

Science

The science curriculum in second grade focuses on practicing scientific skills within science content. In 2020-21 students will investigate two topics: life science (trees) and physical science (properties of materials and magnets). In the tree unit, students explore their school grounds or local environment. They ask questions and observe trees and complete various experiments and observations to learn about the parts and functions of trees. In the second unit, students explore the physical properties of materials and magnets through a series of experiments. They are introduced to engineering through a magnet design challenge. In both units, students document, reflect, and write in the content area using a science notebook.

Social Studies

Second graders learn about geography and the way it effects how people live. They are developing an understanding of different cultures and their practices. They are learning to use appropriate map skills (e.g. directions, orientation, relative location, map creation) and can identify the seven continents on a map. They understand their own location with respect to town, state, country, and continent.

Visual Art

Second grade art builds upon and expands the visual art skills and concepts introduced in the 1st grade including drawing, painting, collage, and 3D construction. Students begin to explore color mixing, a variety of painting materials, and the use of textures within 2D and 3D works. All of these are used to enhance and refine skills in the Visual Art domains of **Communications and Expression, Design and Composition, and Methods, Tools and Techniques.**

Music

Second grade music builds upon and expands the music experiences and concepts introduced in 1st grade including awareness of high/low, pitch, rhythms and beat. The major activities in 2nd grade music continue to be singing, moving to, and listening to age appropriate songs. Students begin to explore the different aspects of the voice, and are introduced to a variety of musical forms and cultures. All instruction encompasses the domains of **Creating, Performing and Responding**

Physical Education

The second grade elementary physical education program is designed to teach children motor skills and skill themes that are developmentally appropriate for their age. Motor skills are taught within the context of skill themes. "Skill themes are fundamental movements that are later modified into the more specialized patterns on which activities of increasing complexity are built. Once the basic skills are learned to a certain degree of proficiency, they are combined with other skills and used in a more complex setting, such as those found in dance, games, and gymnastics." (Graham, Parker, Holt/Hale, 1999)

Library & Digital Learning

The library and digital learning curriculum integrates information and technology literacy skills with classroom curriculum learning. Students learn to use a variety of tools and resources to become information gatherers and creators of products to demonstrate knowledge. They practice library and digital technology skills within the context of reading, writing, mathematics, science and social studies learning. For instance, students studying Massachusetts or other states gather facts, read maps, write articles, collect artifacts, and acquire new information by actively searching, recording, and presenting their work. This area of the curriculum is assessed within the context of the activity in which it is embedded.



NEEDHAM PUBLIC SCHOOLS

Grade 2 Progress Report Parent Brochure

The Progress Report

This progress report is intended to *complement* existing parent conferences and to provide you with additional information about your child's progress toward mastering grade-level learning expectations. It reflects the district's belief that students should be engaged in challenging academics as well as ongoing social emotional learning experiences that are grounded in clearly defined standards. In developing our hybrid and remote learning models for this most unusual school year, we readily acknowledged that regardless of the learning model, we particularly needed to be taking care of the social emotional needs of our students while ensuring the focus of their academic learning was on the essential grade-level standards.

This year we continue to communicate students' progress in a way that descriptively reflects what they know and are able to do in relation to the state curriculum standards. This parent brochure outlines the categories that are included in the report for each curriculum area and provides a description of the characteristics associated with proficiency in that category. Please note that:

- A student's achievement is reported separately from effort.
- In each reporting period, the skills that are taught are assessed against a benchmark.
- Numerical levels are used to report performance with respect to the grade level learning goals.
- The system is designed to describe how well a student is progressing with respect to mid and end-of-year grade level expectations, rather than in relation to other students in the class.
- Teachers use this information to inform instructional practices that address student learning needs.

We realize that it has been a challenging year for learning, particularly for our youngest students. So, it is important to keep in mind that his report represents just a snapshot of your child's progress at a particular point in time. This report in conjunction with your conference with the child's teacher provides a more complete picture of your child's overall progress.

Please know that all of us in the Needham Public Schools remain committed to working in partnership with you to provide a meaningful learning experience for your child.

Proficiency Scale – SEL	
E	Established
D	Developing
B	Beginning
NY	Not yet observed
*	See separate progress monitoring report

Social Emotional Learning (SEL)

Social and Emotional Learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

At the elementary level, the Responsive Classroom Approach is used to promote well-designed practices intended to create safe, joyful, and engaging classroom and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. The process of Social Emotional Learning is dynamic and lifelong. Social and emotional competencies change and grow influenced by an individual's developmental period, experiences, and external factors with no real "stopping point" to skill development. With this in mind, the proficiency scale for SEL measurement is meant to provide feedback about your child's current strengths and areas to focus on for continued growth.

English Language Arts (Reading)

Second grade readers use a system of strategic actions that include phonics and word analysis, meaning, and language structure in an integrated way to read texts with understanding. They read grade level text fluently with phrasing and expression at an appropriate rate. When reading new texts, they slow down to problem-solve unknown words and quickly pick up the pace again to focus on the meaning. The students learn to use comprehension strategies such as making connections to their own lives, their world, and other known texts; making and confirming predictions; and retelling important ideas. Second graders analyze texts, examining the author's craft to help them visualize the story. They begin to infer what's implied but not stated and integrate text information with their own knowledge to create new understandings.

Second graders learn how to read fiction, non-fiction, poetry, and traditional literature from diverse cultures (i.e. fables, folktales, and fairy tales). They read to learn new information as well as for enjoyment. They identify basic facts and main ideas in fiction and non-fiction texts and the characteristics and elements of fiction, non-fiction, and poetry. Second graders learn how non-fiction texts are organized and how to use the features of informational texts (e.g. sub-heading, captions) to better understand content. They learn the structures and elements of fiction (e.g. characters, setting, plot, problem, solution) and poetry (e.g. alliteration, rhyme, and repetition). They are able to identify essential messages, morals, or lessons in stories and traditional literature.

Second graders use language to communicate their ideas in discussions. They listen to other students' ideas, pose questions, and add their own information. They communicate their understandings of texts verbally and in written form, using evidence to support their thinking.

Language and Word Study--Second graders learn and use new vocabulary in the context of texts, as well as by building phonetic and word analysis knowledge (e.g. letters, syllables, base words, suffixes). They use grammar knowledge (e.g. adjectives, nouns, verbs) to read and write texts. Second graders recognize many regular and irregular words ("trick words") that appear frequently in texts and learn about words that sound alike but are spelled differently (homophones) and words that have the same or opposite meanings (synonyms, antonyms).

English/Language Arts (Writing)

In second grade, students learn to use the steps of the writing process. Students write in a variety of genres including personal narratives, informational, persuasive, realistic fiction and poetry. Multiple samples of writing inform a student's grade. Because various genres are taught at different times during the year, a student's grade in June could differ from that in January.

Writing Process--Proficient writers generate ideas, plan, draft, revise, and edit their writing, incorporating feedback from adults and peers. They can write for a sustained amount of time.

Structure--Proficient writers provide a meaningful introduction and conclusion. Their writing is organized and sequential.

Development--Proficient writers think about their audience and genre and use specific words and details to enhance their writing.

Conventions--Proficient writers apply rules for capitalization, punctuation, and grammar. They apply spelling strategies to unknown words and spell high frequency and "trick words" correctly.

Mathematics

Needham's elementary mathematics program balances mathematical skill fluency with the development of conceptual understanding and problem solving within the four domains of the MA Common Core standards:

Operations & Algebraic Thinking--Proficient students understand the concepts of addition and subtraction. They fluently know all addition and subtraction fact combinations within 20 by June. They are able to solve simple addition and subtraction word problems by using drawings and equations. They can find the total number of objects arranged in rows and columns and write the corresponding equation.

Numbers & Operations in Base Ten--Proficient students use place value understanding to represent ones, tens and hundreds. They can use place value to read and write numbers to 1000 and can compare the value of two numbers. They fluently add and subtract numbers within 100 based on place value and relationship of addition and subtraction. For numbers within 1000, they add and subtract with regrouping using concrete models, drawings, place value, or other strategies.

Measurement & Data--Proficient students are able to tell, write and measure time intervals to the nearest five minutes. They know the relationships between various units of time. They can solve problems involving money. They can draw picture graphs and bar graphs to represent data. They can solve problems using bar graphs. They are able to select and use appropriate tools to measure and compare lengths.

Geometry--Proficient students identify two-dimensional shapes. They are able to divide a rectangle into equal square units as they begin to develop an understanding of area. They are able to divide circles and rectangles into halves, thirds, and fourths to represent equal parts of a whole.

Proficiency Scale - Academic	
4	In addition to meeting the standard, the student is able to make in-depth inferences and applications that extend beyond what was taught. The student exceeds the January/June standard.
3	The student meets the January/June standard.
2	The student is progressing towards meeting the January/June standard.
1	The student needs more review & reinforcement, requires constant teacher support and assistance to learn and use information. The student is having difficulty meeting the January/June standard.
-	Not taught during this reporting period.
*	See separate progress monitoring report.