



**SECOND GRADE** is a time for building confidence. Students are familiar and comfortable with school and classroom routine. They become more independent and teacher expectations increase. Children are asked to work independently and to read and follow simple directions.



**Nondiscrimination**

It is the policy of the Southgate Community School District not to unlawfully discriminate on the basis of handicap, race, color, religion, national origin, sex, age, marital status, height or weight. Nor shall any person be excluded from participation in, be denied the benefits of, or be subjected to discrimination, in employment or any of its programs or activities. Inquiries related to discrimination should be directed to the Office of the Superintendent (734) 246-4600.

**Board of Education**  
14600 Dix Toledo Road  
734-246-4600

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**Elementary Schools**

- Allen**  
16500 McCann  
Renne' Chilson, Principal  
734-246-4644
- Fordline**  
14775 Fordline  
Andrea Schiappacasse, Principal  
734-246-4640
- Grogan**  
13300 Burns  
Robert Wolsek, Principal  
734-246-4642
- Shelters**  
12600 Fordline  
Sinder Gundick, Principal  
734-246-4631



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

**Parent Guide to  
Core Curriculum**

2016-2017

The following are skills and concepts which are introduced and/or reinforced in the second grade. Your child will be able to:

### Reading

- Use text features to locate information (captions, bold print, sub headings, glossaries, indexes, electronic menus, icons)
- Identify and use high frequency words
- Compare and contrast two types of text
- Use various strategies to read: phonics, picture clues, sight words and context clues
- Read with comprehension by asking questions and retelling a story
- Identify and explain story elements (character, setting, problem, solution)
- Make predictions/self correct (re-read/read-on)
- Read fluently with expression and rhythm

### Expressive Writing/Speaking/Listening

- Speak clearly and accurately to relay and respond to information.
- Use organization: beginning, middle, end
- Create interest through effective word choice
- Use capitalization and end punctuation where appropriate
- Write neatly: printing/cursive
- Spell assigned words correctly
- Apply conventional spelling in daily work
- Write in a variety of forms (narrative, informative, opinion)
- Use the writing process (steps from planning through publishing)
- Use technology for research and publishing

### Mathematics

Operations and Algebraic Thinking

- Determine odd and even numbers
- Number and Operations in Base Ten
- Skip counting by 2, 3, 4, 5, 10, 100
  - Read and write numbers to 1000 using base-10 numerals, number names, and expanded form
  - Compare three digit numbers ( $>$ ,  $<$ ,  $=$ )

### Measurement and Data

- Tell and write time to the nearest 5 minutes (digital and analog)
- Identify and give the value of dollar bills, quarters, dimes, nickels and pennies

### Geometry

- Recognize and draw shapes (triangles, quadrilaterals, pentagons, hexagons, and cubes)

### Science

Demonstrate an understanding of concepts:

- Plants and Animals
- Earth (Earthquakes, Volcanoes and Water)
- Pebbles, Sand and Silt



### Social Studies

Demonstrate an understanding of various local and global communities:

- History of our past
- Our government
- Geography
- Economics
- Citizen involvement

### Social Behavior/Work Habits

- Follow school and classroom rules
- Exercise self-control/respect others
- Demonstrate responsibility/work habits
- Demonstrate organizational skills
- Follow directions and listen
- Complete assignments: Classroom/homework

### Report Cards

We believe that report cards must be meaningful to all members of the school community.

We believe that our report card enables teachers to evaluate individual student growth and to communicate this valuable information to students, parents and other school personnel.

We believe that our report card reflects our district's instructional program linking curriculum to assessment.

### Goals

Our goal is to have a reporting system that:

- Improves communications and cooperation among school, home, and community
- Reflects Southgate's Standard-Based Curriculum
- Uses both objective measures and professional judgment about academic performance and personal growth
- Is based on established developmental stages
- Expresses clear expectations for students
- Encourages children to share responsibility for the quality of their learning through portfolios and conferencing
- Enables monitoring of student learning through portfolios and conferencing
- Prepares students for lifelong learning in a challenging society