing direction
- Strike/volley objects with the hands or implements
- Demonstrate ways to roll, balance, jump, and transfer weight from feet to hands in short sequences
- Perform locomotor and non-locomotor movements to rhythmic beats
- Develop cooperation skills



The second grade technology proficiencies offer children a variety of experiences in the utilization of technology. All technology experiences are to be integrated into the subject areas of language arts, mathematics, science, and social studies, emphasizing the use of technology as a tool for learning.

### ***Creativity and Innovation***

- Create, edit, and manipulate graphics to illustrate a concept or idea using a simple drawing/art program with various tools
- Create digital graphic organizers, flow charts, character maps, word webs, story webs, or cause and effect charts
- Interact with, create or contribute to developmentally-appropriate multimedia products

(i.e., digital stories, web pages, presentations, etc.)

- Use digital tools to gather data examine patterns, and make predictions

### ***Communication and Collaboration***

- Demonstrate the use of digital tools for communication (i.e., word processing, graphics software, podcasts, wikis, blogs, etc.)
- Write and revise electronic documents (i.e., compositions, brochures, postcards, etc.)
- Participate in age-appropriate learning activities with learners from multiple cultures
- Contribute to the creation of collaborative, digital products that contribute to the learning of others

### ***Research and Information Fluency***

- Demonstrate an understanding of using a research/problem-solving process when using digital tools to seek knowledge for personal or academic purposes
- Use appropriate electronic resources to access information (i.e., electronic resources and subscription databases)
- Locate and collect information for a specific purpose using teacher-created “jump pages” and web-based bookmarking tools
- Demonstrate an understanding of electronic search techniques
- Organize and record information using a variety of visual formats/technology tools

### ***Critical Thinking, Problem Solving, and Decision Making***

- Use electronic probes to gather data
- Use electronic tools to collect, organize, and analyze data; solve authentic problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge
- Utilize digital tools to plan, organize, manage, and visually represent information and ideas

### ***Digital Citizenship***

- Comply with the school division’s Acceptable Use Policy by demonstrating the responsible and ethical use of technology systems and software
- Demonstrate an awareness of internet safety principles (i.e., Do not share passwords; do not share your name, age or location while online; ask an adult before using the computer tell an

adult when you feel threatened or scared; be respectful when you are online; use the internet responsibly)

- Demonstrate the cooperative and collaborative use of technology
- Demonstrate the basic principles of ownership of ideas and copyright laws
- Cite electronic sources when given a template
- Recognize, discuss, and demonstrate an understanding of appropriate, ethical, and socially responsible electronic communication

### ***Technology Operations and Concepts***

- Use basic computer and troubleshooting skills
- Demonstrate basic keyboarding skills including the use of both hands on the keyboard and awareness of the location of special keys and their purposes
- Communicate about technology using developmentally appropriate and accurate terminology
- Select and use developmentally appropriate technology for specific purposes (i.e., digital cameras, scanners, AlphaSmarts, laptops, etc.)
- Select and use developmentally appropriate software applications for specific purposes (i.e., word processing, database, spreadsheet, multimedia presentation, and graphic software)



### **Essential Information Literacy Skills (EILS)**

The second grade Essential Information Literacy Skills (EILS) enhances student experiences for developing skills in information literacy, independent learning, and social responsibilities.

These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

### ***Inquire, think critically, and gain knowledge***

- Recognize that the Library Media Center (LMC) has a variety of technology and print resources available
- Distinguish between fiction and nonfiction texts
- Understand that books are arranged in a special order with fiction arranged in alphabetical order

by author's last name and nonfiction arranged in numerical order by subject

- Identify and locate the parts of the book such as the title page, spine, and the call number, table of contents, glossary, and index
- Collaborate with others to broaden and deepen understandings

### ***Draw conclusions, make informed decisions, apply knowledge to new situations, and create knowledge***

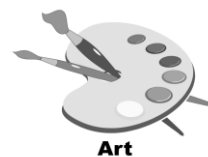
- Use technology and other tools to create products demonstrating knowledge
- Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

### ***Share knowledge and participate ethically and productively as members of our democratic society***

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge with others
- Use technology and other tools to share knowledge with others
- Reflect on and evaluate the quality of the learning product
- Use internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products
- Comply with the school division's Acceptable Use Policy

### ***Pursue personal and aesthetic growth***

- Read, listen, and respond to a variety of literature
- Select and use appropriate books and other sources of information for personal growth and pleasure
- Demonstrate appropriate library behavior and etiquette



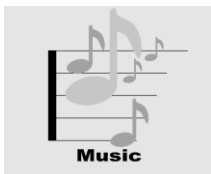
**Art**

The elementary art program incorporates the National Standards for Art Education, the Visual Arts Standards of Learning, Virginia Beach City Public Schools Art Objectives, and supports specific core academic Standards of Learning. The elementary art program is designed as a concept-based, sequential

curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics, and art criticism.

Second grade art develops an understanding of concepts and skills in the disciplines of art history, art criticism, aesthetics, and production. Emphasis is placed on developing skills in observation, problem solving, and communication. Students use a balance between learning and creating to examine and to develop appreciation of the visual images in their neighborhoods. Elementary art focuses on developing skills needed for appreciation of creating art, and becoming an informed consumer. Students participate in an art class each week that is taught by an art teacher.

- Explore universal concepts
  - Begin to recognize contemporary art
  - Make real life and cross-curricular connections
- Begin to consider why people make art
- Develop a vocabulary for explaining the nature of art
  - Begin to relate artworks to time and place
  - Recognize similarities between artworks of different times, places, and cultures
  - Describe artworks with relevant observations
  - Employ basic descriptive language
  - Interpret artwork based on visual evidence
  - Use basic contextual information to interpret artworks
  - Make judgments with reasons
  - Raise appropriate questions about artwork
  - Use personal ideas
  - Explore and experiment with making 2-D and 3-D artworks
  - Explore expressive use of the elements and principles of design
  - Make thoughtful visual choices in art making
  - Use a variety of sources for art ideas



The study of general music in the elementary school focuses on the development of certain minimum skills, understandings, and attitudes essential to becoming an informed consumer and producer of

music. The student experiences music through a variety of related activities which include listening, singing, moving, and playing melodic and chordal instruments. Emphasis is placed on exploration, appreciation, creativity, and expression. Students participate in a music class each week that is taught by a music specialist.

The elementary music program incorporates the National Standards for Music Education, the Virginia Standards of Learning for Music, and reinforces instruction in specific core Standards of Learning.

- Imitate selected melodic patterns with characteristic vocal tone quality
- Perform rhythmic combinations from traditional notation while maintaining a steady beat
- Respond to music with movement
- Identify two and three-part compositional forms using the terms AB and ABA
- Define a phrase as a complete musical sentence
- Recognize sudden and gradual changes in expressive qualities of music
- Identify selected orchestral and folk instruments by sight and sound
- Identify notated melodic patterns which move upward
- Demonstrate an understanding of the relationship between music and other disciplines
- Imitate beat patterns reflecting duple and triple meter
- Identify the staff, the treble clef, and the repeat sign



The school-based program for gifted education is grounded in the content of the regular curriculum, but is differentiated, modified, and expanded to provide appropriate learning challenges for students identified for gifted services. Opportunities are provided for students through whole group instruction by the school's gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes towards themselves and others. The gifted resource teacher in each school works collaboratively with each cluster

teacher to differentiate curriculum and instruction to meet the needs of gifted learners. For further information contact the Office of Gifted Education and Curriculum Development at 263-1405.



### **Remedial**

Remedial education programs designed to strengthen and improve academic achievement of students who are educationally at-risk are available to students in grades kindergarten through twelve. Remediation goals will be established for eligible students, and student progress will be monitored. For further information, call the principal of your child's school.

### **Special Education**



Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA 2004) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation, and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP). The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.



The grades 1-5 English as a Second Language (ESL) program supports grade-level science and social studies Virginia Standards of Learning.

The goal of the ESL program is to teach English to English language learners, so that they may acquire the language communication skills necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in all areas of the regular curriculum. For further information concerning ESL, call the coordinator of English as a Second Language, Office of Compensatory Programs and Remediation at 263-1077.



The Family Life Education (FLE) program for the Virginia Beach City Public Schools is taught as a part of the health program and focuses on family living and human development. An opportunity is provided for parents or guardians to opt their children out of the FLE program if they do not wish their children to participate in some or all of the program lessons. Display copies of the program curriculum, including a description of the resource materials used, are available for review at all public schools and public libraries. Copies of the videotapes and resource materials are available for preview at the school division's Instructional Resource Center, 520 South Independence Boulevard, 648-6140. For further information, call the coordinator of health and physical education, Office of Instructional Services and Academy Programs at 263-1469.