



Mehlvilleville School District

Individually Focused. Committed to All.

**Parent/Student/Family
Curriculum Handbook**

Second Grade

2023 - 2024



Dear Parents, Guardians, Students and Families of the Mehlville School District:

The Curriculum Department is pleased to present you with the Mehlville School District Parent/Student/Family Curriculum Handbook. This handbook has been developed to help you understand what children should know and be able to do by the end of each grade level in each subject area.

This handbook is revised annually and includes Board-approved curriculum revisions to help meet the identified educational objectives for your child's grade level. Our teachers, principals and directors have provided suggestions for families to enhance and assist with your child's learning. We hope this handbook is helpful to you in having meaningful discussions with your child and your child's teacher about the curriculum being taught in their classroom.

Mehlville teachers and administrators work diligently to provide the best education possible for your children. We appreciate your support and the opportunity to serve in such a wonderful community. If you have any questions or comments regarding curriculum, feel free to contact your teacher, principal, curriculum directors (listed in the *Acknowledgements* section at the back of this book), or me. We welcome your thoughts and appreciate hearing from you.

The Mehlville School District provides educational opportunities for students and families from birth through adulthood. We are very proud to serve thousands of families beginning with our Parents as Teachers Program (PAT), Early Childhood Program, K-12 Programs, and our Community Education Program. It is our hope these important programs enhance the quality of life for all district patrons.

To access the handbook online, please go to www.mehlvilleschooldistrict.com, click on *Curriculum*, then *Handbooks*. We are happy to provide hard copies for families that prefer them over online access. Please take a few moments to look at the handbook and feel free to let us know your thoughts regarding the prepared documents.

The Mehlville Board of Education, Central Office Team, Principals, Curriculum Directors, Teachers and Support Personnel all wish you and your child a successful school year.

Sincerely,

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English Language Arts

The English Language Arts Curriculum for Second Grade is developed around reading, writing, language, and speaking and listening. It encourages student development through the use of a print-rich environment, along with individual, flexible, and whole-group instruction. Initial and on-going assessment provides information to guide instructional practice. The goal is to provide a balanced literacy program that will enhance the growth of communication skills in each student.

Course Objectives:

- comprehend and explain the key ideas and details from a variety of texts, media, or speakers by using evidence from the text
- understand how the author's craft, purpose, and structure shape the content and style of text
- compare and contrast texts and/or media on similar themes or topics
- research information and integrate knowledge and ideas from multiple sources when reading, writing, or speaking about the topic
- use a variety of strategies to determine the meaning of words and phrases the author uses in a text and will use grade appropriate vocabulary when writing or speaking
- fluently read and comprehend a range of texts, at or above grade level, independently and proficiently by applying appropriate decoding strategies
- will write opinion, narrative, and informative pieces for a variety of audiences and purposes using grade appropriate craft and structure
- develop and strengthen their writing by following a writing process with guidance and support from peers and adults
- demonstrate and apply the command of Standard English grammar and usage when reading, writing, or speaking
- utilize technology to research information, collaborate with peers, publish writing, and to present knowledge and ideas
- engage in a range of collaborative discussions with diverse partners on grade two topics and texts using grade appropriate discussion protocols and will clearly present knowledge and ideas for a variety of audiences and purposes

Parents/Families may assist their children by:

- reading to their child and with them
- discussing, predicting, and retelling stories
- sequencing events
- practicing vocabulary and spelling words every night
- reading school notes
- reviewing work daily
- writing daily
- providing a home library with a variety of reading material
- reading local media and discussing its significance

English Language Development for Newcomers K-5

English Language Development for Newcomers instruction is for non-native English speakers with a beginning level of English proficiency. The instruction is designed to support English language acquisition in the areas of social language and academic language. Students will practice listening, speaking, reading and writing skills.

Newcomers receiving additional English language development instruction will build a strong foundation in language in order to acclimate to the American school system and culture.

Course Objectives:

Multilingual learners will...

- learn and engage in social language needed to participate in a school setting
- learn and engage in academic language needed to participate in a school setting
- develop basic spoken English vocabulary by participating in simple conversations
- apply listening comprehension to information presented in diverse media
- develop basic concepts of communication through viewing and representing language

Parents/Families may assist their children by:

- nurturing their language through conversation and reading
- exploring a variety of books together through reading, discussing, labeling pictures, and retelling stories
- joining them in singing songs or chants, playing games, counting objects, and identifying letters in their environment
- providing art supplies and writing materials: pencils, crayons, markers, scissors, glue, and blank paper to draw and write
- exploring the community: stores, zoo, park, mall, public library and talking about these activities
- giving them numerous opportunities to interact with peers
- encouraging them to write notes, letters, lists, and signs
- checking for daily communication from school
- asking them about their school day
- requesting an interpreter as needed

English Language Development Second Grade

Mehlville School District Department of English Language Development services uphold students' civil rights by supporting academic and cultural development through research-based curriculum to meet academic proficiency. Language development is influenced by teachers, administrators, parents, and students to maximize educational impact. Models of English language development instruction include: co-teaching, content-based, and pullout.

Course Objectives

The language expectation for multilingual learners is to use social and academic language in all content areas.

Multilingual learners will...

Social and Instructional Language

Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

Language for Language Arts

Narrate

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language
- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

Inform

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps
- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language for Mathematics

Explain

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure
- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

Argue

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations
- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

Language for Science

Explain

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations
- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Argue

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions
- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Language for Social Studies

Explain

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question
- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

Argue

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion
- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Parents/Families may assist their children by:

- making sure they know their address and phone number
- nurturing their languages in addition to English through conversation and reading
- exploring a variety of books together through reading, discussing, labeling pictures, and retelling stories
- joining them in singing songs or chants, playing games, counting objects, and identifying letters in their environment
- providing art supplies and writing materials: pencils, crayons, markers, scissors, glue, and blank paper to draw and write
- exploring the community: stores, zoo, park, mall, public library and talking about these activities
- giving them numerous opportunities to interact with peers
- encouraging them to write notes, letters, lists, and signs
- checking for daily communication from school
- asking them about their school day
- requesting an interpreter as needed

Gifted (STRETCH)

The primary grade level gifted curriculum incorporates the core curricular areas as an instrumental foundation. Activities are designed to introduce the students in Kindergarten through third grade to higher level thinking skills, problem solving techniques, creativity, research skills, and to promote understanding of self, others and the world.

In order to correctly identify as many gifted students as possible, a uniform multi-criteria screening process is necessary. The following battery of tests and inventories is used in accordance with state guidelines to determine eligibility for gifted education:

- ability tests
- achievement tests
- creativity test
- parent and teacher surveys of student behaviors and characteristics

Course Objectives:

- apply research skills to develop a knowledge base for use in product development
- utilize at least one of the higher level thinking skills of analysis, synthesis and/or evaluation
- demonstrate the necessary skills to recognize and solve a problem
- exhibit the creative thinking skills of fluency, flexibility, originality and elaboration in written, oral and/or visual presentations
- gain self-awareness and develop interpersonal skills

Parents/Families may assist their children by:

- using their questions and expressions of interest as guides into further learning and exploration
- providing opportunities that can spark interest
- visiting museums, art galleries, educational institutions and historical places
- opening their world to encompass as many and varied experiences as possible
- encouraging them to take a chance on a new activity
- helping them understand that it's okay to make mistakes
- stimulating and widening their minds through suitable experiences with books, recreation, travel, games and the arts
- being an advocate for them

Recommended reading for parents:

- *Guiding the Gifted Child* by James T. Webb, Ph.D., Elizabeth Meckstroth, M.S.W. and Stephanie S. Tolan, M.A.
- *When Gifted Kids Don't Have All the Answers* by Jim Delisle, Ph.D. and Judy Galbraith, M.A.
- *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner

Guidance and Counseling

Mehlville School District Guidance and Counseling activities for students in second grade will consist of experiences in the areas of learning skills, making decisions, understanding and getting along with others, understanding and accepting self, personal responsibilities and career awareness.

Assessment includes counselor/teacher/student observations, classroom activities and verbal/written quizzes.

Course Objectives:

- demonstrate appropriate listening behaviors
- demonstrate knowledge of a decision-making process
- demonstrate knowledge of how to resolve conflicts and get along with others
- demonstrate awareness of likenesses and differences between self and others
- demonstrate understanding of personal responsibilities
- demonstrate knowledge of career pathways

Parents/Families may assist their children by:

- encouraging discussions with the school counselor
- sharing situations with the school counselor which may impact their school progress
- encouraging an awareness and importance of school rules
- modeling listening behaviors

Health

The second grade health curriculum will cover a variety of health topics that will enhance personal health behaviors and decisions.

Assessment includes the anecdotal records of teacher observations of student skills and performances. Paper and pencil assessments are given as well as teacher-made quizzes.

Course Objectives:

- identify and describe the basic structures and functions of the circulatory and respiratory systems
- recognize the health benefits of appropriate personal hygiene, dental health, adequate sleep, good posture, and exercise
- identify and sequence the stages of the human life cycle
- recognize the main components of a balanced and nutritious meal and snack
- identify the difference between non-communicable and communicable diseases
- explain the importance of obeying traffic signs and signals
- identify unsafe conditions and three ways to obtain assistance in an emergency
- identify and recognize safe and unsafe drugs

Parents/Families may assist their children by:

- discussing strategies to avoid acceptance of tobacco, alcohol and other drugs
- encouraging a healthy diet
- modeling and encouraging good hygiene
- talking to them about healthy eating habits
- providing healthy snacks

Library Media

Second grade students will build on their library skills and will focus on using the electronic catalog, literature enrichment and other Library Media Center resources.

Assessment includes librarian and teacher observations of student skills and performances. Teacher-assigned projects are used as assessments.

Course Objectives:

- find, evaluate, and select appropriate sources to answer questions
- apply an understanding of fiction and non-fiction in evaluating information and ideas
- develop as a self-motivated reader
- use and apply information presented in a variety of physical formats
- recognize patterns and relationships such as front and back cover, spine, title page and spine label
- participate in discussions of stories using higher-level thinking skills
- identify and discuss story elements, structures of text and patterns of language
- abide by the Acceptable Use Policy for Electronic Resources

Parents/Families may assist their children by:

- visiting the library with them and checking out books
- reading with them
- encouraging responsibility by seeing that books are returned on time
- helping them select age-appropriate books

Mathematics

Mathematics is designed to provide a classroom environment where the beginning learner develops number sense in everyday life by applying mathematical processes, reasoning, and problem-solving strategies. The topics covered are counting in multiples, place value, developing fluency with addition and subtraction, measuring, and describing and comparing shapes. The student will move through concrete models to pictorial representation, to abstract representation of mathematical concepts with an emphasis on problem solving and reasoning.

Course Objectives:

- make sense of problems and persevere, reason abstractly and quantitatively, model with mathematics, use tools strategically, attend to precision, make use of structure, look for and make use of repeated reasoning, construct viable arguments, and critique the reasoning of others when solving problems
- represent and solve problems involving addition and subtraction
- add and subtract within 20
- work with equal groups of objects to gain foundations for multiplication
- understand place value
- use place value understanding and properties of operations to add and subtract
- measure and estimate lengths in standard units
- relate addition and subtraction to length
- work with time and money
- represent and interpret data
- reason with shapes and their attributes

Parents/Families may assist their children by:

- quizzing them on simple addition and subtraction facts
- practicing counting forward or backward from any number
- estimating prices at the grocery store
- practicing reading an analog clock in 5-minute intervals
- counting various combinations of money

Music

In Second Grade Music, students broaden their musical knowledge and skills through the artistic processes of creating, performing, responding to, and connecting with music. Students engage in a variety of artistic mediums including singing, playing instruments, moving, reading, and listening.

Course Objectives:

- The student will conceive and develop new musical ideas and work.
- The student will realize artistic ideas and work through interpretation and presentation.
- The student will understand and evaluate how the arts convey meaning.
- The student will relate artistic ideas and work with personal meaning and external context.

Parents/Families may assist their children by:

- singing with them
- listening to them sing
- encouraging them to move to the beat of the music
- listening to a variety of music in the home/car
- providing opportunities to experience and/or participate in music outside the home
- discussing appropriate audience behavior at various musical events
- attending their school performances
- playing instruments together at home (ex - drum, kazoo, bucket)

Physical Education

2nd Grade Physical Education builds factual and conceptual fitness and health knowledge and skills with daily physical activities and formative feedback. In addition to developing locomotor and non-locomotor skills, manipulative skills and rhythmic movement, PE helps students to self-regulate and engage in healthy behaviors.

Course Objectives

- The student will make the connection that physical activity is a way to become healthy.
- The student will combine both locomotor and manipulative skills in physical activities and games.
- The student will develop knowledge of basic fitness concepts.
- The student will demonstrate personal responsibility, and develop teamwork skills and a respectful and inclusive attitude in social and physical activities, including skills practice, games, and sports.
- The student will actively participate in daily class fitness objectives and routines, including exercises, games, and skill development, to build the components of health and skill-related fitness.

Parents/Families may assist their children by:

- encouraging them to participate in an after-school activity
- monitoring them at play to improve social skills
- providing plenty of physical activities for them
- exercising with them
- making sure they wear tennis shoes on P.E. days

Remedial Reading Services

Remedial reading services are offered to eligible students at each elementary building in the Mehlville School District. Reading services are supplemental to classroom reading instruction. Reading Specialists provide remedial reading groups for grades K-3 and grades 4-5 if space allows.

Children are referred for remedial reading services by their classroom teachers. After permission to evaluate is received from the parent, the Reading Specialist administers an individual reading assessment to the student. Based on the results of the assessment, children may be eligible for remedial reading services. Parents are notified of assessment results and children are placed in the reading program as appropriate. Children who participate in remedial reading programs are reassessed at the end of each school year to evaluate progress and determine eligibility for the following school year. Parents are notified of their child's assessment results and eligibility for the following school year in May.

Science

The Second Grade student will be studying about Earth's systems (processes that shape the Earth), interdependent relationships in ecosystems, and structures and properties of matter. In addition, the students will utilize the science and engineering practices by asking questions and defining problems, developing and using models, and analyzing and interpreting data. The teacher will use a hands-on, minds-on approach to actively engage the students in constructing and revising their understanding of these concepts.

Course Objectives:

- understand patterns of how and why the earth has changed and that it is constantly changing
- understand important properties of water and that water shapes the Earth's surface
- understand that humans can design structures to solve problems related to Earth changing
- understand that there are patterns of how things work together in an ecosystem
- understand that plants depend on nonliving and living things for growth and reproduction
- understand that there is great diversity among living things in different habitats
- understand that matter can be classified by patterns in its properties
- understand that objects can be made up of smaller pieces of matter that could be reused to make a new object
- understand that there are reversible and irreversible changes in matter

Parents/Families may assist their children by:

- taking trips to the St. Louis Zoo, Magic House, Science Center, Botanical Gardens, Butterfly House, Mastodon State Park, etc.
- planting a garden and observing the life cycle of the flowers
- observing caterpillars as they turn into butterflies

Social Studies

The Second Grade student will gain an understanding of the people and cultures within our community today and long ago, how to read a variety of maps, knowledge of how to spend and save money, and how to be an informed and active citizen.

Course Objectives:

- The student will determine the roles of informed and active citizens.
- The student will utilize a variety of map types for different purposes.
- The student will make connections between the locations of various settlement groups and how they lived, as well as the role location plays in the formation of culture.
- The student will understand that our community is a diverse place (geographically and culturally).
- The student will identify how money is earned or acquired and the importance of weighing needs and wants before spending.

Parents/Families may assist their children by:

- reviewing with them where they live identifying city, state, country and general map features
- assisting them in recognizing national landmarks and symbols
- assisting them in identifying economic concepts such as responsibilities, wants and needs
- discussing areas and regions where ancestors have lived

Special Education

Special School District (SSD) provides special education and related services for students with educational disabilities in the Mehlville School District.

In collaboration with partner districts, Special School District provides technical education and a wide variety of individualized educational and support services designed to ensure the student's successful contribution to our community.

If you suspect that your child may have an educational disability and require an evaluation for special education, you should contact your child's teacher, school counselor, or principal.

Technology Literacy

The second grade technology literacy curriculum will identify and promote responsible use of technology in the community.

Assessment includes teacher observations of student skills. Teacher-assigned projects are used to assess the technology literacy curriculum.

Course Objectives:

- demonstrate the proper care and use of various technology equipment
- use technology tools to demonstrate basic operations and concepts involving computer applications, hardware and software
- explore both Internet Web sites and research databases in teacher-led sessions
- demonstrate positive ethical and social behaviors including compliance with the Acceptable Use Policy
- demonstrate knowledge of copyright laws as they pertain to individual work
- display proper and accurate keyboarding technique
- use appropriate computer applications to plan, create, and present a project

Parents/Families may assist their children by:

- demonstrating proper use and care of the computer
- providing educational software
- supervising the use of the Internet
- supporting the computer literacy program at their school

Visual Arts

In Second Grade Visual Arts, the student will develop their creative ability and explore different art media, such as drawing, painting and collage. The students will be exposed to famous artworks from history and other cultures as well as learn skills in interpreting and discussing works of art.

Course Objectives:

- Create - The student will have opportunities to play, investigate, acquire skills and interact with art materials and art processes.
- Perform - The student will be able to select, analyze, explain and share art experiences.
- Respond - The student will be able to perceive, analyze, interpret and evaluate works of art and their art experiences.
- Connect - The student will be able to connect art work to their own personal lives or the lives of others.

Parents/Families may assist their children by:

- Making coloring important and providing blank paper and coloring books along with crayons and markers
- Visiting the Art Museum and partaking in programs designed for young children
- Checkin out art books written for young children from the library
- Encouraging creativity and providing a place for children to work and explore building with different materials

Websites to Help Your Child Continuing Learning at Home

Prior to publication of this document, each site below was checked for appropriateness. The Mehlville School District is not responsible for any content or advertisements housed/published on these sites.

District Purchased: Log In through Class Link

Discovery Education

Videos, articles, and content for all subject areas.

i-Ready

Math & ELA practice through student individualized "My Path" or digital math games.

NewsELA

Large content of authentic and accessible articles to support/enhance curriculum and engage learners. Articles available across multiple reading levels.

Reading A-Z

Leveled books for reading instruction at all ages K-5.

Scholastic Learn at Home

Activities & projects to keep kids reading, thinking and growing.

World Book Online

Online reading resources

Typing Club (Grades 3-5)

Touch typing practice and instruction for kids

Free Online Sites

[Epic!](#)

Online reading resources. Videos, read to me books, Ebooks, leveled books, and more available to support reading instruction.

[Khan Academy](#)

Standards-aligned, student-paced instruction in math and social studies.

[GoNoodle](#)

Brain break videos for children that include: movement, academic, Social Emotional Learning, mindfulness, and more!

[Kids Health](#)

Resources for teaching health and safety. Students can access information without logging in.

[Scratch](#)

Coding website. You can use scratch to create stories, games, and animations.

[Code.Org](#)

Coding website dedicated to bringing computer science skills to all learners

World Book Online Web

World Book Online, a grade-appropriate research tool that includes encyclopedias, multimedia, eBooks, and primary source databases, is available to Mehlville students both at school and at home. The online reference tool developed by education experts also includes a time-line builder, citation builder, individual research accounts, a translation toll generating content in thirty languages, text-to-speech feature, video tutorials, interactive activities, magazine articles, newspapers and the following databases:

- World Book Kids – encyclopedia for elementary school students age 7 and up
- World Book Student – encyclopedia for middle school and high school students age 11 and up
- World Book Advanced – encyclopedia for high school and college students age 13 and up
- Living Green – online interactive site that examines causes of pollution and offers tips on green practices
- Early Peoples – online interactive site that examines history of ancient cultures
- Inventions and Discoveries – online, interactive site that examines inventions and discoveries
- Dramatic Learning – uses plays, skits and monologues to help students become more fluent readers and help them understand core concepts and retain information
- Early World of Learning – narrated stories, interactive games and reference materials to help young learners

To Access World Book Online:

- Go to <http://mehlilleschooldistrict.com>
- Select *Parents/Students*
- Select *Library Resources*
- Go to *World Book Online*

World Newspapers:

Located on the upper left side of the World Book Advanced home page is Research Tools. Within the Research Tools is World Newspapers which provides newspapers from the United States and around the world.

To access a newspaper:

- Select *World Newspapers* on the World Book Advanced home page
- Choose a location from around the world
- Click *GO*