



# Mrs. Madden's 2<sup>nd</sup> Grade Syllabus

## Bell's Crossing Elementary

### 2011-2012



The standards listed are taken directly from the SC State Department of Education.

## Social Studies

**Texts/Resources:** Houghton Mifflin textbook, various trade books, computers/PowerPoints, maps and globes, teacher created materials

### First Quarter

#### Our Community (Geography)

- 2-2.1 Locate on a map the places and features of the local community (urban, suburban, rural areas)
- 2-2.2 Recognize characteristics of the local region
- 2-2.3 Summarize roles of workers in the community
- 2-2.4 Summarize changes that have occurred in the life of the local community over time
- 2-2.5 Compare the history and features of the local community with those of different communities around the world



### Second Quarter

#### Our World (Maps & Globes)

- 2-4.1 Identify on a map the continents and the major nation-states of the world and distinguish between these two entities
- 2-4.2 Summarize how nation-states interact with one another in order to conduct trade



### Third Quarter

#### Economics

- 2-5.1 Identify examples of markets and price in the local community and explain roles of buyers and sellers
- 2-5.2 Summarize the concept of supply and demand and explain its effect on price
- 2-5.3 Recognize that people's choices about what they buy will determine goods and services that are produced
- 2-5.4 Identify the relationships between trade and resources both within and among communities (natural, human, and capital resources)

#### Regions of the U.S.

- 2-1.1 Recognize the basic elements that make up cultural regions in the United States
- 2-1.2 Compare historic traditions, customs, and cultures of various regions in the United States



### Fourth Quarter

#### U.S. Regions (continued)

- 2-1.3 Summarize contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States
- 2-1.4 Recall stories and songs about regional folk figures who have contributed to the development of cultural history of the United States

#### Government

- 2-3.1 Recognize different types of local laws and those people who have the power and authority to enforce them
- 2-3.2 Identify roles of leaders and officials in local government
- 2-3.3 Explain ways that local and state governments contribute to the federal system

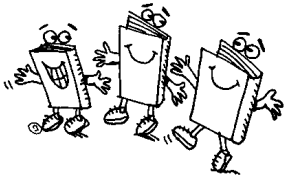


# Reading & Word Study

**Texts/Resources:** Author & Genre Studies (various trade books), AR program, Balanced Literacy, 4 Blocks, pocket charts, student dictionaries/thesauruses, charts, books on tape, computer/PowerPoints, and teacher created materials

**The following standards will be addressed weekly during our Reading Workshop block:**

- 2-1.10 Read independently for extended periods of time for pleasure
- 2-1.8 Classify works of fiction (fables, tall tales, folktales) and words of nonfiction (biographies) by characteristics
- 2-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts
- 2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently
- 2-3.1 Use context clues to determine the meaning of unfamiliar words
- 2-3.3 Recognize high-frequency words in context
- 2-3.8 Use knowledge of spelling patterns and high-frequency words to read fluently

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><b>Genre Studies:</b> Reading Strategies, Mysteries</p> <p><b><u>Standards Addressed:</u></b></p> <p><b>Reading Process/Comprehension</b>                      2-1.1 Analyze the details that support the expression of the main ideas in a literary text                      2-1.2 Analyze a given literary text to make, revise, and confirm predictions                      2-1.3 Analyze the text to determine the narrator                      2-1.5 Analyze a narrative text to identify characters, setting, and plot                      2-1.9 Explain cause and effect relationships in literary texts</p> <p><b>Phonics and Word Study</b>                      2-3.5 Recognize synonyms, antonyms, and homonyms in context                      2-3.6 Use a knowledge of individual words to determine the meaning of compound words                      2-3.9 Analyze spelling patterns in context and parts of multisyllabic words                      2-3.10 Spell frequently used irregular words correctly                      2-3.11 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.                      2-3.12 Spell high-frequency words                      2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters.</p>	<p><b>Genre Studies:</b> Informational, Biographies</p> <p><b><u>Standards Addressed</u></b></p> <p><b>Reading Process/Comprehension</b>  <b>Analysis of Texts</b>                      2-2.1 Analyze the central idea and supporting evidence during discussion of informational text.                      2-2.2 Analyze informational texts to draw conclusions and make inferences in discussions                      2-2.3 Distinguish between fact and opinions in informational texts                      2-2.4 Create responses to informational texts through a variety of methods                      2-2.5 Use headings, subheadings, and print styles to gain information                      2-2.6 Use graphic features as sources of information                      2-2.7 Use text features as sources of information                      2-2.8 Explain cause and effect relationships in informational texts                      2-1.6 Explain the effect of the author's craft (word choice, repetition) on the meaning of text                      2-1.4 Find examples of devices of figurative language (similes) and sound devices (onomatopoeia and alliteration)</p> <p><b>Phonics and Word Study</b>                      2-3.9 Analyze spelling patterns in context and parts of multisyllabic words                      2-3.10 Spell frequently used irregular words correctly                      2-3.11 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.                      2-3.12 Spell high-frequency words</p>	<p><b>Genre Studies:</b> Fables, Tall Tales</p> <p><b><u>Standards Addressed</u></b></p> <p><b>Reading Process/Comprehension</b>                      2-2.1 Analyze the central idea and supporting evidence during discussion of informational text.                      2-2.2 Analyze informational texts to draw conclusions and make inferences in discussions                      2-2.3 Distinguish between fact and opinions in informational texts                      2-2.4 Create responses to informational texts through a variety of methods                      2-2.5 Use headings, subheadings, and print styles to gain information                      2-2.6 Use graphic features as sources of information                      2-2.7 Use text features as sources of information                      2-2.8 Explain cause and effect relationships in informational texts</p> <p><b>Phonics and Word Study</b>                      2-3.9 Analyze spelling patterns in context and parts of multisyllabic words                      2-3.10 Spell frequently used irregular words correctly                      2-3.11 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.                      2-3.12 Spell high-frequency words</p>	<p><b>Genre Studies:</b> Poetry, Fairytales, Chapter Books</p> <p><b><u>Standards Addressed:</u></b></p> <p><b>Reading Process/Comprehension</b>                      2-1.1 Analyze the details that support the expression of the main ideas in a literary text                      2-1.2 Analyze a given literary text to make, revise, and confirm predictions                      2-1.3 Analyze the text to determine the narrator                      2-1.5 Analyze a narrative text to identify characters, setting, and plot                      2-1.9 Explain cause and effect relationships in literary texts</p> <p><b>Phonics and Word Study</b>                      2-3.2 Construct meaning through a knowledge of base words, prefixes and suffixes in context                      2-3.4 Identify idioms in context                      2-3.9 Analyze spelling patterns in context and parts of multisyllabic words                      2-3.10 Spell frequently used irregular words correctly                      2-3.11 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.                      2-3.12 Spell high-frequency words</p> <div style="text-align: right; margin-top: 20px;">  </div>

# Writer's Workshop

**Texts/Resources:** 4 Blocks, 6+1 Trait Writing Model, 4-Square Writing Method, writer's notebooks, pocket charts, publishing materials, student dictionaries/thesauruses, computers/PowerPoints, author's chair, trade books

**Second Grade classrooms implement Writer's Workshop block daily. In this block, the following standards will be addressed:**

2-4 Create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

2-5 Write for a variety of purposes and audiences

2-6 Access and use information from a variety of sources



First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<i><u>6+1 Traits are integrated throughout each unit</u></i>	<i><u>6+1 Traits are integrated throughout each unit</u></i>	<i><u>6+1 Traits are integrated throughout each unit</u></i>	<i><u>6+1 Traits are integrated throughout each unit</u></i>
<ul style="list-style-type: none"> <li>* Sentence &amp; Paragraph Unit</li> <li>* Story Unit</li> <li>* Friendly Letter Unit</li> </ul>	<ul style="list-style-type: none"> <li>* Friendly Letter Unit</li> <li>* Descriptive Unit</li> <li>* How-To Unit</li> <li>* Persuasive Unit</li> </ul>	<ul style="list-style-type: none"> <li>* Persuasive Unit</li> <li>* Dialogue Unit</li> <li>* Tall Tale Unit</li> </ul>	<ul style="list-style-type: none"> <li>* Poetry Unit</li> <li>* Memoirs Unit</li> <li>* Magazines, Newspapers &amp; Memory Books</li> </ul>

## Things to look forward to in writing:

- Wee Deliver - This will provide an authentic writing experience for students to write to friends.
- Publishing Center - Students will publish hardbound books for a special treasured keepsake.
- Author's Chair - Students will share their writing with the class and provide constructive feedback to each other.
- Writing Portfolios - Students will keep writing portfolios so they will be able to see their growth as a writer at the end of the school year.
- Writing Celebrations - Students will participate in special writing celebrations throughout the year!



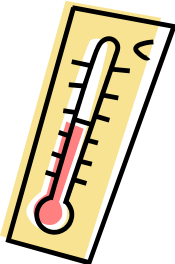
*Cursive writing will be introduced in second grade! Can you earn your cursive license? 😊*

# Math

**Texts/Resources:** Harcourt Brace textbook, Everyday Math Counts, math games, pattern blocks, base ten blocks, unifix cubes, plastic money, hundreds charts, number lines, rulers, calculators, clocks, graphs, overhead/transparencies, computers, Stuart J. Murphy books, other trade books, PowerPoints

**The following standard will be addressed throughout all math units in second grade and through Every Day Math Counts:**

2-1 Understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><u><b>Addition &amp; Subtraction</b></u></p> <p>2-2.8 Generate addition and subtraction strategies to find missing addends and subtrahends through 20</p> <p><u><b>Numbers &amp; Patterns</b></u></p> <p>2-2.1 Generate estimation strategies to approximate objects up to 1,000</p> <p>2-2.2 Represent quantities in word form through twenty</p> <p>2-2.3 Represent multiples of ten in word form through ninety</p> <p>2-2.4 Compare whole-numbers through 999 by using <math>&lt;</math>, <math>&gt;</math>, <math>=</math></p> <p>2-2.9 Generate strategies to round numbers through 90 to the nearest 10</p> <p>2-2.10 Analyze the magnitude of digits through 9,999 on basis of place value</p> <p>2-3.1 Analyze numeric patterns in skip counting 1-10</p> <p>2-3.2 Translate patterns into rules for simple multiples</p> <p>2-3.3 Analyze relationships to complete and extend growing and repeating patterns</p> <p>2-3.4 Identify quantitative and qualitative changes over time</p> <p>2-3.5 Analyze quantitative and qualitative changes over time</p> 	<p><u><b>Time</b></u></p> <p>2-5.7 Use analog and digital clocks to tell and record time to the nearest quarter hour and to the nearest five-minute interval</p> <p>2-5.8 Match a.m. and p.m. to familiar situations</p> <p>2-5.9 Recall equivalences associated with time: 60 minutes = 1 hour; 24 hours = 1 day</p> <p><u><b>Geometry &amp; Probability</b></u></p> <p>2-4.1 Analyze the three dimensional shapes: spheres, cubes, cylinders, prisms, pyramids, and cones according to the number and shape of the faces, edges, corners, and bases of each</p> <p>2-4.2 Identify multiple lines of symmetry</p> <p>2-4.3 Predict the results of combining and subdividing polygons and circles</p> <p>2-6.4 Predict on the basis of data whether events are more likely or less likely to occur</p> <p><u><b>Measurement</b></u></p> <p>2-5.3 Use appropriate tools to measure objects to the nearest whole unit (centimeters, feet, yards; cups, quarts, gallons; ounces, pounds; Celsius and Fahrenheit)</p> <p>2-5.4 Generate common measurement referents for feet, yard, and centimeters</p>	<p><u><b>Measurement</b></u></p> <p>2-5.5 Use common measurement referents to make estimates in feet, yards, and centimeters</p> <p>2-5.6 Predict whether the measurement will be greater or smaller when different units are used to measure the same object</p> <p>2-5.9 Use equivalences associated with length: 12 inches = 1 foot, 3 feet = 1 yard</p> <p><u><b>Adding 2-Digit Numbers</b></u></p> <p><u><b>Subtracting 2-Digit Numbers</b></u></p> <p>2-2.7 Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping</p> <p><u><b>Money</b></u></p> <p>2-5.1 Use a counting procedure to determine the value of coins and bills</p> <p>2-5.2 Use coins to make change up to one dollar</p> <p>2-5.1 Use a counting procedure to determine the value of coins and bills</p> <p>2-5.2 Use coins to make change up to one dollar</p> 	<p><u><b>Data &amp; Graphing</b></u></p> <p>2-6.1 Create survey questions to collect data</p> <p>2-6.2 Organize data in charts, pictographs, and tables</p> <p>2-6.3 Infer trends in a data set as increasing, decreasing, or random</p> <p><u><b>Multiplication &amp; Division</b></u></p> <p>2-2.5 Interpret models of equal grouping (multiplication) as repeated addition and arrays</p> <p>2-2.6 Interpret models of sharing equally (division) as repeated subtraction and arrays</p> 

**Daily Every Day Math Counts Calendar Activities reinforce skills, including:**

- Sequencing days and months/writing the date
- Place value-ones, tens, hundreds, thousands
- Counting money
- Telling Time







- Counting by 2's, 3's, 4's, 5's, 10's
- Creating and Identifying Patterns
- Problem Solving

# Science/Health

**Texts/Resources:** Harcourt textbook, science kits, science lab materials, overhead/transparencies, computers, trade books, Science PLUS materials, charts, scientific process, teacher created materials, PowerPoints

**The following inquiry/process standards will be addressed through each science unit explored in second grade:**

- SIA1: Observe
  - Use senses to gather information about objects or events
- SIA2: Classify
  - Compare, sort, and group concrete objects according to observable properties
  - Arrange objects in sequential order
- SIA3: Measure
  - Use standard and nonstandard whole units to estimate and measure mass, length, volume, and temperature
- SIA4: Communicate
  - Use drawings, tables graphs, written, and oral language to describe objects and explain ideas and actions
- SIB1: Plan and conduct a simple investigation
  - Ask a question about objects, organisms, and events in the environment
  - Use simple equipment to gather data and extend senses
  - Communicate investigations and explanations

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><u><b>Nutrition</b></u> II. Nutritional Choices</p> <p><u><b>Magnets</b></u> SIVB: Magnetism</p> <p>1.a.- Investigate and classify the results of magnetic forces on common objects</p> <p>1.b.- Demonstrate and describe how the poles of magnets attract and repel each other</p> <p>1.c.- Give examples of useful applications of magnets</p> <p><u><b>Animals</b></u> SIIA: Characteristics of Organisms</p> <p>1.a -Identify basic needs of animals</p> <p>2.a.- Describe the relationship between animals and their habitats</p> <p>2.b. – Group animals based on their habitats</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p><u><b>Animals (continued)</b></u> SIIIB: Life Cycles of Organisms</p> <p>1.a.- Observe and describe the growth and development of animals throughout their life cycles</p> <p>1.b.- Investigate and understand that animals go through a series of orderly changes in their life cycles</p> <p>1.c.- Observe growth in animals over time</p> <p>2.a.- Investigate that some animals go through metamorphosis while others resemble their parents</p> <p>2.b. Classify animals based on their similarities</p> <p>SIIIC: Organisms and their Environments</p> <p>1.a.- Investigate and describe ways in which animals interact with each other and with their environment</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p><u><b>Weather</b></u> SIIIA: Changes in the Earth and Sky</p> <p>1.a.- Define components of weather</p> <p>1.b.- Observe and identify weather conditions and patterns</p> <p>1.c.- Create and use symbols to represent weather conditions</p> <p>1.d.- Describe and sequence the seasons</p> <p>1.e.- Identify safety precautions to use during severe weather conditions</p> <p>2.a.- Measure and record temperature</p> <p>2.b.- Measure and record precipitation</p> <p>2.c.- Investigate and describe changes in wind direction</p> <p>2.d.- Make simple charts and graphs of observed weather data</p> <p>2.e.- Identify the importance of measuring and recording weather date</p> <p>2.f.- Compare drought and flood conditions</p> <p>2.g.- Investigate and describe how weather affects water supply and water conservation</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p><u><b>Matter</b></u> SIVA: Property of Objects and Materials</p> <p>1.a.- Examine and classify common physical properties of solids, liquids, and gases</p> <p>2.a.- Identify materials as solid, liquid, or gas</p> <p>2.b.- Demonstrate and describe how water and other materials change from one state to another</p> <p>3.a.- Measure length, mass, volume, and temperature of various materials</p> <div style="text-align: center; margin-top: 20px;">  </div>

**\*Note: This syllabus is subject to change.**  
Standards are taught on a continuous basis and are integrated throughout all subject areas.  
The units are not limited to the exact theme or timetable listed. Individual teachers may adjust this syllabus in order to meet the needs of their students when necessary. Each teacher will keep parents informed of current themes.

**Bell's Crossing Elementary  
Syllabus for Second Grade**

**2<sup>nd</sup> Grade Philosophy**

Second grade is an exciting place to be at Bell's Crossing! Our standards based curriculum is presented in such a way that all levels of learners are stimulated. We work together to provide activities that foster thinking skills and problem solving. We support the theory that every child can learn. Between our team, our parents, and our students, we are confident that second grade is a place *to soar and succeed, to grow and lead.*

The following is a condensed version of what your child should be able to do by the end of second grade. This is not a complete list of standards taught in second grade, but gives you an overall understanding of goals:

**Reading/Language Arts**

The reading/language arts program includes reading, writing, listening, speaking, and research skills. The reading program includes phonics and comprehension skills. The writing program includes written comprehension, handwriting, grammar, and spelling skills. Research skills help students use information from books, technology, and observation.

*By the end of second grade, your child should be able to:*

- apply word attack skills
- identify plot, setting, and character
- determine cause and effect
- draw conclusions and predict outcomes
- use the glossary and the table of contents of a book
- write a personal narrative
- write descriptive paragraphs
- use correct form when writing a letter
- recognize that words can have more than one meaning; and
- identify various types of literature

**Mathematics**

The focus in mathematics is to learn and use basic facts and to understand mathematical concepts. Students study patterns, relationships and functions, numbers and operations, probability and statistics, and geometry and measurement. The goal is for students to be proficient in basic skills, develop conceptual understanding, and be skillful problem-solvers.

*By the end of second grade, your child should be able to:*

- recognize and use patterns to count by 1's, 2's, 5's, and 10's to 100
- demonstrate addition and subtraction facts to 18 using various methods
- recognize and create symmetrical figures (one side mirrors the other), congruent figures (same size and shape), and draw lines of symmetry (draw a line through the center so that two sides match exactly)
- read, write, and interpret numbers to 1,000 emphasizing place value
- add and subtract one, two, and three digit numbers with and without regrouping
- read and write money expressions using dollar/decimal and cent notations
- interpret and put in order fractions as parts of wholes by identifying halves, thirds, and fourths
- demonstrate knowledge of multiplication concepts by forming rectangular arrays
- collect, organize, record, and interpret data by generating questions and making predictions based on data

## **Science**

There are four inquiry-based units of instruction in second grade. Students use inquiry skills such as observing, classifying, measuring, inferring, predicting, and conducting investigations to learn science concepts.

*By the end of second grade, your child should explore a variety of concepts in the life, earth, and physical sciences, which include:*

- structures of animals, life cycles of animals and habitats of animals
- weather and changes in weather
- properties of solids, liquids and gases, changes in matter, and
- properties of magnets such as attraction and repulsion

## **Social Studies**

Students use a variety of process skills relating to history, government, geography, and economics. These include chronological thinking, organizing and explaining information, analyzing and interpreting data, conducting research, and communicating orally, graphically, socially, and in writing.

*By the end of second grade, your child should be able to:*

- explain the concept of neighborhoods, their origins, changes, and diversity
- identify local communities and points of interest
- describe changes in transportation and communication
- identify groups and individuals who have influenced and contributed to our heritage
- explain ways the United States and other countries are alike and different
- recognize South Carolina and United States symbols and leaders
- explain the need for leaders and laws, define associated terms, and
- identify leadership qualities
- demonstrate cooperation and responsibility
- construct simple maps using scale, cardinal directions, and map symbols
- identify the earth's resources and their importance
- compare rural, urban, and suburban communities
- identify various businesses and their roles providing services or goods to the community
- explain the difference between government services and private enterprises

## Assessment and Evaluation of Students

Second grade students are assessed in a variety of ways, including:

- |   |                     |
|---|---------------------|
| Checklists/Rubrics                              | Work Samples        |
| Oral assessment                                 | Journals            |
| Teacher Observation                             | Class participation |
| Quizzes/Tests                                   | Accelerated Reader  |
| Student/Teacher Conferences                     |                     |
| Rigby Reading Benchmark Tests (January and May) |                     |

Grading Percentages for each subject are:

<u>The grading scale used is:</u>		
100-93		A
92-85		B
84-77		C
76-70		D
69-0		U

### The School District of Greenville County Grade Weightings

Assessment is a key component of an instructional program. The following table lists the weightings of assignments and a MINIMUM NUMBERS OF ASSIGNMENTS expected in each category (shown in parenthesis). Examples of assignments are also listed where appropriate.

Level	Content Area	Minor	Major	Other
Elementary	<b>Reading</b>	<b>(7) 60%</b> Comprehension Strategies and Skills, Retelling Protocols, Responses to Literature, Observations, Checklists, Name Test, Portfolio, HM Theme Skills Test, etc.	<b>(2) 40%</b> Selection Assessments and Novel/Chapter Book Tests 20% Integrated Themes Skills Test 20%	
	<b>Language Arts</b> (Writing, Research, Communication and Language Skills)	<b>(7) 60%</b> Response Journals, Learning Logs, Writer's Craft, Writing Conventions, Writing Process, Writing Rubrics, Research Process, Reference Materials, Use of Technology, Presentation Rubrics, Writing Prompts, Constructed Responses, Anecdotal Records, Observation Checklists, etc.	<b>30% (1) Writing Portfolio</b> <b>(1) Major Test</b>	<b>Spelling: (8-9) 10%</b>
	<b>Math</b>	<b>(7) 60%</b> Grades based on daily activities/assignments including subject-specific content knowledge, process skills including communication, and/or effort; quizzes, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments	<b>(2) 40%</b> examples include: major tests, culminating projects, performance assessments, portfolios; grades should be based on subject-specific content knowledge, process skills including problem solving and communication	
	<b>Science</b>	<b>(5) 60%</b> Grades based on daily activities/assignments including subject-specific content knowledge, process skills including communication, and/or effort; quizzes, science lab participation, science lab/class journal entries, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments	<b>(2) 40%</b> major tests, culminating projects, performance assessments, portfolios, science fair projects; grades should be based on subject-specific content knowledge, process skills including problem solving and communication	
	<b>Social Studies</b>	<b>(5) 60%</b> Grades based on activities/assignments including quizzes, writing assignments, observation, checklists, extending/refining assignments; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills, effort	<b>(2) 40%</b> major tests, culminating projects and performances; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills	
	<b>Physical Education</b>	<b>80% Active Class Participation and Effort (1 grade/class meeting)</b> Students are on task and actively engaged in standards-based learning experiences. Effort refers to energy expended to achieve competency. Effort also includes teamwork, sportsmanship, cooperation, following procedures to complete tasks, and work completion. Students must be dressed for physical activity in order to participate safely in class activities. A participation grade should be documented each time the class meets.	<b>(2) 20% Standards-Based Assessments</b> These assessments may be formal or informal, written or performance oriented, projects, skill development, portfolios, rubrics, checklists, etc. At least 2 standards-based assessments should be recorded each quarter	
	<b>Art &amp; Music</b>	<b>80% Active Class Participation (1 grade/class meeting)</b> The following may be included within this category: students' on-task attention, following directions, work with other students, taking care of materials/instruments, wise use of time on projects, minor quizzes or projects, homework or required outside activities.	<b>(2) 20% Standards-Based Assessments</b> Included within this category are larger standards-based projects or performances, portfolios or group based activities, based on rubrics or established guidelines within the discipline.	
	<b>Modern Languages</b>	<b>(5) 60%</b> Interpretive Tasks (20%) one way listening or reading such as a news broadcast; Interpersonal Tasks (20%) two way speaking activity such as interview; Presentational Tasks (20%) formal speaking or writing activity for an audience	<b>(2) 40%</b> Interpretive Tasks (10%) one way listening or reading such as a news broadcast; Interpersonal Tasks (20%) two way speaking activity such as interview; Presentational Tasks (10%) formal speaking or writing activity for an audience	

## Homework

All homework has a purpose and is related to what we are working on in class. It is simply a quick review of the concepts we are learning. It should take around 20 minutes to complete. We assign homework Monday-Thursday. Homework is an extension of the classroom. It helps provide needed practice while developing responsibility and maturity. Homework assignments have the following purposes:

1. To extend the work introduced in the classroom and to encourage good habits by stimulating voluntary effort, initiative, independence, responsibility, and self-direction;
2. To provide opportunities for creative ability;
3. To reinforce school learning with additional practice, integration, and application;
4. To increase a student's skills and knowledge;
5. To encourage a carry-over of worthwhile school activities into permanent leisure interests;
6. To incorporate resources of the home and family;
7. To improve home-school relationships; and
8. To challenge every pupil.

## Attendance and Tardies

The State Board of Education has established regulations defining lawful and unlawful absences from school for students. These regulations require: (1) that school officials shall immediately intervene to encourage that student's future attendance when the student has three consecutive unlawful absences or a total of five unlawful absences; (2) that the District Board of Trustees, or its designee, shall promptly approve or disapprove any student absence in excess of ten days.

As used in these regulations, "intervene" means to identify the reasons for the child's continued absence and to develop a plan in conjunction with the student and his parent or legal guardian to improve his future attendance. After three unlawful absences, parents will be contacted and a conference scheduled. Continuing to miss school will mean that a student's name will be turned in to the area attendance officer.

The administration at Bell's Crossing believes that good attendance is imperative to learning and encourages all students to be in school every day unless there is an appropriate reason for absence. (Students are required to bring a note from the parents within five days of the absence stating the reason for the absence.) The guidelines for determining lawful and unlawful absences are listed below:

## **UNLAWFUL ABSENCES:**

1. Students who are willfully absent from school without the knowledge of their parents.
2. Students who are absent from school without acceptable cause with the knowledge of their parents.
3. Students who are absent due to suspension from school.

## **LAWFUL ABSENCES:**

1. Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance.
2. Students whose immediate family has a serious illness or death to occur.
3. Students who are absent due to a recognized religious holiday of their faith may be excused from attendance in school.

Refer to the Student Handbook for state attendance requirements.

## **TARDIES**

When a student is late to school, not only is instruction being missed in the classroom but a disruption is created when a student enters after the lesson has begun. Please remember that all students need to be at school by 8:00 a.m. If a student must enter school later due to an unavoidable reason, the adult transporting the child must come into the office area to sign the student in and document the reason for being late. (If the problem becomes habitual, parents will be asked to come to a conference at the school to develop a plan to alleviate this situation.) Continued tardiness after the conference could result in referral to a district attendance officer for further action.

### **Missed Work and Make-Up Work**

Students will be allowed to make up work missed due to absences *or* tardies. The teacher will send missed work home to be completed and returned or will give the student individual help as needed when the student returns to school after the absence.

## **Student Behavior**

### **\*2<sup>nd</sup> Grade Standards for Behavior:**

Students will walk silently on the second tile when walking in a line in the hallway.  
Students will respect their peers, teachers, and other adults during the school day.  
Students will play safely at recess.  
Students will strive to do the very best they can do.

### **\*Consequences for Violating Class Rules:**

A school wide color-coded card system is used. Please consult your child's teacher's discipline plan.

**\*\***Phone calls home/conferences will be made when inappropriate conduct persists and classroom instruction is continually altered because of it.

**\*\***Extreme behaviors such as (but not limited to) fighting, foul language, or stealing will result in a disciplinary referral and a trip to the Assistant Principal.

**Rewards:**

The class may earn puzzle pieces for compliments outside of the classroom. Once a puzzle is complete, the class will vote on a celebration!

**Parent Communication**

Second Grade supports the development of children as lifelong learners through partnerships with each child's home and family. Understanding that parent involvement is important for a child's success in school, we offer many opportunities for parent communication. Weekly newsletters describing class and school activities and weekly progress reports will be sent by email each Monday. "Monday Papers" are sent home each week with important communications from the school and PTA. This is also the day that all graded work will come home with your child. Each second grade teacher keeps an updated website as well. There will be at least one scheduled conference between the child's teacher and parents during the fall. All parents are expected to attend these scheduled conferences. Parents are encouraged to initiate conferences if they have questions by writing the child's teacher or setting up an appointment. When teachers observe the need for additional parent-teacher meetings, they will request that parents come in for special conferences.

If you wish a telephone conference, call the school and leave your number. The teacher cannot be called to the telephone during the day. All phone calls and emails will be returned within 24 hours.

**Lunch Visitors**

Parents may join their child in the cafeteria during the scheduled lunchtime. If you will be eating a school lunch, please send your lunch request in writing to school with your child so the cafeteria can plan accordingly.

**Birthdays**

Birthday invitations to parties can be handed out in school only if all members of the class are included. If you would like to bring a special snack for your child's birthday, please let me know several days in advance. All treats should be individual servings or pre-cut and ready to serve. Birthday treats will be served during our regular lunchtime.

**Data**

Students at Bell's Crossing are always striving to meet goals they have set for themselves. Each child has a data binder and will chart/graph daily behavior, pretest and post test scores, language of the standards, books read, and much more! Students will reflect on their data each quarter and set new goals for themselves.

## **Procedures for Non-Instructional Routines:**

### **Arrival**

When students arrive to school before 7:45, they will wait quietly in the hall where a teacher is on duty. At 7:45, students may enter the classroom quietly and unpack. Students begin working on a morning activity while we wait for morning announcements to begin.

### **Restroom Procedures**

The classroom has a bathroom for student use. Children may go to the restroom upon arrival, during independent work time, during transitions, and on an as-needed basis. Students will not use the restroom during large group instructional time unless it is an emergency.

### **Changes in Address, Phone Numbers, and Dismissal Procedures:**

Please notify the teacher in writing of any changes in any of these areas as they occur.

**Lost and Found** We encourage parents to label lunch boxes, jackets, and sweaters. If they are left behind at school, please check the lost and found.

### **Money**

All money needs to be sent to school in an envelope or Zip-Lock bag. It needs to be labeled, (lunch, field trip, etc.) and have the child's name on it.

**Toys** or other items should not be brought to school unless requested by the teacher.

### **Fire, Earthquake, and/or Tornado Drills**

Once a month, we will have a fire drill to ensure children know how to safely exit the building in case of an emergency. Drill procedures are posted in each classroom.

### **Dismissal**

Students will wait in the classroom with the teacher until time for dismissal. Bus riders and after school care students will be dismissed when announced. Car riders will sit quietly and watch for their car numbers to appear on the TV. When they see their numbers, they will exit to the front of the school. **All students should be picked up by 2:45 pm.** Any students remaining in the classroom after this time will be dismissed to the front of the school.



# Mrs. Madden's Daily Schedule



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:45-8:15</b>	Arrival, Morning Work, ENN News	Arrival, Morning Work, ENN News	Arrival, Morning Work, ENN News	Arrival, Morning Work, ENN News	Arrival, Morning Work, ENN News
<b>8:15-8:30</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>8:30-9:00</b>	Resource Word Study	Resource Word Study	Resource Word Study	Resource Word Study	Word Study
<b>9:00-9:30</b>	Resource DEAR Time/AR	Resource DEAR Time/AR	Resource DEAR Time/AR	Resource DEAR Time/AR	DEAR Time/AR
<b>9:30-10:05</b>	Reading	Reading	Reading	Reading	Reading
<b>10:05-10:40</b>	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
<b>10:40-11:05</b>	<b>LUNCH</b>				
<b>11:10-11:30</b>	<b>RECESS</b>				
<b>11:30-11:45</b>	Read-Aloud	Read-Aloud	Read-Aloud	Read-Aloud	Read-Aloud
<b>11:45-12:30</b>	Math	Math	Math	Math	Math
<b>12:30-1:10</b>	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
<b>1:10-1:55</b>	Music	PE	Art	Library/Guidance	Language of the Standards
<b>1:55-2:10</b>	Data Binders/Pack-Up	Data Binders/Pack-Up	Data Binders/Pack-Up	Data Binders/Pack-Up	Data Binders/Pack-Up
<b>2:10-2:45</b>	Homework Club/Dismissal	Homework Club/Dismissal	Homework Club/Dismissal	Homework Club/Dismissal	Homework Club/Dismissal