



# Grade 2

## CURRICULUM OVERVIEW 2011 ~ 2012

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## Introduction

Welcome to second grade! Your child will have a productive and exciting year. Second grade is filled with experiences that promote fluency in reading through leveled books, shared reading and self-selected reading. Your child will read fiction, non-fiction, folktales, and pioneer stories tied to units of study in social studies like China, Japan, Canada, Mexico, and the Westward Movement. This is the year of butterflies, tadpoles, rain gauges, six-step problem solving, and writing an eleven-sentence paragraph. You will hear about derivatives, mythology, germs, water safety, exoskeletons, and anemometers. For the first time, your child will take two kinds of formalized assessments: Measures of Academic Progress (MAP) and Cognitive Abilities Test (CogAT). The second grade experience is designed to present content information in an integrated and relevant manner. Experiences are designed to motivate and involve each child. When you ask your second grader, “What did you do today?” They will have so much to tell you!

This online resource is designed to provide you with general information about the curriculum in Lake Forest District 67 and with information specific to second grade. This document is an overview containing goals, applications of learning, and a list of skills for language arts, mathematics, science, social studies, world language, fine arts, wellness, technology and information literacy. The standardized assessment and homework policy for the third grade are also included.

You will want to pay special attention to the learning Standards for all District 67 students. These standards are what your student should know and be able to do as he exits from the eighth grade. The standards in District 67 are high. The course of study over the last three years has been designed to bring your student to this school year well prepared to further achievement. The third grade program of studies is rigorous, based in best practice, interesting and engaging for you student. It is delivered by a highly qualified staff, who believe that all children can learn and who value the partnership with you to create an environment for your student’s success.

If you have questions that extend beyond the information provided, contact your school office, or the office of the Executive Director of Student Learning. We would be happy to speak with you.

# Second Grade Overview



*All District 67 children will demonstrate critical and creative thinking through projects, activities, and assessments that include real-life applications as part of the study of each curriculum area.*

*All District 67 children planning to attend college will be well prepared to succeed in high school AP or honors coursework.*

### **LEARNING STANDARDS**

By the end of eighth grade the following will be achieved:

**Language Arts:** All students will demonstrate their ability to read critically above grade level and effectively write and speak for a variety of purposes and audiences.

**Math:** All students will master Algebra I and related concepts, acquire a foundation in geometry and apply those concepts to real-life problems.

**Science:** All students will master the scientific method and synthesize the themes and related concepts that unite life, physical, and earth sciences.

**Social Studies:** All students will be able to locate information, analyze resources, and apply concepts of government, culture, economics, geography, current and historic events, in order to practice civic competency.

**World Languages:** All students will master high school level one world language classes and apply those concepts to real life situations.

**Visual Arts:** All students will demonstrate the artistic skills needed to analyze works of art and express themselves creatively.

**Performing Arts:** All students will demonstrate the musical and dramatic skills to express themselves individually and cooperatively through singing, acting, playing instruments, oration, or movement activities.

**Information Literacy:** All students will be able to access, evaluate, and synthesize information in order to develop, publish, and present products using various technological resources to communicate to an audience.

**Wellness:** All students will show an increased level of fitness and be able to develop and implement an individual health and fitness plan that includes proper nutrition, cardiovascular endurance, appropriate training techniques and the ability to make healthy choices providing a foundation for life long fitness.

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### Language Arts

- ◆ Read with understanding and fluency
- ◆ Apply word analysis skills using word wall patterns
- ◆ Comprehend unfamiliar words using context clues and prior knowledge
- ◆ Establish purposes for reading, making predictions, connecting important ideas, and linking text to previous experiences and knowledge
- ◆ Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions)
- ◆ Read ability-appropriate material aloud with fluency and accuracy
- ◆ Use information to form questions and verify predictions
- ◆ Identify important themes and topics
- ◆ Make comparisons across reading selections
- ◆ Identify main idea
- ◆ Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters)
- ◆ Read and understand literature representative of various societies, eras and ideas
- ◆ Introduce literary elements and techniques that are used to convey meaning like simile, metaphor and figurative language
- ◆ Identify story elements of setting, problem, events, solution, main characters, and theme in literary works
- ◆ Classify literary works as fiction or nonfiction
- ◆ Relate character, setting, and plot to real-life situations
- ◆ Use self-monitoring and self-correcting strategies
- ◆ Retell and summarize a story they have read
- ◆ Describe in their own words new information gained from a text
- ◆ Answer comprehension questions about a text
- ◆ Combine information from two different parts of the text
- ◆ Infer cause-and-effect relationships that are not explicitly stated
- ◆ Discuss how, why, and what-if questions about nonfiction texts
- ◆ Discuss or write about the themes of a book-what the “messages” might be
- ◆ Trace characters and plots across multiple episodes
- ◆ Participate and take turns in discussion
- ◆ Write and illustrate a personal narrative with beginning, middle, end, and use details and descriptive words
- ◆ Write an eleven-sentence expository paragraph that includes a topic sentence, three subtopic sentences with supporting sentences, and a reworded concluding sentence
- ◆ Write for a variety of purposes including description, information, explanation, persuasion, and narration
- ◆ Use and correctly spell all kindergarten, first grade, and second grade word wall words

**Language Arts (cont'd)**

- ◆ Write an informational report based on research
- ◆ Write a response to literature that shows connection with the story or character, specific support from the piece of literature, and an evaluation of the writing or character
- ◆ Capitalize all proper nouns
- ◆ Use all three end marks (period, question mark, exclamation mark)
- ◆ Appropriately use nouns, verbs, adjectives, and pronouns in written work
- ◆ Demonstrate focus, organization, and elaboration in written compositions (e.g., short stories, letters, essays, reports)
- ◆ Use apostrophes in contractions
- ◆ Indent paragraphs and realign paragraph with left margin
- ◆ Write on loose leaf or notebook paper with smaller spaces
- ◆ Use writing transitions (to begin, another, in addition, also)
- ◆ Demonstrate grammatical skills: use “I” and “me” correctly
- ◆ Write the lower case alphabet, first and last name in cursive
- ◆ Use proofreading marks to revise writing; continue to use revision skills learned in first grade
- ◆ Use graphic organizers to plan a paragraph
- ◆ Answer questions in complete sentences by restating the question in the answer
- ◆ Read a variety of fiction and nonfiction selections at the child’s instructional level
- ◆ Listen attentively by facing the speaker, and making eye contact
- ◆ Ask and respond to questions from the teacher and from group members to improve comprehension
- ◆ Use visually-oriented and auditory based media
- ◆ Present brief oral reports, using language and vocabulary appropriate to the message and audience
- ◆ Participate in discussions around a common topic
- ◆ Identify questions and gather information
- ◆ Locate information using a variety of resources
- ◆ Select and organize information from various sources for a specific purpose, (e.g., state reports)
- ◆ Write letters, reports, and stories based on acquired information
- ◆ Use print, non-print, human, and technological resources to acquire and use information
- ◆ Present brief oral reports that clearly tell a story
- ◆ Look at the audience while speaking out loud
- ◆ Stand still while orally presenting
- ◆ Use vocal expression rate and volume to be heard comfortably



### Mathematics

- ◆ Identify odd and even numbers up to 999
- ◆ Recall from memory addition facts to 18
- ◆ Recall from memory subtraction facts to 18
- ◆ Write fact families (2 addition and 2 subtraction) to 18 given 3 numbers
- ◆ Assign the values of all coins in cents
- ◆ Read and write amounts of money to \$99.00
- ◆ Estimate cost of \$100.00 to the nearest dollar
- ◆ Solve addition and subtraction money problems involving change to \$2.00
- ◆ Tell time in 5-minute segments
- ◆ Find temperature differences in Fahrenheit and Celsius
- ◆ Identify 2D shapes (triangle, rectangle, pentagon, hexagon, octagon)
- ◆ Draw 2D shapes with a template (triangle, rectangle, pentagon, hexagon, octagon)
- ◆ Identify 3D shapes (rectangular, prism, cylinder, pyramid, cone, sphere)
- ◆ Add two-digit numbers with regrouping
- ◆ Subtract two-digit numbers with regrouping
- ◆ Write addition story problems
- ◆ Solve addition story problems (6 step method)
- ◆ Write subtraction story problems
- ◆ Solve subtraction story problems (6 step method)
- ◆ Draw multiplication arrays
- ◆ Given a series of numbers, identify the pattern (addition)
- ◆ Given a series of numbers, identify the pattern (subtraction)
- ◆ Given a series of numbers, identify the pattern (halves)
- ◆ Given a series of numbers, identify the pattern (doubles)
- ◆ Compute by doubling
- ◆ Compute by tripling
- ◆ Compute by multiplying by five
- ◆ Compute by multiplying by ten
- ◆ Identify fractions as equal parts of a set or a whole
- ◆ List equivalent names for  $\frac{1}{2}$
- ◆ Read linear measures to nearest  $\frac{1}{2}$  inch
- ◆ Read linear measures to nearest  $\frac{1}{2}$  centimeter

### Mathematics (cont'd)

- ◆ Measure linear objects to nearest  $\frac{1}{2}$  inch
- ◆ Measure linear objects to nearest  $\frac{1}{2}$  centimeter
- ◆ Recognize capacity units: cup, pint, quart, gallon, and liter
- ◆ Order capacity units: cup, pint, quart, gallon, and liter
- ◆ Recognize weight units: ounce, pound, ton, gram, and kilogram
- ◆ Order weight units: ounce, pound, ton, gram, and kilogram
- ◆ Identify whole numbers and compare them using the symbols  $<$ ,  $>$ , or  $=$  and the words “less than”, “greater than”, or “equal to”
- ◆ Read, write, and compare numbers to 10,000
- ◆ Demonstrate understanding of place value to 10,000
- ◆ Count forward and backwards by 2s, 3s, 5s, and 10s from any 3-digit number
- ◆ Show evidence that whole number computational results are correct and/or that estimates are reasonable
- ◆ Compare the number of objects in groups
- ◆ Given a problem, describe possible methods for estimating a given measure
- ◆ Compare estimated measures to actual measures taken with appropriate measuring instruments
- ◆ Given two numbers, show the sum and difference
- ◆ Compute sums using multiples of 10
- ◆ Solve division problems using the strategy of equal sharing
- ◆ Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams, and contemporary technology
- ◆ Organize and display data using pictures, tallies, charts, or bar graphs
- ◆ Answer questions and make predictions based on given data
- ◆ Formulate questions of interest and design surveys or experiments to gather data
- ◆ Analyze data, draw conclusions, and communicate results

Science

- ◆ Describe the life cycle of a butterfly, mealworm, and a tadpole
- ◆ Compare and contrast the life cycles of the butterfly, mealworm, and tadpole
- ◆ Describe and compare the characteristics of developing organisms in relationship to their environment
- ◆ Describe the sources of “energy” that is needed for organisms to live and grow
- ◆ Design tests to demonstrate that an organism is influenced by external cues in their environment
- ◆ Hypothesis and then experiment with possible ways to make an object balance
- ◆ Construct objects that demonstrate linear and rotational motion
- ◆ Manipulate the force of gravity by increasing and decreasing friction
- ◆ Formulate possible solutions when given a design problem
- ◆ Design, construct, test, and record information in a journal, on a cup and ramp system in which the cup rolls to a specific side and stops under the ramp
- ◆ Modify the cup and ramp system to perform a different task or the task more quickly
- ◆ Demonstrate that the position of an object can be described by locating it relative to another object
- ◆ Identify and describe patterns of weather and seasonal change
- ◆ Predict weather conditions by following atmospheric systems using weather maps
- ◆ Describe the function and use of common weather monitoring instruments
- ◆ Organize and graph weather data
- ◆ Generalize trends from data collected and predict possible future data
- ◆ Compare and contrast physical properties of different liquids
- ◆ Conduct investigations using information gathered to identify an unknown
- ◆ Compare similarities and identify differences in experimental procedures that could lead to differing results
- ◆ Use measuring tools to improve the accuracy of estimates
- ◆ Discriminate what information would be gained by using different scientific instruments as a ruler, thermometer, balance, microscope, etc.
- ◆ Understand that people are more likely to believe a person’s ideas if that person can give good reasons for them
- ◆ Ask “how do you know” in appropriate situation and attempt to provide reasonable answers when others ask the same question
- ◆ Understand that changing one thing sometimes causes in something else and that changing the same thing in the same way usually has the same result
- ◆ Identify the similarities and differences between persons, places, things, and events using concrete criteria
- ◆ Seek reason for believing things other than the assertion that “everybody agrees”
- ◆ Compare and contrast people’s everyday lives with and without science technology
- ◆ Explore, with the help of Lake Forest Open Lands, a natural wetland
- ◆ Construct possible explanations for why an object does not spin or balance

## SKILLS OVERVIEW

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### Science (cont'd)

- ◆ Collect data concerning weather using an anemometer, rain gauges, and thermometers
- ◆ Record and store weather data in a journal and on a class chart
- ◆ Group patterns of weather using data collected and analyze in terms of possible cause
- ◆ Describe the patterns found in the charts and graphs
- ◆ Predict where new data would be placed
- ◆ Compare different methods of balancing an object
- ◆ Hypothesize a theory for balancing objects
- ◆ Formulate possible solutions to control the direction and speed that an object rolls
- ◆ Identify and describe the component parts and function of an insect
- ◆ Identify, describe, and compare the life cycle stages of various organisms as frogs, butterflies, mealworms, and crickets
- ◆ Categorize living organisms by observable features as body parts, and exoskeleton/endoskeleton
- ◆ Categorize several living organisms by habitat, growth, and development
- ◆ Describe and compare the characteristics of developing organisms in relationship to their environment
- ◆ Describe how insects and frogs depend on other living things for survival
- ◆ Care and maintain mealworms, tadpoles, and butterflies
- ◆ Identify gravity as a source of energy for moving objects
- ◆ Identify the sun as a source of energy for living things (Food Chain)
- ◆ Construct and test an object on a ramp system showing the use of gravity and design in controlling speed
- ◆ Compare large-scale physical properties of insects
- ◆ Identify examples of straight line and rotational motion
- ◆ Manipulate the force of gravity by increasing and decreasing friction as well as controlling heights
- ◆ Compare and contrast the different types of clouds and the moisture that they contain
- ◆ Use basic safety practices e.g., washing hands after touching animals; appropriate ways to treat other living organisms; never look at the sun; and correct procedures with glass thermometers
- ◆ Compare and contrast knowledge gained about different developing organisms
- ◆ Record and store data on plant growth in individual journals and on class chart

**Social Studies**

- ◆ Identify individual contributions to a community and participate in a service project
- ◆ Know the difference between rules and laws
- ◆ Explore the westward movement and lifestyles of the pioneers
- ◆ Use a variety of writing styles and products to express learned concepts
- ◆ Define and categorize situations as rules or laws
- ◆ Compare similarities and differences among communities in the U.S., Canada, Mexico, Japan, and China
- ◆ Explain the purpose of the Westward Movement and describe what life was like on the various trails
- ◆ Investigate the life of a pioneer child including daily chores, education, and recreational activities and compare that lifestyle with their own
- ◆ Research the characteristics of a chosen state (landmarks, natural resources, capital city, culture, food)
- ◆ Locate and label the four major oceans, and the seven continents
- ◆ Explain the characteristics and purpose of geographic representations of maps and globes and be able to locate specific places using each
- ◆ Identify ways people depended on and interacted with the physical environment
- ◆ Give examples of differences in geographic characteristics of a region
- ◆ Demonstrate how people can be participating citizens in the community

## SKILLS OVERVIEW

### World Language

- ◆ Recognize language patterns
- ◆ Respond appropriately to questions and commands in the target language
- ◆ Imitate pronunciation, intonation, and inflection including sounds unique to the target language
- ◆ Read words, phrases, and sentences and associate them with pictures
- ◆ Recognize nouns in all three genders
- ◆ Form the third person singular and plural for verbs
- ◆ Recognize the comparative and superlative of adjectives
- ◆ Infer meaning of derivatives
- ◆ Describe people, activities, and objects relating to entertainment, military, medicine, and religion
- ◆ Use common forms of courtesy, greetings, and leave-takings appropriate to the time of day and relationship (adult, peer, parent)
- ◆ Identify deities and characters from mythology associated with the target language
- ◆ Identify different types of literature (related to the target language)
- ◆ Use primary media sources demonstrating aspects of the culture associated with the target language
- ◆ Demonstrate knowledge of archaeological evidence
- ◆ Demonstrate knowledge of geography in the ancient world
- ◆ Use the target language to solve simple math exercises
- ◆ Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals)
- ◆ Use target language vocabulary while participating in physical activities (e.g., games, dances)
- ◆ Use target language vocabulary to identify common professions and occupations
- ◆ Develop better understanding of own language through comparison with the target language
- ◆ Understand some phrases, mottoes, and abbreviations used in English
- ◆ Demonstrate the relationship of words from the target language to their derivatives
- ◆ Develop understanding of own culture through comparison with the target language culture
- ◆ Compare and contrast aspects of their own lives to those of the target language societies
- ◆ Recognize that cultural diversity has been an aspect of society from antiquity

## SKILLS OVERVIEW

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### Fine Arts

- ◆ Understand the sensory elements, organizational principles, and expressive qualities of the arts
- ◆ Identify the element of line, shape, space, color, and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion, and pictorial representation
- ◆ Understand processes, traditional tools, and modern technologies used in the arts
- ◆ Identify media and tools and how to use them in a safe and responsible manner when painting, drawing, and constructing
- ◆ Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building, and imagination
- ◆ Know how images, sounds, and movement convey stories about people, places, and times
- ◆ Analyze how the arts function in history, society, and everyday life

## SKILLS OVERVIEW

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### Wellness

- ◆ Demonstrate the mature form in walking, hopping, and skipping
- ◆ Demonstrate simple stunts that exhibit personal agility such as jumping, one and two foot takeoffs and landings with good control
- ◆ Demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position
- ◆ Demonstrate control weight transfers such as feet to hands with forward roll, controlling landing, and feet to back with backward roll
- ◆ Demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand
- ◆ Combine shapes, levels, and pathways into simple sequences
- ◆ Transfer on and off equipment with good body control such as boxes, benches, stacked mats, balance beam
- ◆ Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch, kick, and position your side to the target
- ◆ Demonstrate skills of chasing, fleeing and dodging to avoid and/or catch others
- ◆ Demonstrate balance in symmetrical and non-symmetrical shapes from different bases of support
- ◆ Demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, right, left, through, up or down
- ◆ Identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force
- ◆ Travel independently in a large group while safely and quickly changing speed and direction
- ◆ Use proper attire that promotes participation and prevents injury
- ◆ Use equipment and space safely and properly
- ◆ Participate in appropriate exercises for flexibility in shoulders, legs, and trunk
- ◆ Lift and support weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back and legs such as hanging, hopping, jumping
- ◆ Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate and perspiration
- ◆ Identify how regular physical activity strengthens the heart, lungs, and muscular system
- ◆ Demonstrate the long-term effects of physical activity on the heart
- ◆ Describe and select physical activities that provide opportunities for enjoyment and challenge
- ◆ Demonstrate understanding of class rules and directions when participating in class activities
- ◆ Demonstrate the ability to mirror a partner
- ◆ Display good sportsmanship
- ◆ Treat others with respect during play
- ◆ List water safety rules and describe their importance
- ◆ Identify safe cycling and road practices
- ◆ Describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions/911
- ◆ Explain the need for foods as a source of nutrients that provide energy for physical activity
- ◆ Identify foods that increase or reduce body functions

Technology Literacy is the process of teaching about the computer and other technologies to develop within students the technology skills needed to effectively make use of technology in other curricular areas.

Primary students in kindergarten through fourth grade receive instruction in the effective use of information tools. This instruction occurs as a part of an overall integrated process. Information Literacy is taught collaboratively between the Information Literacy Instructor and the classroom teacher. The information technology skills taught directly relate to content area curriculum and to classroom assignments.

At the fifth grade level students have a minimum of three full weeks of technology instruction focused on skills they will need in an upcoming unit. Sixth graders have technology instruction every other day for half the year. The topics covered in this instruction include but are not limited to: word processing, to facilitate written communications; multimedia presentation, to facilitate written, graphic and oral presentation; spreadsheet and database use, to develop the ability to access and manipulate information; and various Internet based activities. Keyboarding is an ongoing activity.

Seventh and eighth grade students taking elective computer courses receive daily instruction for a quarter. The basic technology literacy course at this level provides students the opportunity to review and enhance their typing skills while developing word processing skills and capabilities; for increased use of databases, spreadsheet and application; and for the use of telecommunications.

In addition to the basic technology literacy courses, students at the eighth grade level may also have the opportunity to study topics such as: multimedia presentation, web publishing, MIDI music, and video production.



## Testing

Second grade is the first year that students experience testing situations. It is important for you to strike a balance with your child about the importance of taking a test and doing his/her best job while emphasizing that this should not be a stressful experience. All tests are after all a snapshot of one day in a child's school career.

The Cognitive Ability test is just that, a test of ability in three areas: verbal, quantitative, and non-verbal. The results are used to gain more information about each child and to assure appropriate placement of children in language arts and mathematics for instruction.

### Cognitive Ability Test (CogAT) - January

- ◆ Verbal Ability
- ◆ Quantitative Ability
- ◆ Non-verbal Ability

The NWEA Measures of Academic Progress is the first time the second grade students will take an on-line achievement test in these areas: reading, language usage, and mathematics. These tests measure student success in our own District 67 curriculum. The students are motivated by the testing format to do a good job and give their attention to the test questions. As with any important assessment you can assist your child by assuring that the night before your child has a calm evening and a proper amount of sleep and that the morning of the test he/she has a nutritious breakfast of normal proportions. These hints will serve your child well throughout his/her school experience.

### NWEA Measures of Academic Progress (MAP) - April

- ◆ Reading Achievement
- ◆ Language Usage Achievement
- ◆ Mathematics Achievement

The result will be mailed to you by the Assistant Superintendent of Student Services' office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or the school principal.

## HOMWORK POLICY

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### Policy 6.290 - Homework

Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

#### **The purpose of homework will be to extend learning through:**

- ◆ Practice or reinforcement of skills presented in class
- ◆ Preparation for future class work
- ◆ Extension of ideas or concepts
- ◆ Creative or personal expression related to learning
- ◆ Application of knowledge or skills
- ◆ Completion of class work

#### **Benefit to students:**

- ◆ Communicate to the students that learning takes place all the time, not just in school
- ◆ Develop responsibility and study skills
- ◆ Reinforce academic skills
- ◆ Increase retention

#### **Professional staff responsibilities:**

- ◆ Provide timely feedback on the product and the demonstration of responsibility
- ◆ Provide direction and instruction to enable the student to work sent home

#### **Student responsibilities:**

- ◆ Bring directions and appropriate materials home
- ◆ If there are questions, ask the teacher before going home
- ◆ Complete work on time
- ◆ Put forth effort required for quality work

#### **Principal/Administration responsibilities:**

- ◆ Facilitate articulation regarding homework between and within grade level reviewing areas such as type and frequency
- ◆ Provide in-service support to staff and parents

#### **Parent responsibilities:**

- ◆ Provide support through organization of time, space, and materials for homework
- ◆ Foster independence by allowing the child to own his/her work

Adopted: April 8, 1997

## Grade 2 HOMEWORK EXPECTATIONS

Homework tasks will be assigned multiple times each week throughout the school year. Recurring yearlong homework activities include:

- ◆ Math facts 0-18
- ◆ Word activities
- ◆ Math activities
- ◆ Daily reading
- ◆ Special Projects
- ◆ Writing activities

NOTES