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ABSTRACT

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for second grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

A Guide for Parents and Families about What Your 2nd Grader Should Be Learning in School This Year. Don't Fail Your Children.

South Carolina Department of Education,
South Carolina Education Oversight Committee

Fall 2001

DON'T FAIL YOUR CHILDREN

A Guide for Parents and Families About What Your 2nd Grader Should Be Learning in School This Year

It's no longer a secret...

This guide shares important information about the South Carolina Curriculum Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Curriculum standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the standards are being learned at each grade level.

The student standards that follow are a condensed version of the South Carolina Curriculum Standards for Mathematics, English/Language Arts, Science and Social Studies for **2nd Grade**. They are provided to help you become familiar with what your child is expected to do at the end of **2nd Grade** so that you can reinforce and support what your child is learning at school. Listed after the standards for each subject area are sample assessment questions for you to complete with your child, selected book titles for additional reading and website addresses for extended learning. This version does not include every standard taught in **2nd Grade**. If you are interested in the complete South Carolina Curriculum Standards, check with your child's teacher.

Before moving on to the next grade, students in grades 3 to 8 will be expected to score at or above grade level on state-developed tests – Palmetto Achievement Challenge Tests (PACT) – that test student knowledge of the South Carolina Curriculum Standards.

South Carolina Curriculum Standards.

Here are seven key reasons parents should be in the **know** about the new curriculum standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests (PACT) on grade-level curriculum standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same curriculum standards.
4. Standards help parents to know if their child is being taught the same subject content as children across the nation. South Carolina Curriculum Standards have been matched and compared with standards of other states to make sure that they are challenging.
5. Standards help parents to know more about the academic progress of their child and provide assistance at home in areas where the children need help. Parents no longer have to guess the type of help their children need to do better in school. Standards give parents more specific information for helping their children at home.
6. Standards help parents to participate more actively in parent/teacher conferences. Knowledge of the curriculum standards helps parents understand more about what their children are learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their children.
7. Standards help parents to understand that what their children learn in school one year ties into what they will learn in the next year and in future years. Parents are able to see how their child's knowledge is growing from one year to the next.

MATHEMATICS

Students will be able to:

Numbers and Operation

- Identify the value of each digit in a 4-digit number (for example: in the number 3,527 "3" means 3,000, "5" means 500, "2" means 20 and "7" means 7).
- Use the words and symbols "greater than" (>), "less than" (<) or "equal to" (=) to compare numbers between 0 and 999.
- Order one-half, one-third and one-fourth using models.
- Use arrays and repeated addition to describe multiplication as equal groupings.

3 + 3 + 3 = 9
repeated addition

3 x 3 Array 3 x 3 = 9

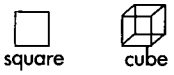
- Use information from simple charts and graphs to solve one- and two-step addition and subtraction problems.
- Write addition and subtraction facts in number sentences (for example: 6 + 4 = 10).
- Add and subtract two-digit numbers with and without regrouping (borrowing and carrying).
- Find the missing part of an addition or subtraction number sentence (for example: __ + 8 = 15; 9 = 16 - __).
- Round numbers up to 90 to the nearest 10.

Algebra

- Count by any number from 1 to 10 (starting at any number) using mental math, paper and pencil, hundreds charts, calculators and objects.
- Use symbols to show an equality statement (for example: __ + 2 = 5; 3 + 6 = __).
- Use real objects and picture models to develop an understanding of addition, subtraction, multiplication and division.

Geometry

- Compare and describe three-dimensional shapes such as cubes, rectangular solids, squares and pyramids according to the number and shape of faces, edges, bases and corners.
- Compare circle:sphere, square:cube, triangle: pyramid and rectangle:rectangular solid.

Example: 

- Use left, right, north, south, east and west to identify a location on a picture map.
- Create figures that have symmetry (equal parts) when folded across a line (the fold is the line of symmetry).

Measurement

- Choose an appropriate measure for length, volume/capacity, weight/mass, perimeter, area, time and temperature.
- Use nonstandard and standard (U.S. customary and metric) measuring devices to measure length, volume/capacity and weight/mass.
- Use more, less and equal to compare metric and U.S customary units (cups, pints, quarts, gallons and liters).
- Use analog (a clock with hour and minute hands) and digital clocks to tell and write time to the quarter hour.
- Use a calendar to tell specific dates.
- Make money exchanges.
- Create and solve money stories.
- Use Celsius and Fahrenheit thermometers to read temperature.

Data Analysis and Probability

- Collect, sort and organize data (numerical information).
- Use data to make charts, graphs and tables.
- Tell if an event is more likely or less likely to happen.

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

Have your child:

- Play games from your own family traditions such as counting games and games that require keeping score. Try schoolyard games such as jump rope, hopscotch and jacks. Games require children to use strategies to make decisions, solve problems and develop an understanding about numbers, how to use them (number sense) and computational skills.
- On his/her next trip to the grocery store, use a scale to obtain the amount of produce you request.
- Use spare change to foster money awareness and math skills.
- Use recipes to learn about measurement and fractions.
- Play travel games to learn about maps and math when traveling.
- Estimate the number of candies in a bag, discuss how the estimate was determined and count the candies to compare the estimate.
- Create a graph to organize and display a collection (such as shells, baseball cards or stickers).

Books:

- Aker, Suzzane. *What Comes in 2s, 3s and 4s?*
- Hutchins, Pat. *Clocks and More Clocks.*
- Hutchins, Pat. *The Doorbell Rang.*
- Kellogg, Steven. *Much Bigger than Martin.*
- Matthews, Louise. *Gator Pie.*
- Murphy, Stuart. *Probabably Pistachio.*
- Viorst, Judith. *Alexander Who Used to be Rich Last Sunday.*

Websites:

- www.edu4kids.com/math – This interactive site allows students to practice basic facts.
- www.figurethis.org – This site has fun and engaging mathematics questions for children.
- www.illuminations.nctm.org – Click on "I-Math Investigations" for interactive learning opportunities.
- www.myscschools.com – Website where parents can view all curriculum standards.

ENGLISH/LANGUAGE ARTS

Students will be able to:

Reading/Literature

- Use knowledge of phonetic rules to read words.
- Use pictures, diagrams, titles, headings and other information in a story to understand the meaning of the story.
- Connect experiences that he/she has had to what is being read.
- Use knowledge of word parts and forms of words (contractions such as "can't" and possessives such as "his") when reading.
- Use knowledge of how a story is put together (beginning, middle and end) to better understand what is read.
- Read fiction (not factual) and nonfiction (factual) selections and poetry.
- Preview a story to get an idea of what it is about and why he/she is going to read it.
- Read a sentence part or word again if it does not make sense.
- Tell the main idea of a story.
- Find answers to questions about what is read.
- Explain the problem in a story and tell how it was solved.
- Describe the people and places in what he/she reads.
- Retell the events in a story in the order in which they occurred.
- Write about what is read.
- Identify the causes and effects of events that happen in a story.
- Tell how ideas in a story are alike and how they are different.
- Identify and discuss times, places and customs in what is read.
- Identify and discuss general themes in stories and compare them to his/her experiences.
- Organize information from a story in a chart or diagram.
- Read different types of literature such as stories, poems, plays, directories, newspapers, charts and diagrams.
- Read for an extended period of time daily.

Listening

- Listen and predict what will happen.
- Follow three- or four-step oral directions.
- Listen to audiotapes, discussions and stories read aloud and ask questions when needed to understand.

Speaking

- Join in speaking activities.
- Use correct words when speaking.
- Begin to use more complex sentences when speaking.
- Correct his/her own speech when he/she makes a mistake.
- Use more words to show that his/her vocabulary is growing.
- Talk to explain ideas.
- Give oral directions with three or four steps.
- Identify and use words that mean the same and words that have opposite meanings.
- Speak clearly and with expression.
- Speak for different purposes: to explain, to persuade and to entertain.
- Think of and share stories or information orally with others.
- Participate as a member and as a leader speaking in a group.
- Tell what he/she has heard in his/her own words.
- Use the telephone and take and give messages.

Writing

- Write stories, letters and simple explanations.
- Think about ideas before writing.
- Organize writing to have a beginning, middle and end.
- Rewrite to make ideas clear.
- Edit (correct) final copy for grammar, capital letters, punctuation and spelling.
- Use available computers.
- Use different types of complete sentences.
- Write in many forms such as stories, poems, plays, directories, newspapers, charts and diagrams, and share with others.
- Write for an extended period of time each day.

Research

- Know where to go to locate information.
- Use the dictionary, encyclopedia and other resources.
- Use a table of contents.
- Examine pictures, diagrams and charts.
- Use available technology.

(ENGLISH/LANGUAGE ARTS CONTINUED ON BACK)

SCIENCE

Students will be able to:

Inquiry and Process Skills

- Use the five senses (sight, smell, hearing, touch and taste) to gather information about objects or events.
- Compare and sort/group objects, including arranging them in sequential order.
- Estimate and measure mass, length, volume and temperature using standard (U.S. customary and metric) and nonstandard whole units.
- Describe objects and explain ideas using drawings, tables, graphs, and written and oral language.
- Use simple equipment such as thermometers or hand lenses to investigate objects, organisms or the environment, and describe the investigation and discoveries made.

Life Science

- Identify the basic needs of animals, such as air, water, food, shelter and living space.
- Observe and describe animals at different stages of their life cycle, how they interact with each other and their environments, and group them according to their habitats.
- Investigate animals that go through distinct developmental stages (metamorphosis) during their life cycle (such as a caterpillar into a butterfly).
- Group (classify) animals based on their similarities.

Earth Science

- Observe, define and identify weather conditions (temperature, wind and precipitation) and weather patterns, and describe the four seasons of the year.
- Measure and record weather data (temperature, precipitation).
- Create and use symbols to represent weather conditions and chart/graph weather data.
- Investigate the effect of the wind on objects and use a wind vane to identify changes in wind direction.
- Compare drought and flood conditions, and their effects on people and the land.
- Identify safety precautions to use during severe weather conditions.

Physical Science

- Identify materials as solids, liquids or gases and recognize their properties.
- Demonstrate and describe how materials change from one state to another, such as water freezing to form ice and evaporating to water vapor.
- Investigate with magnets to classify objects as magnetic/metal and nonmagnetic/nonmetal.
- Demonstrate and describe how magnets attract and repel each other.
- Identify useful applications of magnets (such as a refrigerator magnet or as part of a can opener).

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

Have your child:

- Cut pieces of fabric, cork, paper and other such items into similar shapes. With eyes closed, try to identify the different materials based on touch.
- Estimate and measure weight and length of stuffed animals. Sort and group the toys based on the measurements.
- Collect some tadpoles from a pond, establish a habitat for them in a shallow aquarium, and observe and describe their growth and development.
- Observe and record the weather for a month. Create drawings or other symbols for weather conditions, such as overcast, rainy and sunny.
- Use a thermometer to measure the temperature indoors and outdoors, and compare the two temperatures.
- Measure the amount of water in a glass and allow the glass of water to sit on the counter for a few days, measuring the amount of water daily and discussing the change in amounts.
- Make salad dressing and discuss whether the ingredients are solid or liquid as they are added.
- Attach a paper clip to the end of a magnet: continue adding paper clips to see how many paper clips can be attracted to the end of the magnet. Repeat using different magnets. Compare the number of paper clips each magnet was able to attract.
- Take a walk through the neighborhood or a park, identify the animals he/she sees and discuss their basic needs (air, water, food, shelter and living space).

Books:

- Aardema, Verna. *Bringing the Rain to Kapiti Plain.*
- Byles, Monica. *Experiment With Senses.*
- Burstein, John. *The Cycle of Life.*
- Cole, Joanna. *The Magic School Bus Gets Baked in a Cake: A Book about Kitchen Chemistry.*
- Gibson, G. *Playing with Magnets.*
- Hopkins, Lee Bennett. *Weather.*
- Legg, Dr. Gerald. *From Caterpillar to Butterfly.*
- Mandel, Muriel. *Simple Weather Experiments With Everyday Materials.*
- Pfeffer, Wendy. *From Tadpole to Frog.*

Websites:

- Bill Nye.com – www.nyelabs.kcts.org/
- ENature – www.eNature.com
- Learning Network Parent Channel – www.familyeducation.com
- National Parent Information Network – www.npin.org
- National Wildlife Federation – www.nwf.org/kids/
- South Carolina Department of Education – www.myscschools.com
- South Carolina ETV's Resources for Teachers, Students and Parents – www.knowitall.org

SOCIAL STUDIES

Students will be able to:

History: Time, Continuity and Change

- Identify characteristics that contribute to one's personal individuality.
- Compare and contrast family life in various places in the world and in history.
- Discuss historic traditions of diverse groups and people.
- Explain how traditions are passed down from generation to generation.

Government/Political Science: Power, Authority and Governance

- Discuss the purposes of rules and laws, and the consequences for breaking them.
- Name sources of power and authority in the community.
- Identify ways people promote the ideals of American society.
- Identify what it means to be a responsible citizen.
- Identify cultural diversity in the United States.
- Define "nation" and recognize the United States as a nation.
- Understand that the United States interacts with other countries through trade, diplomacy and cultural contacts.
- Demonstrate how citizens can influence policies and decisions by working with others.

Geography: People, Places and Environments

- Define, compare and contrast regions.
- Locate the United States, the seven continents and the four oceans on a map and a globe.
- Identify purposes and characteristics of maps, globes and graphs.
- Describe how various cultures influence people's ways of living.
- Understand the importance of transportation and communication networks.
- Explain patterns of land use and types of settlements.
- Explain how the physical environment can accommodate and be endangered by human activity.
- List ways the physical environment provides opportunities and constrains human activities.

Economics: Production, Distribution and Consumption

- Compare and contrast the systems of money exchange and bartering.
- Identify examples of making economic choices.
- Discuss how people's choices determine what will be produced.
- List examples of resources needed to make specific products.
- Explain how one can increase his or her amount of money through saving and investing.
- List examples of markets for various goods and services.
- Name goods and services provided by the government.
- Explain why the government collects taxes.
- Discuss the flow of money between businesses and households.
- Explain how nations exchange money for goods and services.
- Define importing and exporting.
- Explain economic interdependence among nations and regions.

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

Have your child:

- Learn about your family history. Look at pictures and family heirlooms. Discuss customs, beliefs and traditions that have been passed along.
- Talk about voting. Decide on a family activity or a family dinner at a favorite restaurant by voting.
- Start saving money in a piggy bank or open a savings account at a local bank.
- Take a walk or drive and see how many ways he/she can find to show how people use and change the land.
- Find his/her city on a local map, the state on a United States map and the United States and his/her state on a world map or globe.
- Design a map of his/her bedroom. Expand this map and design a map of your home. Label the rooms and locations of the furniture.
- Make a list of all the stores your family uses. Talk with your child about what each of these places provides for your family.

Books:

- dePoala, Tomie. *The Legend of the Indian Paintbrush.*
- Dorros, Arthur. *Abuela.*
- Hall, Donald. *Ox Cart Man.*
- Lord, John Vernon. *The Giant Jam Sandwich.*
- Marzolla, Jean. *Happy Birthday, Martin Luther King.*
- Mitchell, Margaree King. *Uncle Jed's Barbershop.*
- Polacco, Patricia. *Chicken Sunday.*
- Tylant, Cynthia. *When I was Young in the Mountains.*
- Williams, Karen Lynn. *Galimoto.*
- Williams, Vera B. *A Chair for my Mother.*

Websites:

- Fun School – www.funschool.com
- Kids Click – www.sunsite.berkley.edu/KidsClick
- Kids Space – www.kids-space.org/
- Lycos Zone – www.lycoszone.lycos.com
- National Geographic – www.nationalgeographic.com
- Scholastic – www.scholastic.com
- The Smithsonian Institution – www.si.edu
- Think Quest – www.tqjunior.thinkquest.org/
- Weekly Reader – www.weeklyreader.com

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

- Encourage your child to keep a journal.
- Engage in written conversations with your child.
- Encourage your child to write letters or send e-mail to family and friends.
- Have your child tell you about pictures he/she draws. Write down the story he/she shares.
- Encourage your child to read recipes and to help in the kitchen.
- Encourage your child to say rhymes or chants when playing games such as jump rope or hopscotch.
- When eating at a restaurant, encourage your child to read the menu and order for him/herself.
- Tell stories to your child about your childhood and life experiences.
- Have your child write or orally give directions to a younger sibling.
- Talk to your child about the characters in a story he/she reads. Have him/her picture them in his/her mind and write a short description of one.
- Have your child draw a picture that represents the setting in a story. Have him/her write a caption to describe the picture.
- Provide a variety of types of reading materials for your child - books, magazines, newspapers, empty food boxes, junk mail, etc.
- Reward your child with books or journals.
- Get your child a library card and regularly go to the library or bookstore.
- Practice reading easy books to develop fluency.
- Use comic strips to practice sequencing. Read the comic strip, cut it apart by frame and put it back together in the correct order.
- Read aloud to your child.
- Use different voices when reading aloud different parts of a story.
- Allow your child to read and write, JUST FOR FUN!

Books:

- Blume, Judy. *Freckle Juice.*
- Cameron, Ann. *Stories Julian Tells.*
- Cleary, Beverly. *Ramona Quinby, Age 8.*
- McKissack, Patricia. *Mirandy and Brother Wind.*
- Sharmat, Marjorie. *Nate the Great.*
- Silverstein, Shel. *Where The Sidewalk Ends.*
- Warner, Gertrude. *The Boxcar Children Mysteries.*
- Williams, Margery. *The Velveteen Rabbit.*

Websites:

- Children's Literature Website – www.acs.ucalgary.ca/~dkbrown/bestbooks
- Georgia Department of Education – www.glc.k12.ga.us
- Learning Page.com – www.sitesforteachers.com
- Carol Hurst's Children's Literature Site – www.carolhurst.com
- Surfing the Net with Kids – www.surfnetkids.com
- United States Department of Education – www.ed.gov.pubs/parents
- South Carolina Department of Education – www.myscschools.com
- National Association for the Education of Young Children – www.naeyc.org
- National Parent Teacher Association – www.pta.org
- National Parent Information Network – www.npin.org

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