

## Music Outcomes

**It is our goal that students be able to:** -1.) Know the language of music; -2.) understand how music is produced through creating and performing; -3.) understand the role of music in civilizations, past and present.

### Identify Differences in Elements and Expressive Qualities

- \* Fast and slow tempo
- \* Loud and soft dynamics
- \* High and low pitch/duration
- \* Same and different form
- \* Tone color
- \* Beat

### Relate Symbol Systems to Musical Sounds

- \* Icons
- \* Syllables
- \* Numbers
- \* Letters

### Identify a Variety of Sounds And Sound Sources

- \* Instruments
- \* Voices
- \* Environmental sounds

### Classify musical sound sources into groups

- \* Instrumental families

### Create and Perform Music

- \* Sing
- \* Play Classroom instruments
- \* Use music representing diverse cultures and styles

### Identify Similarities in and among the Arts

- \* Pattern
- \* Sequence
- \* Mood

### Identify How Music Contributes to History, Society, and Everyday Life

- \* Roles of musicians and audiences
- \* Communication
- \* Celebrations
- \* Occupations
- \* Recreation
- \* Convey stories about people, places and times



# GRADE 2

Invest in the Ultimate Future Technology...  
The Mind of a Child



**Booth Central School**  
Wilmington School District #209-U  
201 N. Kankakee St.  
Wilmington, Illinois 60481-1287

Dear Parents,

The Wilmington School District is dedicated to providing each student with a quality education. The mission of Booth Central School is to provide a nurturing environment in which students are offered the opportunity to learn the essential curriculum, which consists of the knowledge, skills and values that children need to become productive members of our society.

Our goals are to challenge students to reach their potential, to mature into lifelong learners and to become contributing members of the community. Parents play a significant role in achieving these goals. This guide was developed to familiarize parents with the skills taught at this grade level. Lifelong learning is the result of the combined efforts of the school, community, child, and family united for excellence in education. Please help us in making this goal of quality education a reality for your child.

Sincerely,  
Mr. Kevin Feeney  
Booth Central Principal

## **Physical Development and Health**

**It is our goal that students be able to:**

**Development, Structure, Functions of Human Body** –1.) Demonstrate an understanding of the immediate and long-term effects of exercise and lack of exercise on the body; -2.) demonstrate an understanding of the basic structures and functions of the body necessary for safe, improved and skillful physical performance.

**Nutrition, Exercise, Stress, Self-Concept** –1.) Discuss/apply principles of nutrition and exercise; -2.) discuss/apply concepts related to the management of stress and the development of positive self-image.

**Consumer Health and Safety** –1.) Demonstrate safety as related to equipment and services for physical activity; -2.) demonstrate safety procedures for a variety of situations; -3.) discuss health issues as related to the environment.

**Physical Fitness** - Demonstrate basic physical skills and physical fitness.

**Personal Fitness and Health** –1.) Demonstrate a physical fitness program; -2.) discuss a general health/wellness program.

**Motor Activities** –1.) Create, perform and evaluate a combination of safe movement sequences for a variety of activities; -2.) demonstrate/discuss appropriate rules, strategies and skills for selected games, activities and sports.

**Basic Life-Saving Skills** – Demonstrate life-safety and life saving skills in a variety of situations.

### **Physical development and health instructors stress the following:**

- \* Units on manipulatives such as sports, ball handling, rope jumping and dance.
- \* Daily instruction in correct body movements to perform tasks safely and efficiently. Safety is always stressed, and the children learn the safety rules that go with each game, sport, or activity.
- \* Learning to perform age-appropriate tasks.
- \* Learning about exercising and its effect of the cardiovascular system. Students actually learn how to take their heart rate. Each sport incorporates safe warm-up exercises. Flexibility, strength, coordination, balance and agility are covered. Students learn about harmful exercises.
- \* Learning about the safe use of the body and equipment.
- \* Learning about a variety of indoor and outdoor activities via units that teach required skills and assess those skills with performance and objective tasks.
- \* Learn how to perform several dances.



## Biological and Physical Science Outcomes

After the completion of second grade, the students will be able to demonstrate the following skills:

### Health and Safety

- \* Describe the ways people grow and change during their lives
- \* Understand how bones and muscles work together to move the body
- \* Describe the process of digestion
- \* Define and Identify communicable and noncommunicable diseases
- \* Identify behaviors that reduce the spread of communicable diseases
- \* Demonstrate basic fire safety procedures
- \* Demonstrate basic bus safety procedures
- \* Identify healthy choices about drugs, alcohol, smoking and friends

### Life Science

- \* Describe the growth and development of plants and animals
- \* Describe and give examples of food chain
- \* Describe what scientists have learned about dinosaurs
- \* Classify plants and animals based on their characteristics
- \* Identify the parts of a plant and each part's function
- \* Identify products that come from plants
- \* Identify features that enable animals to live in various habitats
- \* Name some ways animals protect themselves
- \* Explain what fossils are and how they are formed
- \* Identify some dinosaurs and their characteristics

### Physical Science

- \* Identify ways to measure liquids and gases
  - \* Identify some changes in matter that are reversible and and irreversible
  - \* Identify sources of sound and how sound changes
  - \* Recognize that sound travels through the three states of matter
  - \* Identify how animals use sound to communicate
  - \* Recognize that weight, friction and distance affect the force needed to move objects
  - \* Explain how to measure motion
  - \* Define matter and describe the properties of solids, liquids and gasses
  - \* Identify the properties of objects
  - \* Tell how matter can be changed
  - \* Identify mixtures and solutions
  - \* Identify the forces that make objects move
  - \* Identify objects that magnets attract and repel
- ### Earth Science
- \* Identify different weather conditions
  - \* Identify seasonal weather conditions and their effects on plants and animals
  - \* Describe the water cycle
  - \* Describe how the rotation of the Earth causes day and night
  - \* Describe the features and phases of the moon
  - \* Identify the causes of season on Earth
  - \* Identify the sun, planets, and constellations
  - \* Identify natural resources and their use
  - \* Identify weather measuring instruments
  - \* Identify some effects of pollution and ways to protect the Earth

## Language Arts Outcomes

As a result of their second grade schooling, students will demonstrate the following skills:

### Phonics

- \* Identify long and short vowel and vowel combinations
- \* Decode using blends, digraphs and diphthongs
- \* Decode using r-controlled vowels
- \* Identify prefixes, suffixes, and root words
- \* Identify and explain contractions
- \* Identify inflected endings –ed & -ing
- \* Recognize syllables

### Language Arts/Writing

- \* Identify and define nouns and verbs
- \* Identify and use an apostrophe in possessives and contractions
- \* Recognize and explain plurals
- \* Use correct grammar and word usage in sentences
- \* Use quotation marks
- \* Use correct capitalization and ending punctuation
- \* Create sentences that are complete thoughts
- \* Demonstrate correct letter formation of manuscript and cursive
- \* Organize ideas of writing through mapping, webbing and various graphics organizers
- \* Write short stories with a beginning, middle and end
- \* Generate rough drafts and edit to make a final draft
- \* Write narratives, friendly letters, and expository paragraphs
- \* Write creative stories and keep journals
- \* Apply ABC order
- \* Utilize index, glossary, and table of contents

### Reading

- \* Analyze compound words
- \* Identify and differentiate synonyms, antonyms and homophones
- \* Apply reading strategies of using pictures clues, looking for chunks, etc.
- \* Apply word analysis skills to decode words
- \* Read with expression and fluency
- \* Recognize fiction and non-fiction
- \* Identify main idea (stated and unstated)
- \* Determine cause and effect
- \* Retell stories in sequence
- \* Recall important story details
- \* Make and verify predictions and inferences
- \* Draw conclusions
- \* Link text to previous experiences and background knowledge
- \* Identify plot, setting and characters
- \* Identify problems and solutions in stories
- \* Identify literary forms such as fantasy, folk tales, poetry, etc.

### Listening/Speaking

- \* Listen attentively by facing speaker and making eye contact
- \* Ask and respond to questions
- \* Follow oral instructions

## Mathematics Outcomes

As a result of their second grade schooling, students will be able to:

- \* Use graphs and answer graph questions
- \* Finish repeating patterns
- \* Find numbers one more and one less
- \* Tell time to o'clock, half past and 5 minute intervals
- \* Fill in missing numerals on a number chart
- \* Identify odd and even numbers
- \* Count by odds, evens, 5's, 10's and 25's
- \* Draw a picture and write a number sentence to represent some, some more and some went away stories
- \* Divide a shape in half, fourths, eighths
- \* Write a fraction for the above shapes
- \* Count money using pennies, nickels, dimes, and quarters
- \* Answer questions about order of days of the week and months of the year
- \* Learn addition and subtraction facts to 18
- \* Use tally marks
- \* Find missing addends
- \* Identify oblique, horizontal and vertical lines
- \* Identify pairs
- \* Read thermometer and round temperatures to nearest 10
- \* Read a thermometer to nearest 2 degrees
- \* Measure using feet, inches and half inches
- \* Identify line of symmetry
- \* Trade 10 pennies for a dime
- \* Use a number line
- \* Distinguish between AM and PM
- \* Identify a dozen and half dozen
- \* Make and read a Venn diagram
- \* Identify congruent shapes
- \* Add two digit numbers with and without renaming
- \* Write mixed numbers
- \* Write numbers in expanded form
- \* Write number families

## Character Education

The Wilmington School District wants to ensure that values protecting human worth and dignity are understood and accepted by our students. A Character education program is integrated into every area of the curriculum. The program emphasizes the values of:

- \* September- Kindness
- \* October- Helpfulness
- \* November- Courage
- \* December-Generosity
- \* January- Justice/Tolerance/Rights of Individuality
- \* February- Honesty
- \* March-Sound Use of Time & Talent
- \* April- Freedom of Choice
- \* May- Freedom of Speech

## Social Studies Outcomes

As a result of their second grade schooling, students will be able to:

- \* Identify various features of our government including: United States flag, The White House, President of the United States, and the Statue of Liberty.
- \* Identify various customs related to holidays.
- \* Identify holidays that honor people who lived in the past or which commemorate significant historical events.
- \* Demonstrate knowledge of basic map reading skills.

## Instructional Technology Outcomes

As a result of their second grade schooling, students will be able to meet or exceed the state and national standards:

### Basic Operations and Concepts

- Correctly handles removable storage media (floppy disk, CD-ROM).
- Refrains from touching the monitor screen.
- Keeps computer areas free from food and drink.
- Identify appropriate peripherals (e.g. digital camera, scanner, video camera, VCR, printer)
- Uses spacebar, letter and number keys, shift, delete, return, and arrow keys as appropriate.
- Opens and quits applications.
- Opens, scrolls, and closes application windows.
- Knows how to save and retrieve files in a program to hard drive, disk or network.
- Uses a variety of media and technology resources for directed & independent learning activities across the curriculum.

### Social, ethical, and human issues

- Knows the importance of giving credit to a source when using electronic data (e.g. text and graphics).
- Discuss software piracy
- Practices safety when involved with use of the Internet (e.g., personal information, privacy, security).
- Knows that computers influence work and play.
- Knows that technology effects daily life (e.g. transportation, communication, health care)
- Understands that technology is constantly changing.
- Have discussed the District Acceptable Use Policy and defined some forms of acceptable and unacceptable behaviors.

### Technology productivity tools

- Uses simple word processing program and prints with assistance.
- Uses appropriate techniques for producing word processing documents that include stories and poems.
- Uses paint and draw tools independently.
- Use skills to complete a class project

### Technology communications tools

- Knows that the computer can be used to send and receive messages.
- Navigates through a prepared multimedia product.
- Uses a beginning multimedia tools with assistance.

### Technology research tools

- Knows that technology can be used to find information.
- Uses CD-ROM's, Internet, and videos with assistance.
- View and navigate teacher selected web sites.

### Technology problem-solving and decision-making tools

- Selects appropriate formatting for project and audience.
- Selects appropriate software tool for the task.
- Chooses appropriate search terms.