

## SOCIAL STUDIES

### **HISTORY**

**HI 2:1** Use time and chronology as a means for understanding past, present and future events.

### **GEOGRAPHY**

**GE 2:1** Construct maps to describe the physical and human characteristics of the local community and region.

**GE 2:2** Describe, compare and explain the characteristics of the local community and culture and its relationship to the region and the world.

### **CIVICS**

**CI 2:1** Identify the purposes for home, school and community rules and safety practices to establish personal responsibilities of citizenship.

**CI 2:2** Describe how the Pledge of Allegiance reflects the core democratic value of Patriotism.

### **ECONOMICS**

**EC 2:1** Describe and explain how individuals and families prioritize needs and wants and how they are provided in the neighborhood and community by business and/or government.

### **SOCIETY**

**SO 2:1** Identify a problem, analyze information to solve it, and present the solution to inform others.

## CURRICULUM AND INSTRUCTION

The core curriculum focuses on the results of learning. It is designed to meet student needs by providing a strong foundation in basic skills for life and work success. The curriculum is aligned with state core curriculum guidelines, and the new Common Core Curriculum for math, science, social studies, language arts, and our own school improvement goals. Instructional resources are carefully chosen to support curriculum standards.

Technology, tutorials, supplemental courses, co-curricular, consortia, summer, and community service programs also support the core curriculum.

Upon graduation students are expected to demonstrate proficiency in language arts (reading writing, speaking, listening, and literature), mathematics, social studies, science, health, physical education, fine arts, technology, character education, business, and foreign language education.



The curriculum area represented in this brochure is aligned directly to the content and instructional practices in the Common Core.

If you would like any additional information or have questions, contact your building principal or district office.

### **Elementary Buildings**

**Gladiola**, David Lyon 530-7596

**Oriole Park**, Jennifer Slinger 530-7558

**Parkview**, Kathryn Jobson 530-7572

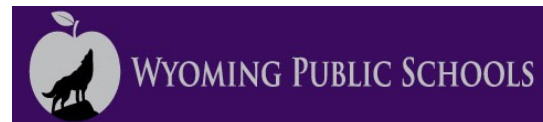
**West**, Josh Baumbach 530-7533

### **District Office**

Dr. Thomas G. Reeder, Superintendent 530-7550

Craig Hoekstra, Assistant Superintendent for  
Instructional Services

Danielle Vigh, Academic & Grants Manager 530-7599



W Y O M I N G  
**WOLVES**

## 2nd GRADE CORE CURRICULUM STANDARDS

### **Vision Statement**

Wyoming Public Schools will be the first choice for education and the pride of our community.

### **Mission Statement**

Wyoming Public Schools will empower all students to discover and achieve their potential in an inclusive, inspiring and innovative culture of learning.

## LANGUAGE ARTS

### *PHONICS INSTRUCTION*

**PI2:1** Read words with vowel teams with consistent pronunciations.

**PI2:2** Read words with vowel teams with inconsistent pronunciations.

**PI2:3** Read words with r-controlled vowels.

**PI2:4** Read words with complex consonant patterns.

### *ORAL LANGUAGE*

**OL2:1** Use grade-level appropriate skills in the presentation of knowledge and ideas.

### *CRAFT AND STRUCTURE*

**CS2:1** Be able to use various text features to locate key facts or information in a text.

### *WRITING*

**WR2:1** Correctly spell second grade level words.

**WR2:2** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.

**WR2:3** Write informational/expository texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.

**WR2:4** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

### *READING*

**RD2:1** Orally read a second grade level text with fluency.

**RD2:2** Orally read a second grade level text with accuracy and comprehension.

**RD2:3** Orally read second grade level sight words.

### *READING COMP - LITERATURE*

**RCL2:1** Demonstrate comprehension of narrative text.

**RCL2:2** Integrate knowledge and ideas after reading a narrative text.

### *READING COMP - INFORMATIONAL*

**RCI2:1** Demonstrate comprehension of informational/expository text.

**RCI2:2** Integrate knowledge and ideas after reading informational/expository text.

## MATHEMATICS

### *NUMBERS IN BASE TEN*

**2.NBT.A** Understand place value.

**2.NBT.B** Use place value understanding and properties of operations to add and subtract.

### *OPERATIONS/ALGEBRA*

**2.OA.A** Represent and solve problems involving addition and subtraction.

**2.OA.B** Add and subtract within 20.

**2.OA.C** Work with equal groups of objects to gain foundations for multiplication.

### *MEASUREMENT AND DATA*

**2.MD.A** Measure and estimate lengths in standard units.

**2.MD.B** Relate addition and subtraction to length.

**2.MD.C** Work with time and money.

**2.MD.D** Represent and interpret data.

### *GEOMETRY/MEASUREMENT*

**2.G.A** Reason with shapes and their attributes.

## SCIENCE

### *LIFE*

**2.LS2.1** Plan and conduct an investigation to determine if plants need sunlight and water to grow.

### *EARTH/SPACE*

**ES2:1** Compare and contrast major features in the Earth's surface (oceans, lakes, rivers, mountains, valleys, and plains).

**ES2:2** Identify sources, uses, properties, and movements of water.

### *PHYSICAL*

**PH2:1** Classify objects by observable attributes and measure length, volume, and weight of objects.

**PH2:2** Classify objects as single substances or mixtures.

### *SCIENCE PROCESSES*

**SP2:1** Demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by using measurement tools to investigate the natural world.

## TECHNOLOGY

### *CREATIVITY & INNOVATION*

**CI2:1** Use a variety of digital tools (drawing, word processing, and presentation tools and graphic organizers to convey ideas or share information.

### *COMMUNICATION & COLLABORATION*

**CC2:1** Work together when using a variety of developmentally appropriate digital tools to communicate ideas (drawing, word and presentation tools).

### *RESEARCH & INFORMATION LITERACY*

**RI2:1** Interact with Internet based resources. and use digital resources to locate and interpret information with teacher guidance.

### *CRITICAL THINKING, PROBLEM SOLVING & DECISION MAKING*

**CT2:1** Discuss the advantages and disadvantages of Technology.

**CT2:2** Use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners.

### *DIGITAL CITIZENSHIP*

**DC2:1** Understand and utilize Michigan Cyber Safety Initiatives three rules. (Keep Safe, Keep Away, Keep Telling)

**DC2:2** Identify things that should not be shared - Name, Address, Phone #.

### *TECHNOLOGY OPERATIONS & CONCEPTS*

**TC2:1** Use basic menu commands to perform components in a computer system (open, close, save, print).

**TC2:2** Name major hardware components in a computer system using accurate terminology (computer, monitor, keyboard, mouse, printer)

**TC2:3** Toggle between the virtual environment.