

District 64 Mission

The mission of District 64, a vital partnership of staff, families and community, is to inspire all students to embrace learning, discover their strengths and achieve personal excellence in order to thrive in and contribute to a rapidly changing world by providing a rich, rigorous and innovative curriculum integrating civil behavior and fostering resilience.

District 64 is committed to providing an exemplary program of instruction for students that contributes to the development of the “whole child.” Broad learning targets or “Educational Ends” have been developed that reflect the knowledge, skills, behaviors and attitudes toward learning that we want all students to achieve as the result of their education in District 64. These end statements can be found on the District 64 website. Curriculum at each grade level has been designed to promote continuous progress towards high academic standards and the achievement of the “Educational Ends.” This pamphlet shares highlights of the specific objectives taught at this grade level.

District 64’s Learner Objectives in English Language Arts (ELA) and Mathematics are based on the Common Core State Standards which have replaced the Illinois Learning Standards in these two subject areas. In ELA, students at all grade levels will read more complex text, balancing fiction and nonfiction, and use evidence from text to explicitly support their thinking. Students will build upon their reading, writing, speaking, language and listening skills to communicate across disciplines. The Math curriculum addresses both the Mathematical Practices and Content Standards. The eight Mathematical Practices, which are consistent across the grade levels, are “habits of mind” that support learning, mastery and application of mathematical concepts.

For an explanation of the Mathematical Practices, visit: <http://www.corestandards.org/Math/Practice>. For detailed information about the ELA and Math Standards and a complete list of the standards at each grade level, visit: <http://www.corestandards.org/the-standards>.

If you have any questions, please contact the Department for Student Learning at 847-318-4304.

Dr. Laurie Heinz
Superintendent

Dr. Lori Hinton Lopez
Assistant Superintendent for Student Learning

Language Arts

In Grade 2, students will continue to build important foundational reading, writing, speaking and listening, and language skills. They will begin to apply their knowledge of known words to read and understand a wider variety of texts and express themselves more clearly through writing or speaking.

Students will be able to:

- Use grade-level phonics and word analysis skills to decode words, including words with vowel teams, two-syllables, prefixes and suffixes and irregularly spelled words
- Read 2nd grade books with accuracy, rate, expression and understanding
- Ask and answer questions about key details in books to identify the central message, lesson, moral or topic
- Describe how characters respond to major events and challenges
- Determine the meaning of new words and phrases and how they are used to supply rhythm and meaning in a text
- Describe the structure of a story and use text features to locate key information
- Acknowledge points of view of characters and identify author’s purpose
- Use illustrations and images to clarify understanding of a text
- Compare and contrast two or more books of similar stories or topics
- Use context clues, prefixes and root words, compound words and other resources to clarify the meaning of new words
- Know and use the standard English grammar conventions, capitalization, punctuation and spelling when writing
- Write opinion, informative, and narrative pieces that include a clear topic, reasons, details, or descriptions, and a sense of closure
- Strengthen and publish writing by revising and editing based on feedback from adults and peers

- Participate in shared research and writing projects
- Recall information from experiences or gather information from provided sources to answer a question
- Participate in collaborative discussions
- Speak clearly to tell a story with appropriate details
- Create an audio recording of a story or poem

Math

In addition to demonstrating the eight Mathematical Practices, students will be able to:

- Know all sums of one-digit numbers from memory
- Quickly and accurately add and subtract two-digit numbers
- Solve one-step or two-step word problems by adding or subtracting numbers up through 100
- Understand that the three-digits of a three-digit number represent ones, tens and hundreds
- Add and subtract three-digit numbers
- Measure lengths of objects in standard units such as inches and centimeters
- Solve addition and subtraction word problems involving length
- Solve problems involving money
- Divide circles and rectangles into halves, thirds or fourths
- Solve addition, subtraction and comparison word problems using information presented in a bar graph
- Compare two three-digit numbers using > (greater than), = (equal to), or < (less than)
- Add up to four two-digit numbers
- Mentally add or subtract 10 or 100 to or from a given number between 100-900
- Count, read and write numbers within 1,000. Skip count by fives, tens and hundreds
- Build, draw and analyze 2-D and 3-D shapes

Social Studies

Students will be able to:

- Differentiate three kinds of communities: cities, suburbs and small towns
- Show how different types of communities are dependent on one another
- Identify how different types of transportation affect the development and growth of a community
- Identify individuals and events which were important to the history and development of their local community
- Identify how the basic needs of all people (food, shelter, clothing, love and friendship) are filled through work, family and living in a community
- Distinguish between wants/needs and goods/services
- Identify different kinds of work required to produce and distribute various goods
- Draw and write about the various stages of production of common everyday objects
- Identify qualities that make a good leader
- Explain how rules are necessary in everyday life
- Use problem-solving skills to resolve conflicts
- Demonstrate behaviors of a good citizen
- Identify landforms on both a map and globe
- Compare features of both maps and globes
- Explain and use a map key
- Interpret and use simple time lines, graphs, diagrams and charts
- List ways that they can help conserve the earth’s resources

Science

Students will be able to:

- Experiment with common magnets to develop an understanding of magnetic poles, attraction and repulsion
- Make and experiment with an electromagnet
- Create products that demonstrate an understanding of an ocean habitat
- Research the characteristics of marine life forms
- Demonstrate an understanding of life cycles
- Observe and identify the stages of development in frogs and butterflies

Health

Students will be able to:

- Identify basic parts of body systems (heart, lungs, eyes, etc.)
- Identify sources of environmental health risks (air, soil, sun, water, noise, chemicals)
- Identify methods of illness prevention
- Use personal safety strategies (home safety, traffic safety, “Yell, Run, and Tell” or Stranger Danger program)
- Identify positive versus negative behaviors and communication skills
- Recognize and encourage positive health choices
- Participate in fire safety program (awareness of home hazards and safety skills, home fire safety, fire station field trip with firefighting career awareness)

Art

Students will be able to:

- Demonstrate an understanding of the primary, secondary and complementary, warm and cool color families
- Use basic proportions in creating human forms
- Create a sense of depth using overlapping shapes and foreground and background
- Identify the work of a few notable artists and use them as a resource
- Use clay techniques including pinching and rolling
- Explore a variety of materials and processes including tempera paints, watercolor, clay, cut paper, crayon, marker, pencils and weaving
- Discuss their work using age-appropriate vocabulary
- Use their creative ability to express themselves

Foreign Language

Students will be able to:

- Imitate pronunciation, intonation and accent unique to the target language
- Begin to respond orally to forms of address, greetings and courtesies
- Begin to orally respond to and repeat/ask basic questions regarding daily routines, classroom

- objects, colors, numbers, sizes and shapes
- Respond physically to simple commands
- Recite vocabulary introduced (cognates, family members, body parts, colors, numbers, days of week, months, daily routines, classroom objects, sizes and shapes)
- Understand and use adjectives to make simple descriptions
- Develop a cultural awareness for specific countries in which the target language is spoken. Students will be able to state in English three facts about the country/countries studied

Music

Students will be able to:

- Respond by moving to beats in sets of 2 and sets of 3
- Perform and count rhythm patterns containing half notes, half rests, whole notes, whole rests and ties
- Recognize and perform melodic patterns containing *do* and *re*
- Recognize and perform melodic direction using instruments and voices
- Recognize steps, skips, leaps, and repeated notes
- Recognize the notes of the musical alphabet
- Identify selections of music as verse and refrain
- Identify phrases within sections of songs
- Classify instruments as pitched or unpitched
- Classify percussion instruments
- Discriminate between piano and forte
- Listen to *Carnival of the Animals*

Physical Education

Students will be able to:

- Demonstrate age-appropriate safety practices
- Understand and demonstrate basic motor patterns
- Demonstrate the ability to work with others
- Participate in fitness-related activities

- Understand and apply basic rules and class procedures

Technology

Students will be able to:

- Use mouse and keyboard to operate computers
- Communicate about technology using developmentally appropriate and accurate terminology
- Use technology resources and tools for directed and independent learning activities
- Use developmentally appropriate multimedia resources and online resources
- Use online resources to gather and share information in curriculum content areas, with support from the teacher, parents, or student helpers
- Create developmentally appropriate and curriculum-based multimedia products with support from the teacher, parents or student helpers
- Practice safe and responsible use of technology
- Describe personal consequences of unsafe or inappropriate use of technology

Civil Behavior

Students will develop the following skills/attitudes:

- Responsibility: Be dependable and accountable for one’s own actions
- Empathy: Treat others respectfully and be sensitive to their feelings
- Strategies: Know and apply conflict resolution and decision making strategies
- Positive Attitude: Choose an optimistic way to think, act and feel
- Excellence: Demonstrate a strong work ethic and sense of pride in one’s efforts
- Citizenship: Follow the rules and work to make the school and local community a better place
- Trustworthiness: Be honest and relied upon to make wise choices

Community
Consolidated
School District 64
Park Ridge–Niles
Illinois

LEARNER
OBJECTIVES

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GRADE
two