



# Grade 2 Core Curriculum Summary

## A Message from the Superintendent

Dear Parents,

It is with great enthusiasm that I begin another academic year as Superintendent of Franklin County Schools. Franklin County students have certainly risen to the challenges of the North Carolina Student Accountability Standards as well as the challenges of the No Child Left Behind federal legislation of 2002. The mandates of both state and federal legislation include stronger accountability for results, expanded flexibility and control, expectation of increased parent involvement, and emphasis on research-based methods, especially in reading. We, as a district, agree with the intent of the legislation; however, we must work **together** to have the desired results for all our children.

This document provides major objectives of the core curriculum as well as an overview of other curricula areas. A list of local and state testing requirements specific for this grade level are also included. Each section provides you the type of information your child will be responsible for mastering at grade level in order to meet local and state requirements. Under the No Child Left Behind Legislation, science will be tested beginning with the 2007-2008 school year. Also, there is a brief overview of the Academically/Intellectually Gifted/High Achievers program for your information.

Believing that we can teach **all** children and that **all** children can learn is the impetus for continuous improvement. The goals of the district continue to include every child reading proficiently by grade 3, closing achievement gaps at all grade levels, and having a safe, orderly environment for your child to learn. The elementary focus for the 2006-2007 school year includes: guided reading, investigative math and empowering writers.

You are an important part of your child's total school program. All children have a fundamental right to reach proficiency in all areas. And we, as educators, have an obligation to guarantee that this happens for every student in Franklin County Schools. It is up to us, as a team, to look at all children as "children of promise" and believe that school improvement is inevitable and the success of every student is foreseeable. We need for each of you to make it a top priority to stay involved in your child's education, set high expectations for academic achievement, and monitor his/her progress closely throughout this school year. I challenge each of you to partner with us to have all children *engaged learners* and therefore, leave no child behind in the educational process. ***Alone we can do so little; together we can do so much.***

Sincerely,

Dr. Bert L'Homme  
Superintendent

### English Language Arts (revised 2004)

- Use phonics knowledge and structural analysis to decode multi-syllable words when reading
- Read most high frequency and many irregularly spelled words accurately
- Self-monitor decoding by using letter-sound knowledge
- Use a variety of strategies and skills to read self-selected texts independently for 20 minutes/day
- Read and comprehend (fiction, nonfiction, poetry, and drama) appropriate for grade two
- Pose possible how, why and what if questions
- Recall main idea, facts, and details from a text
- Discuss similarities and differences in events and characters
- Interpret information from diagrams, charts, and maps
- Use personal experiences and knowledge to interpret written and oral messages
- Locate and discuss examples of author's use of kinds of sentences, capitalization, punctuation, use of paragraphs and genre(s)
- Discuss the effects of choices of nouns, verbs, and modifiers used by the author
- Begin to use formal language in place of oral language patterns
- Use expanded vocabulary to generate synonyms to increase clarity of written and oral communication
- Plan and make judgments about what to include in written products (narratives of personal experiences, creative stories, skits, etc)
- Compose first drafts using an appropriate writing process (planning and drafting, rereading for meaning, and revising to clarify and refine writing with guided discussion)
- Write structured, informative presentations and narratives when given help w/ organization
- Spell correctly using previously studied words, spelling patterns, and analysis of sounds
- Attend to spelling, mechanics, and format for final products in one's own writing
- Use capitalization, punctuation, and paragraphs in own writing
- Use the following parts of a sentence: subject, predicate, and modifier
- Use editing to check use of conventions
- Use lines, spaces, plurals, contractions correctly
- Use legible manuscript handwriting

**"Working together  
each achieves  
more."**

### Mathematics (revised 2003)

#### Major Concepts/Skills

- Number sense 0-999
- Place Value
- Addition/subtraction of multi-digit numbers
- Length/time
- Symmetry/congruence
- Pictographs
- Probability experiments
- Numbers sentences
- Relevant and authentic problems using appropriate technology and applying these concepts as well as those developed in earlier years

#### Concepts/Skills to Maintain

- Patterns
- Sort and classify
- Line plots, tallies

#### Goals

- Read, write and compute with whole numbers 0-999
- Define and recognize odd/even numbers
- Perform simple transformations (changes in attributes)
- Identify, describe, translate, and extend repeating and growing patterns
- Write addition and subtraction number sentences to represent a problem
- Collect, organize, display data using Venn diagrams and pictographs w/three sets
- Conduct simple probability experiments; describe the results and make predictions

### Science (revised 2004)

- Conduct investigations and build an understanding of animal life cycles
- Conduct investigations and use appropriate tools to build an understanding of the changes in weather
- Observe the force of air pressure pushing on objects
- Observe and conduct investigations to build an understanding of changes in properties
- Conduct investigations and use appropriate technology to build an understanding of the concepts of sound
- Demonstrate how sound is produced by vibrating objects and vibrating columns of air



- Show how the frequency can be changed by altering the rate of vibration and the size and shape of a variety of instruments
- Show how the human ear detects sound by having a membrane that vibrates when sound reaches it

### Social Studies (revised 2003)

- Identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments
- Evaluate relationships between people and their governments
- Analyze how individuals, families, and communities are alike and different
- Exhibit an understanding of change in communities over time
- Understand the relationship between people and geography in various communities
- Analyze how people depend on the physical environment and use natural resources to meet basic needs
- Apply basic economic concepts and evaluate the use of economic resources within communities

- Recognize how technology is used at home, school, and in the community



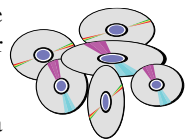
**“Every student valued; every student challenged; and every student successful” .. in Franklin County Schools**

### Computer/Technology Skills (revised 2003)

- Understand important issues of a technology-based society
- Exhibit ethical behavior in the use of computer and other technologies.
- Use technology in the community and understand how telecommunication has changed

lives

- Use electronic database to locate information
- Build keyboarding and word processing skills (enter, save, print, retrieve and use correct finger placement)
- Explore multimedia (graphics, sound, and text)



## Integrated Curriculums

### Healthful Living

Healthful living is a combination of health education and physical education. The two courses promote behaviors that will contribute to a healthy lifestyle and an improved quality of life for all students. Objectives include: preparatory (health risks for age group); stress management; protecting self/others; relationships; nutrition/weight management; substance abuse; personal fitness; healthful lifestyles; appreciation for diversity; social wellness; movement forms; fitness and sport literacy.

### The Arts

Arts education is a collective term that denotes learning and instruction in four separately distinctive subject areas: dance; music; theatre arts; and visual arts. There is a strong emphasis on communicating, reading, writing and, where plausible, math throughout each arts curriculum. Integration of learning both among the four arts areas and among other subject areas is stressed.

### Character Education

The character traits are to be taught in existing curricula and not in isolation, using grade level or department creative strategies with parental and community support. The character traits are: respect; responsibility; perseverance; kindness; self-discipline; tolerance; integrity; courage; and good judgment.

#### Local Assessment Requirements

- ◇ End of Year Reading Levels– Non-Reading First Schools
- ◇ Nine-Week Mock Writing Assessment

#### State Assessment Requirements

- ◇ Second Grade Math Assessments
- ◇ Second Grade Literacy Assessment
- ◇ Iowa Test of Basic Skills-Reading First Schools
- ◇ Texas Primary Reading Inventory– Reading First Schools

#### AIG/High Achievers

The purpose of the Academically/Intellectually Gifted and High Achiever program in Franklin County Schools is to provide students with a broad base of experiences from which to select future alternatives. The program works toward giving students opportunities for interacting, exploring ideas, and expressing themselves as learners and producers. Academically able learners are found in all ethnic, geographic, and socioeconomic groups. Our services are flexible and offer an array of program options. We encourage you, as the parent, to inquire about the Academically/Intellectually Gifted and High Achiever program at your child's school if you feel your child will meet the criteria. Just as important, if your child is participating in the Academically/Intellectually Gifted program, we hope you will continue to support the development of his/her potential to the highest possible level throughout each grade level and into high school.

Informational websites:  
[www.ncpublicschools.org/nclb](http://www.ncpublicschools.org/nclb)  
[www.ncpublicschools.org](http://www.ncpublicschools.org)  
[www.fcschools.net](http://www.fcschools.net)  
[www.learnnc.org](http://www.learnnc.org)

*Mrs. Dianne M. Carter, Director of Elementary Education*