

*CHESAPEAKE  
PUBLIC SCHOOLS*



*CURRICULUM  
OBJECTIVES*

*GRADE TWO*



Dear Parent

Welcome to the new school year. In each community excitement is evident as the yearly school cycle begins.

This guide is designed to acquaint you with important information that may assist you in becoming involved with your child's education. In the guide are the Virginia Standards of Learning (SOL) and Chesapeake objectives for English, mathematics, science and social studies and technology for second grade. Also included are the curriculum objectives for art and music, and information about the SOL tests and graduation requirements. Having this information now can help you develop a short-term plan to help your child this year and a long-term plan toward graduation.

I challenge you during this school year to make a commitment to become involved with your child's school and education. Your school's staff is a source of information and guidance to you. Parental involvement in the process of education is crucial. Positive results occur when parents work with their children to assist, encourage, and reinforce what is done at school. By working with your child's classroom teacher and using this guide, you can become an active participant in your child's education this year.

We in the Chesapeake Public Schools are proud to have your child as a student, and we promise to do our best to assure that your child is successful in school.

Sincerely,

James T. Roberts  
Superintendent

## Second Grade ENGLISH

Reading continues to be a priority in second grade. The student will be immersed in a print-rich environment, filled with fiction and nonfiction selections, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read age-appropriate familiar selections with fluency and expression. Students learn comprehension strategies for fiction and nonfiction materials. Students are asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social studies. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

### Oral Language

#### 2.1 The student will demonstrate an understanding of oral language structure.

a) Create oral stories to share with others.

##### Chesapeake Objective(s)

The student will demonstrate the ability to create oral stories to share with others by:

- using the story structure of beginning, middle and end to tell a story of an experience.
- adding appropriate elaboration and detail while recounting or describing an event.
- retelling familiar stories
- comparing parts of stories to his/her own experiences
- describing at least two traits about each story character
- identifying the setting in terms of time and/or place

b) Create and participate in oral dramatic activities.

##### Chesapeake Objective(s)

The student will demonstrate the ability to create and participate in oral dramatic activities by:

- maintaining and manipulating voice, such as pausing, tempo, and pitch, to convey mood
- dramatizing familiar stories
- reading and/ or using dialogue
- reading spoken lines of a play
- role playing familiar life experience situations
- dramatizing the role of a character
- dramatizing a situation, story, song, poem, or play with or without props.
- creating a different ending for a situation

c) Use correct verb tenses in oral communications.

##### Chesapeake Objectives(s)

The student will demonstrate the ability to use correct verb tenses in oral communication by:

- using present, past, and future tenses appropriately.
- demonstrating correct subject-verb agreement by using given verbs correctly in sentences.
- identifying examples of correct verb usage in text.

d) Use increasingly complex sentence structures in oral communication.

##### Chesapeake Objective(s)

The student will demonstrate the ability to use increasingly complex sentences structure by:

- using more complex sentences structure, including conjunctions, such as while, when, if, because, so and but, when telling events and giving explanations.
- providing a reference for pronouns
- using at least two adjectives to describe a noun or pronoun
- using vivid verbs

e) Begin to self-correct errors in language use.

##### Chesapeake Objective(s)

The student will demonstrate the ability to self-correct errors in language use by:

- beginning to self-correct errors made when communicating orally.

#### 2.2 The student will expand understanding and use of word meanings.

a) increase listening and speaking vocabulary.

##### Chesapeake Objective(s)

The student will demonstrate the ability to increase listening and speaking vocabulary by:

- listening to and discussing a variety of texts.

a) Use words that reflect a growing range of interest and knowledge.

##### Chesapeake Objective(s)

The student will demonstrate the ability to use words that reflect a growing range of interest and knowledge by:

- listening to and discussing fiction and nonfiction print materials and trade books, which reflect the Standards of Learning in English, history, and social sciences, science and mathematics.
- using specific vocabulary from content study to express interests and knowledge
- using appropriate descriptive language to express ideas, opinions, and feelings.
- using language to categorize objects, people, places, or events.
- increasing oral language to develop fluency, vocabulary and comprehension.

b) Clarify and explain words and ideas orally.

#### Chesapeake Objective(s)

The student will demonstrate the ability to clarify and explain words and ideas orally by:

- listening to and discussing fiction and nonfiction print materials and trade books, which reflect the Standards of Learning in English, history, and social sciences, science and mathematics.
- explaining the meanings of words within the context of how they are used.
- asking questions to clarify or gain further information.
- using prior knowledge for understanding of words and ideas.
- retelling a story
- summarizing the main idea of a paragraph.

c) Identify and use synonyms and antonyms.

##### Chesapeake Objective(s)

The student will demonstrate the ability to identify the use of synonyms and antonyms by:

- recognize when words are being used to mean contrasting or opposite things in oral language.
- recognizing when words are being used to mean the same or similar things in oral language.
- using synonyms and antonyms in oral communication.
- stating a synonym for a given word or using it in a sentence.
- stating an antonym for a given word and using it in a sentence

d) Use vocabulary from other content areas.

##### Chesapeake Objective(s)

The student will demonstrate the ability to use vocabulary from other content areas by:

- using specific content area vocabulary in discussions.

#### 2.3 The student will use oral communication skills.

a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.

##### Chesapeake Objective(s)

The student will demonstrate the ability to use oral language for different purposes: to inform, to persuade, and to entertain by:

- using proper pitch and volume.
- speaking clearly and distinctly.
- selecting vocabulary and non-verbal expressions appropriate to purpose and audience.

with b) Share stories or information orally an audience.

**Chesapeake Objective(s)**

The student will demonstrate the ability to share stories or information orally with an audience by:

- sharing and retelling an experience or story in logical order
- expressing ideas clearly and in an organized manner.
- retelling familiar stories, poems, or plays in logical order to include the main ideas and descriptions of character.

c) Participate as a contributor and leader in a group.

**Chesapeake Objective(s)**

The student will demonstrate the ability to participates as a group leader and/or contributor by:

- conferring with small-group members about how to present information to the class.
- carrying out a specific group role, such as leader, recorder, materials manager or reporter.
  - participating as a contributing member of a larger group (class).
  - presenting information to a larger group (class).

d) Retell information shared by others.

**Chesapeake Objective(s)**

The student will demonstrate the ability to retell information shared orally by others by:

- contributing information, asking questions, clarifying, summarizing, or building on another person's idea in a small- group setting.
- restating the key events of a printed or spoken message.

e) Follow three- and four – step directions.

**Chesapeake Objective(s)**

The student will demonstrate the ability to follow oral directions with three and four steps by:

- following and performing the stated tasks of three and four step directions.
- understanding sequential words such as next, last.
- recognizing the effect of word order on the meaning of a sentence.

f) Give three- and four- step directions.

**Chesapeake Objective(s)**

The student will demonstrate the ability to give three and four step directions by:

- giving accurate, clear three and four step directions.
- sequencing three or four steps chronologically in oral directions.
- using sequential words such as first, next, and last.

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

a) Count phonemes (sounds) within one-syllable words.

**Chesapeake Objective(s)**

The student will demonstrate the ability to count phonemes (sounds) within one-syllable words by:

- counting phonemes in one-syllable words (e.g. man has three phonemes, /m/ - /a/ - /n/).
- isolating and manipulating phonemes.

b) Blend sounds to make one- syllable words.

**Chesapeake Objective( s)**

The student will demonstrate the ability to blend sounds to make one- syllable words by:

- blending sounds to make one-syllable words 9e.g. /p/ - /a/ - /n/ is pan.

c) Segment one-syllable words into individual speech sounds (phonemes).

**Chesapeake Objective(s)**

The student will demonstrate the ability to segment one-syllable words into individual speech sounds by:

- segmenting words by saying each sound (e. g. , pan- /p/-/a/- n/, drip --/d/- /r/ - /i/ /p/

d) Add or delete phonemes (sounds) to make words.

**Chesapeake Objective(s)**

The student will demonstrate the ability to add or delete phonemes to make words by:

- adding a phoneme from an orally presented word to make a new word(e. g., pie/pipe, cab/crab
- deleting a phoneme from an orally presented word to make a new word(e.g., rice/ice, beach/bee)

e) Blend and segment multisyllabic words at the syllable level.

**Chesapeake Objective(s)**

The student will demonstrate the ability to blend and segment multisyllabic words at the syllable level by:

- identifying syllables in a word (e.g., students tap snowball- /snow/- /ball/
- stating the word created by blending given syllables together (e. g., /fan/- /tas/- /tic/ -- fantastic
- delete a syllable from a word and state what remains (e. g., say celebrate with brate (cele).
- manipulating sounds in words to form new or nonsense words.

**2.5 The student will use phonetic strategies when reading and spelling.**

a) Use knowledge of consonants, consonant blends, and consonant diagraphs to decode and spell words.

**Chesapeake Objective(s)**

The student will demonstrate the ability to use knowledge of consonants, consonant

blends, and consonant diagraphs to decode and spell words by:

- applying knowledge of consonants and consonant blends to decode and spell words.
- applying knowledge of consonant diagraphs (sh, wh, ch, th) to decode and spell words.
- using phonetic strategies to self-correct reading when meaning breaks down.
- rereading when the text loses meaning
- determining if the text makes sense (meaning cues).
- determining if the text makes sense (meaning cues).
- asking if the word sounds right (structural cues).

b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.

**Chesapeake Objective(s)**

The student will demonstrate the ability to use knowledge of short, long, and r-controlled vowel patterns to decode and spell words by:

- applying knowledge of vowel patterns to decode and spell words, such as CV, VC,CVC, CVCE, CVVC,CVCC.
- matching words and picture.
- building words.
- finding specific vowel patterns in text.
- supplying rhyming words
- writing sentences containing words with specified vowel patterns.

c) Decode regular multisyllabic words.

**Chesapeake Objective(s)**

The student will demonstrate the

ability

to decode regular multisyllabic words by:

- reading regularly spelled one- and two- syllable words automatically.
- decoding regular multisyllabic words.
- using phonetic strategies to self-correct reading when meaning breaks down.
- reading familiar text
- identifying multisyllabic words in text.
- applying knowledge of structural analysis (base words and affixes) when reading.
- determining if the text makes sense (meaning cues).
- determining if the words looks (visual cues) and sounds (structural cues) right.
- rereading when text loses meaning.

**2.6 The student will use semantic clues and syntax to expand vocabulary when reading.**  
 a) Use information in the story to read words.  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to use information in the story to read words by:

- using prior knowledge to interpret pictures and diagrams in order to predict text.
- using meaning clues to support decoding.
- using surrounding words in a sentence to determine the meaning of a word.
- using the context of the sentence to distinguish which of the multiple meanings of a word makes sense.
- selecting words from a list to complete story passages.
- reading on and/or rereading a selection.
- arranging parts of story in a who-what-when- where- why and how pattern.

b) Use knowledge of sentence structure.  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to use knowledge of sentence structure by:

- using knowledge of word order including subject, verb, and adjectives to check for meaning.
- identifying sentences and phrases.

c) Use knowledge of story structure and sequence.  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to use knowledge of story structure and sequence by:

- using story structure, titles, pictures, and diagrams to check for meaning.
- rereading to clarify meaning
- predicting an ending of a story
- mapping the parts of a story (beginning, middle, end).
- illustrating the events in a story
- arranging the sequence of events.

d) reread and self-correct  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to reread and self-correct.

- using phonetic strategies, semantic clues, and syntax to reread and self-correct.
- rereading to clarify meaning.

**2.7 The student will expand vocabulary when reading.**  
 a) Use knowledge of homophones

**Chesapeake Objective(s)**  
 The student will demonstrate the ability to use knowledge of homophones.

- Use knowledge of homophones (e.g., such as pair and pear)

b) Use knowledge of prefixes and suffixes.  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to use knowledge of prefixes and suffixes by:

- using common prefixes and suffixes to decode words.
- demonstrating an understanding of common prefixes such as un-, re-, dis-, pre-, and mis-.
- demonstrating an understanding of common suffixes such as -er, -y, -ful, -less, -est, and -ly.
- discussing the meaning of a word.

c) Use knowledge of antonyms and synonyms  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to use knowledge of antonyms and synonyms by:

- supplying synonyms for a given word
- supplying antonyms for a given word
- use knowledge of antonyms when reading (e.g., hot/cold, fast/slow, first/last).
- use knowledge of synonyms when reading (e.g., small/ little, happy/glad).

d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to discuss meanings of words and develop vocabulary by listening and reading a variety of texts by:

- discussing meanings of words and developing vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related-verbs such as look, peek, glance).
- use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook).

e) use vocabulary from other content areas.  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to use vocabulary from other content areas by:

- use specific vocabulary from content area study to express interests and knowledge (e.g., in discussion, by summarizing, through generating and answering questions).

**2.8 The student will read and demonstrate comprehension of fictional texts.**  
 a) Make and confirm predictions  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to make and confirm predictions by:

- apply knowledge of story structure to predict what will happen next.

- use knowledge of sequence to make predictions while reading text
- Use information from the text to make predictions.
- use information from a selection to confirm predictions.
- find evidence to support predictions.
- comparing predictions to actual finding after rereading.
- drawing conclusions from predictions

b) Relate previous experience to main idea.  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to relate previous experiences to the main idea by:

- reading fiction materials, which reflect the Standards of Learning in English, history, social sciences, science, and mathematics.
- using knowledge from their own experiences to make sense of and talk about the main idea.
- creating a graphic organizer to connect experiences to the main idea.
- discussing the similarities and differences of characters or events as they relate to personal experiences.

c) Ask and answer questions about what is read.  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to ask and answer questions about what is read by:

- reading fiction materials, which reflect the Standards of Learning in English, history, social sciences, science, and mathematics.
- asking and answering simple who, what, when, where, why, and how questions.
- Identifying the sequence of steps in functional text such as recipes or other sets of directions.
- Following the steps in a written set of directions.

d) Locate information to answer questions.  
**Chesapeake Objective(s)**  
 The student will demonstrate the ability to locate information to answer questions by:

- reading fiction materials, which reflect the Standards of Learning in English, history, social sciences, science, and mathematics.
- rereading to locate information in books and textbooks to answer questions.
- beginning to skin for information.
- beginning to use knowledge of transition words (signal words) such as first, next, and soon, to understand how information is organized.
- organizing information using graphic organizers.
- finding evidence to support predictions.

- summarizing and locating specific information in fiction

- pausing at commas and periods during oral reading
- applying phonics, meaning clues, and language structure to decode words and increase fluency.

The student will demonstrate the ability to locate information to answer questions by:

- locating information in texts to answer questions (e.g., use text features to locate and answer questions—headings, subheadings, bold print, charts, tables of contents).

e) Describe characters, setting, and important events in fiction and poetry.

**Chesapeake Objective(s)**

The student will demonstrate the ability

to describe characters, setting and important events in fiction and poetry by:

- describing the setting.
- describing the important events using the framework of beginning, middle, and end to retell story events.
- describing the character's traits, feelings, and actions as presented in a story.
- describing a character for a play.

f) Identify the problem and solution.

**Chesapeake Objective(s)**

The student will demonstrate the ability to explain the problem and solution by:

- Identifying the problem and solution in stories.
- compiling solutions through discussions.

g) Identify the main idea.

**Chesapeake Objective(s)**

The student will demonstrate the ability to identify the main idea by:

- determining the main idea or theme of paragraphs or stories.

h) Summarize stories and events with beginning middle, and end in the correct sequence.

**Chesapeake Objective(s)**

The student will demonstrate the ability to summarize stories and events by:

- organizing information, using graphic organizer.
- using the framework of beginning, middle and end to summarize and retell story events.
- describing the structure of a story (e.g., beginning introduces the story, ending concludes the action).

i) Draw conclusions based on the text.

**Chesapeake Objective(s)**

The student will demonstrate the ability to draw conclusions based on the text by:

- writing responses to what they read (e.g., response logs, write the story with new ending).

j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expressions.

**Chesapeake Objective(s)**

The student will demonstrate the ability to read and reread stories with fluency, accuracy and expressions by:

- practicing reading and rereading text that is on their reading level to develop accuracy, fluency and prosody.

**2.9 The student will read and demonstrate comprehension of nonfiction texts.**

a) Preview the selection using text features.

**Chesapeake Objective(s)**

The student will demonstrate the ability to preview the selection using text features by:

- using titles and headings to generate ideas about the text.
- skimming text for section headings, bold type, italics, and underlining, to assist in reading.
- using print clues, such as bold type, italics, and underlining, to assist in reading.

b) Make and confirm predictions about the main idea.

**Chesapeake Objective(s)**

The student will demonstrate the ability to make and confirm predictions by:

- using information from the text to make and revise predictions.
- using text features to make predictions
- using information from a selection to confirm predictions.
- using knowledge of sequence to make predictions.

c) Use prior and background knowledge as context for new learning.

**Chesapeake Objective(s)**

The student will demonstrate the ability to use prior and background knowledge as context for new learning by:

- using knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between; personal experiences and the text; the current text and other texts read; and what is known about the topic and what is discovered in the new text.

d) Set purpose for reading.

**Chesapeake Objective(s)**

The student will demonstrate the ability to set a purpose for reading by:

- skimming text for headings, bold print, and picture captions to set a purpose for reading.
- asking questions after previewing illustrations.
- posing questions from readings, characters, or titles.
- thinking about the author's purpose.

e) Ask and answer questions about what is read.

**Chesapeake Objectives(s)**

The student will demonstrate the ability to ask and answer questions about what is read by:

- asking and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why and how).

f) Locate information to answer questions.

**Chesapeake Objectives(s)**

g) Identify the main idea.

**Chesapeake Objective(s)**

The student will demonstrate the ability to identify the main idea by:

- determining the main idea of stories.

h) Read and reread familiar passages with fluency, accuracy, and meaning expression.

**Chesapeake Objective(s)**

The student will demonstrate the ability to read and reread texts with fluency, accuracy and expression by:

- reread as necessary to confirm and self-correct for word accuracy and comprehension.

**2.10 The student will demonstrate comprehension of information in reference materials.**

a) Use table of contents.

**Chesapeake Objective(s)**

The student will demonstrate the ability to use a table of contents by:

- locating titles and page numbers using a table of content.
- using the table of contents to locate information in content- area books.

b) Use pictures, captions, and charts.

**Chesapeake Objective(s)**

The student will demonstrate the ability to use pictures and charts by:

- interpreting pictures, diagrams, and tables.
- interpreting information presented in bar graphs, charts and pictographs.

c) Use dictionaries, glossaries and indices.

**Chesapeake Objective(s)**

The student will demonstrate the ability to use dictionaries and indices by:

- consult reference materials as needed to spell, check spelling and understand grade- appropriate words.
- locate words in reference materials, using first, second and third letter.
- locate guide words, entry words, and definitions in dictionaries and indices.

d) Use online resources.

**Chesapeake Objectiv(s)**

The student will demonstrate the ability to use online resources by:

- using online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials).

**2.11 The student will maintain legible printing and begin to make the transition to cursive.**

**Chesapeake Objective(s)**

- writing legibly.
- spacing words in sentences.
- spacing sentences in writing.
- learning basic strokes for cursive.

## 2.12 The student will write stories, letters, and simple explanations.

a)Generate ideas before writing.

### Chesapeake Objectives

The student will demonstrate the ability to generate ideas before writing by:

- participating in brainstorming activities.
- making lists of information.
- talking to classmates or teachers about what to write.
- using graphic organizers to plan their writing.

b)Organize writing to include a beginning, middle, and end for narrative and expository writing.

### Chesapeake Objective(s)

The student will demonstrate the ability to organize writing to include a beginning, middle and end by:

- including a beginning, middle, and end in narrative and expository writing.
- participating in shared research and writing projects.
- writing informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement.
- begin to compose paragraphs.
- use time-order words, such as first, net, then, and last, to sequence and organize their writing.

c)Expand writing to include descriptive detail.

### Chesapeake Objective(s)

The student will demonstrate the ability to expand writing to include detail by:

- using adjectives to elaborate and expand simple sentences.
- describing events, ideas, and person stories with descriptive details.
- use time- order words such as first, next, then and last, to sequence and organize their writing.
- produce, and expand complete simple and compound sentences.

d)Revise writing for clarity.

### Chesapeake Objective(s)

The student will demonstrate the ability to revise writing for clarity by:

- strengthening writing as needed by revising writing for clarity.
- consulting beginning reference materials, to check and correct spelling (e. g. , beginning dictionaries)
- deleting or adding words to clarify meaning during the revising process.
- avoiding stringing ideas together with and or then.

## 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

a)Recognize and use complete sentences.

### Chesapeake Objective(s)

The student will demonstrate the ability to recognize and use complete sentences by:

- recognizing that a sentence is a complete thought and makes sense
- composing and writing thoughts in complete sentences
- using capital letters at the beginning of each sentence.

- using end marks at the end of a complete thought.

b) Use and punctuate declarative, interrogative, and exclamatory sentences.

### Chesapeake Objective(s)

The student will demonstrate the ability to use declarative, interrogative, and exclamatory sentences by:

- punctuating declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point).
- using a variety of sentences in writing.

c)Capitalize all proper nouns and the word I.

### Chesapeake Objective(s)

The student will demonstrate the ability to capitalize all proper nouns and the word I by:

- identifying and capitalizing all proper nouns and words at the beginning of sentences.
- capitalizing the word I.

d)use singular and proper nouns and pronouns.

### Chesapeake Objective(s)

The student will demonstrate the ability to use singular and plural nouns and pronouns by:

- using singular and plural nouns correctly in writing.
- using singular and plural pronouns correctly in writing.
- using frequently occurring irregular plural nouns (e.g. , feet, children, teeth, fish).

e)Use apostrophes in contractions and possessive.

### Chesapeake Objective(s)

The student will demonstrate the ability to use apostrophes in contractions and possessives by:

- understanding the use of apostrophes in contractions.
- understanding the use of apostrophes in possessives

f)Use contractions and singular possessives.

### Chesapeake Objective(s)

The student will demonstrate the ability to use contractions and singular possessives by:

- using contractions orally or in written expressions.
- using singular possessives orally or in written expressions.

g)Use knowledge of simple abbreviations.

### Chesapeake Objective(s)

The student will demonstrate the ability to use simple abbreviations by:

- identifying simple abbreviations, including those for titles (e.g., Mr.,Mrs., Ms., and Dr.)
- identifying simple abbreviations for calendar words (e.g., Jan., Feb., Mon., Tues.)
- identifying simple abbreviations for address words (e.g., St., Rd.)

h)Use correct spelling for commonly used sight words, including compound words and regular plurals.

### Chesapeake Objective(s)

The student will demonstrate the ability to spell high-frequency sight words, compound words and regular plurals by:

- spelling high-frequently sight words correctly.

- spelling compound words correctly
- spelling regular plural words correctly.

i)Use commas in the salutation and closing of a letter.

### Chesapeake Objective(s)

The student will demonstrate the ability to use commas by:

- using commas in the salutation ( e.g., Dear Tyrell)
- using commas in the closing of a letter (e.g., Sincerely)

j)Use verbs and adjectives correctly in sentences.

### Chesapeake Objective(s)

- using verbs correctly in sentences
- using adjectives correctly in sentences.

## 2.14 The student will use available technology for reading and writing.

### Chesapeake Objective(s)

The student will demonstrate the ability to use technology for reading and writing by:

- using available technology and media for reading and writing, including in collaboration with peers.
- using available technology to produce writing
- using available media for reading and writing.
- asking and responding to questions about material presented through various media formats.

## MATH

The second grade standards extend the study of number and spatial sense to include three-digit numbers and three-dimensional figures. Students will continue to learn and use the basic addition facts, sums to 18 or less, and the corresponding subtraction facts. Students will also begin to estimate and make measurements. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

## 2.1 The student will

- a)read, write, and identify the place value of each digit in a three-digit numeral, using numeration models;

**b) round two-digit numbers to the nearest ten; and**

**c) compare two whole numbers between 0 and 999, using symbols (>, < or =) and words (*greater than, less than, or equal to*).**

- \* Demonstrate the understanding of the ten-to-one relationships among ones, tens, and hundreds, using manipulatives (e.g. beans and cups, Base-10 blocks, bundles of 10 sticks).
- \* Determine the place value of each digit in a three-digit numeral presented as a pictorial representation (e.g., a picture of Base-10 blocks) or as a physical representation (e.g., actual Base-10 blocks).
- \* Write numerals, using a Base-10 model or picture.
- \* Read three-digit numbers when shown a numeral, a Base-10 model of the number, or a pictorial representation of the number.
- \* Identify the place value (ones, tens, hundreds) of each digit in a three-digit numeral.
- \* Determine the value of each digit in a three-digit numeral (e.g., in 352, the 5 represents 5 tens and its value is 50).
- \* Round two-digit numbers to the nearest ten.
- \* Compare two numbers between 0 and 999 represented pictorially or with concrete objects (e.g., Base-10 blocks), using the words *greater than, less than or equal to*.

**Chesapeake Objective:**

Read, write, and order numbers 1 to 1,000.

**2.2 The student will**

**a) identify the ordinal positions first through twentieth, using an ordered set of objects; and**

**b) write the ordinal numbers.**

- \* Count an ordered set of objects, using the ordinal number words *first* through *twentieth*.
- \* Identify the ordinal positions first through twentieth, using an ordered set of objects.
- \* Identify the ordinal positions first through twentieth, using an ordered set of objects presented in lines or rows from
  - left to right;
  - right to left;
  - top to bottom; and
  - bottom to top.
- \* Write 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, through 20<sup>th</sup> in numerals.

**Chesapeake Objective:**

Identify odd/even ordinal numbers.

**2.3 The student will**

**a) identify the parts of a set and /or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;**

**b) write the fraction; and**

**c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths;**

- \* Recognize fractions as representing equal-size parts of a whole.
- \* Identify the fractional parts of a whole or set for  $\frac{2}{2}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$ ,  $\frac{2}{6}$ ,  $\frac{7}{8}$  and  $\frac{7}{10}$ , etc.
- \* Identify the fraction names (halves, thirds, fourths, sixths, eighths, tenths,) for the fraction notations  $\frac{2}{2}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$ ,  $\frac{2}{6}$ ,  $\frac{7}{8}$ , and  $\frac{7}{10}$ , etc.
- \* Represent fractional parts of a whole for

halves, thirds, fourths, sixths, eighths, tenths using

- \* region/area models (e.g., pie pieces, pattern blocks, geoboards);
- \* sets (e.g., chips, counters, cubes); and
- \* measurement models (e.g., fraction strips, cuisenaire rods, connecting cubes).
- \* Compare unit fraction ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{6}$ ,  $\frac{1}{8}$  and  $\frac{1}{10}$ ) using the words *greater than, less than, or equal to* and the symbols (>, <, =).

**2.4 The student will**

**a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10;**

**b) count backward by tens from 100; and**

**c) recognize even and odd numbers.**

- \* Determine patterns created by counting by twos, fives, and tens on a hundred chart.
- \* Skip count by twos, fives, and tens to 100, using manipulatives, a hundred chart, mental mathematics, a calculator and/or paper and pencil.
- \* Skip count by twos, fives, and tens to 100.
- \* Count backward by tens from 100.
- \* Use objects to determine whether a number is odd or even.

**2.5 The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.**

- \* Recall and write the basic addition facts for sums to 20 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.

**2.6 The student, given two whole numbers whose sum is 99 or less, will**

**a) estimate the sum; and**  
**b) find the sum, using various methods of calculation.**

- \* Regroup 10 ones for 1 ten, using Base-10 models, when finding the sum of two whole numbers whose sum is 99 or less.
- \* Estimate the sum of two whole numbers whose sum is 99 or less and recognize whether the estimation is reasonable.
- \* Find the sum of two whole numbers whose sum is 99 or less, using Base-10 models, such as Base-10 blocks and bundles of tens.
- \* Solve problems presented vertically or horizontally that require finding the sum of two whole numbers whose sum is 99 or less, using paper and pencil.
- \* Solve problems, using mental computation strategies, involving addition of two whole numbers whose sum is 99 or less.

**2.7 The student, given two whole numbers, each 99 or less, will**

**a) estimate the difference; and**  
**b) find the difference, using various methods of calculation.**

- \* Regroup 1 ten for 10 ones, using Base-10 models, such as Base-10 blocks and bundles of tens.
- \* Estimate the difference of two whole numbers each 99 or less and recognize whether the estimation is reasonable.

- \* Find of difference of two whole numbers each 99 or less, using Base-10 models, such as Base-10 blocks and bundles of tens.
- \* Solve problems presented vertically or horizontally that require finding the difference of two whole numbers each 99 or less, using pencil and paper.
- \* Solve problems, using mental computation strategies, involving subtraction of two whole numbers each 99 or less.

**2.8 The student will create and solve one- and two-step addition and subtraction problems, using data from simple tables, picture graphs and bar graphs.**

- \* Identify the appropriate data and the operation needed to solve an addition or subtraction problem where the data are presented in a simple table, picture graph, or bar graph.
- \* Solve addition and subtraction problems requiring a one- or two- step solution, using data from simple tables, picture graphs, bar graphs, and everyday life situations.
- \* Create a one- or two-step addition or subtraction problem using data from simple tables, picture graphs, and bar graphs whose sum is 99 or less.

**2.9 The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.**

- \* Determine the missing number in a number sentence, (e.g.,  $3 + \underline{\quad} = 5$  or  $\underline{\quad} + 2 = 5$ ;  $5 - \underline{\quad} = 3$ ,  $5 - 2 = \underline{\quad}$ ).
- \* Write the related facts for a given addition or subtraction fact, (e.g., given  $3 + 4 = 7$ , write  $7 - 4 = 3$  and  $7 - 3 = 4$ ).

**2.10 The student will**

**a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and**

**b) correctly use the cent symbol (¢), dollar symbol (\$), and decimal point (.).**

- \* Determine the value of a collection of coins and one-dollar bills whose total value is \$2.00 or less.
- \* Compare the values of two sets of coins and one-dollar bills (each set having a total value of \$2.00 or less), using the terms *greater than, less than, or equal to*.
- \* Simulate everyday opportunities to count and compare a collection of coins and one-dollar bills whose total value is \$2.00 or less.
- \* Use the (¢) and dollar (\$) symbols, and decimal point (.) to write a value of money which is \$2.00 or less.

**Chesapeake Objective:**

Student will count, compare, and make change using a collection of coins and one-dollar bills.

**2.11 The student will estimate and measure**  
**a) length to the nearest centimeter and inch;**

**b) weight/mass of object in pounds/ ounces and kilograms/grams, using a scale; and**

**c) liquid volume in cups, pints, quarts,**



### **gallons, and liters.**

- \* Estimate and measure the length of various line segments and objects to the nearest inch and centimeter.
- \* Estimate and then measure the weight/mass of objects to the nearest pounds/ounces and kilograms/grams, using a scale.
- \* Estimate and measure liquid volume in cups, pints, quarts, gallons, and liters.

#### **Chesapeake Objective:**

Estimate and measure capacity.

### **2.12 The student will tell and write time to the nearest five minutes, using analog and digital clocks.**

- \* Show, tell, and write time to the nearest five minutes, using a model analog clock.
- \* Match a written time to a time shown on a clock face to the nearest five minutes.

#### **Chesapeake Objective:**

\* Tell time to five minutes.

\*Now part of SOL

### **2.13 The student will**

#### **a) determine past and future days of the week; and**

#### **b) identify specific days and dates on a given calendar.**

- \* Determine the days/dates before and after a given day/date.
- \* Determine the day that is a specific number of days or weeks in the past or in the future of a given date, using a calendar.
- \* Identify specific days and dates (e.g. the third Monday in a given month or what day of the week does May 11 fall on).

### **2.14 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.**

- \* Read temperature to the nearest 10 degrees from real Celsius and Fahrenheit thermometers and from physical models (including pictorial representations) of such thermometers.

### **2.15 The student will**

#### **a) draw a line of symmetry in a figure; and**

#### **b) identify and create figures with at least one line of symmetry**

- \* Identify figures with at least one line of symmetry, using various concrete materials.
- \* Draw a line of symmetry – horizontal, vertical, and diagonal – in a figure.
- \* Create figures with at least one line of symmetry using various concrete materials.

#### **Chesapeake Objective:**

Determine congruence.

### **2.16 The student will identify, describe, compare and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).**

- \* Determine similarities and differences between plane and solid figures (e.g., circle/sphere, square/cube, and rectangle/rectangular prism), using models and cutouts.
- \* Trace faces of solid figures (e.g. cube and rectangular solid) to create the set of plane figures related to the solid figure.
- \* Identify and describe plane and solid figures (e.g., circle/sphere, square/cube,

and rectangle/rectangular prism), according to the number and shape of their faces (sides,bases), edges and vertices using models.

- \* Compare and contrast plane and solid geometric figures (e.g., circle/sphere, square/cube, and rectangle/rectangular prism) according to the number and shape of their faces (sides, bases), edges, vertices and angles.

### **2.17 The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.**

- \* Organize data from experiments , using lists, tables, objects, pictures, symbols, tally marks, and charts, in order to construct a graph.
- \* Read the information presented horizontally and vertically on picture graphs, pictographs, and bar graphs.
- \* Collect no more than 16 pieces of data to answer a given question.
- \* Represent data from experiments by constructing picture graphs, pictographs, and bar graphs.
- \* Label the axes on a bar graph, limiting the number of categories (categorical data) to four and the increments to multiples of whole numbers (e.g., multiples of 1,2, or 5).
- \* On a pictograph, limit the number of categories to four and including a key where appropriate .

### **2.18 The student will use data from experiments to predict outcomes when the experiment is repeated.**

- \* Conduct probability experiments, using multicolored spinners, colored tiles, or number cubes and use the data from the experiments to predict outcomes if the experiment is repeated.
- \* Record the results of probability experiments, using tables, charts, and tally marks.
- \* Interpret the results of probability experiments (e.g. the two- colored spinner landed on red 5 out of 10 times).
- \* Predict which of two events more is likely to occur if an experiment is repeated.

#### **Chesapeake Objective:**

\* Determine fractions of a set/probability.

\*Now part of SOL

### **2.19 The student will analyze data displayed in picture graphs, pictographs, and bar graphs.**

- \* Analyze information from simple picture graphs, pictographs, and bar graphs by writing at least one statement that covers one or both of the following:
- \* Describe the categories of data and the data as a whole (e.g., the total number of responses).
- \* Identify parts of the data that have special characteristics, including categories with the greatest, the least or the same.
- \* Select the best analysis of a graph from a set of possible analyses of the graph.

### **2.20 The student will identify, create, and extend a wide variety of patterns.**

- \* Identify a growing and/or repeating pattern from a given geometric or numeric sequence.

- \* Predict the next number, geometric, figure, symbol, picture, or object in a given pattern.
- \* Extend a given pattern, using numbers, geometric figures, symbols, pictures, or objects.
- \* Create a new pattern, using numbers, geometric figures, pictures, symbols, or objects.
- \* Recognize the same pattern in different manifestations.

### **2.21 The student will solve problems by completing numerical sentences involving the basic facts for addition and subtraction. The student will create story problems, using the numerical sentences.**

- \* Solve problems by completing a numerical sentence involving the basic facts for addition and subtraction (e.g.,  $3 + \underline{\quad} = 7$ , or  $9 - \underline{\quad} = 2$ ).
- \* Create a story problem for a given numerical sentence.

### **2.22 The student will demonstrate an understanding of equality by recognizing that the = symbol indicates equivalent qualities and the ≠ indicates that qualities are not equivalent.**

- \* Identify the equality (=) and inequality (≠) symbols.
- \* Identify equivalent values and equations. (e.g.,  $8=8$  and  $8 + 4 = 4$ ).
- \* Identify nonequivalent values and equations. (e.g.,  $8≠9$  and  $4 + 3≠ 8$ )
- \* Identify and use the appropriate symbol to distinguish between equal and not equal quantities. (e.g.,  $8 + 2 = 7 + 3$  and  $1 + 4 ≠ 6 + 2$ ).

## **SCIENCE**

The second-grade standards continue to focus on using a broad range of science skills in understanding the natural world. Making detailed observations, drawing conclusions, and recognizing unusual or unexpected data are stressed as skills needed for using and validating information. Measurement in both English and metric units is stressed. The idea of living systems is introduced through habitats and the interdependence of living and nonliving things. The concept of change is explored in phases of matter, life cycles, weather patterns, and seasonal effects on plants and animals.

### **Scientific Investigation, Reasoning, and Logic**

#### **2.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which**

- observations and predictions are made and questions are formed;
- observations are differentiated from personal interpretation;
- observations are repeated to improve accuracy;
- two or more characteristics or properties are used to classify items;
- length, volume, mass, and temperature are measured in metric units and standard English units using the proper tools;
- time is measured using the proper

- tools;
- g) conditions that influence a change are identified and inferences are made;
- h) data are collected and recorded, and bar graphs are constructed using numbered axes;
- i) data are analyzed, and unexpected or unusual quantitative data are recognized;
- j) conclusions are drawn;
- k) observations and data are communicated;
- l) simple physical models are designed and constructed to clarify explanations and show relationships; and
- m) current applications are used to reinforce science concepts.

### Force, Motion, and Energy

- 2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals.** Key concepts include
- a) magnetism, iron, magnetic/nonmagnetic, poles, attract/repel; and
  - b) important applications of magnetism.

### Matter

- 2.3 The student will investigate and understand basic properties of solids, liquids, and gases.** Key concepts include
- a) identification of distinguishing characteristics of solids, liquids, and gases;
  - b) measurement of the mass and volume of solids and liquids; and
  - c) changes in phases of matter with the addition or removal of energy.

### Life Processes

- 2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow.** Key concepts include
- a) animal life cycles; and
  - b) plant life cycles.

### Living Systems

- 2.5 The student will investigate and understand that living things are part of a system.** Key concepts include
- a) living organisms are interdependent with their living and nonliving surroundings;
  - b) an animal's habitat includes adequate food, water, shelter or cover, and space;
  - c) habitats change over time due to many influences; and
  - d) fossils provide information about living systems that were on Earth years ago.

### Interrelationships in Earth/Space Systems

- 2.6 The student will investigate and understand basic types, changes, and patterns of weather.** Key concepts include
- a) identification of common storms and other weather phenomena;
  - b) the uses and importance of measuring, recording, and interpreting weather data; and

- c) the uses and importance of tracking weather data over time.

### Earth Patterns, Cycles, and Change

- 2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings.** Key concepts include
- a) effects of weather and seasonal changes on the growth and behavior of living things; and
  - b) weathering and erosion of the land surfaces.

### Earth Resources

- 2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature.** Key concepts include
- a) important plant products are identified and classified;
  - b) the availability of plant products affects the development of geographic area;
  - c) plants provide oxygen, homes and food for many animals; and
  - d) plants can help reduce erosion.

## HISTORY AND SOCIAL SCIENCE

### Introduction to History and the Social Sciences

The standards for second grade students include an introduction to the heritage and contributions of the people of ancient China and Egypt and of the American Indians. Students should continue developing map skills and demonstrate an understanding of basic economic concepts.

The students will identify selected American individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land to people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities.

### History

- 2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.**
- 2.2 The student will compare the lives and contributions of three American Indian cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.**
- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.**

### Geography

- 2.4 The student will develop map skills by:**
- a) locating the United States, China and Egypt on world maps;
  - b) understanding the relationship between the environment and the

- culture of ancient China and Egypt
- c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
- d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.

- 2.5 The student will develop map skills by**
- a) locating the equator, the seven continents, and the five oceans on maps and globes;
  - b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River); mountain ranges (Appalachian Mountains and Rocky Mountains); and lakes (Great Lakes) in the United States and other countries.
- 2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.**

### Economics

- 2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).**
- 2.8 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.**
- 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.**

### Civics

- 2.10 The student will explain the responsibilities of a good citizen, with emphasis on:**
- a) respecting and protecting the rights and property of others;
  - b) taking part in the voting process when making classroom decisions;
  - c) describing actions that can improve the school and community;
  - d) demonstrating self-discipline and self-reliance;
  - e) practicing honesty and trustworthiness.
- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.**
- 2.12 The student will understand that the people of Virginia**
- a) have state and local government officials who are elected by voters;
  - b) have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

## MUSIC

Music education in the Chesapeake Public Schools is based upon a plan of sequential instruction. In the elementary grades, students are offered multi-dimensional musical experiences which have direction and connection with other knowledge. The following learning standards and supporting objectives outline activities which provide second grade students with the opportunity to acquire a basic foundation in music and enable them to pursue life-long involvement as educated consumers and participants.

### Perform

#### 2.1 The student will sing songs and play instruments.

1. Sing melodies within the range of a sixth.
2. Sing a variety of songs, individually and in groups.
3. Develop a repertoire of songs.
4. Play ostinato and single-chord accompaniments on classroom instruments.

#### 2.2 The student will perform and notate rhythm patterns using traditional notation.

#### 2.3 The student will respond to music with movement.

1. Perform line and circle dances.
2. Perform dances and games from various cultures.
3. Demonstrate locomotor and non-locomotor movements.
4. Dramatize songs, stories, and poems.
5. Perform interpretive movement.

#### 2.4 The student will read lyrics containing more than one verse and including words divided into syllables.

### Create

#### 2.5 The student will employ creativity in a variety of music experiences.

1. Create lyrics to familiar melodies.
2. Create new verses to songs.
3. Create accompaniments and ostinato.
4. Create music to enhance songs, stories, and poems.
5. Create interpretive movement.

### Investigate

#### 2.6 The student will recognize form in music.

1. Identify like and unlike melodic phrases.
2. Identify and perform music in two-part (AB) form.
3. Identify the beginning and ending of phrases.

#### 2.7 The student will recognize sudden and gradual changes in expressive qualities of music.

1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.

2. Use music terminology to describe changes.

#### 2.8 The student will identify selected orchestral and folk instruments by sight and sound.

#### 2.9 The student will identify melodic patterns that move upward, downward, and remain the same.

1. Use the voice, instruments, and movement.
2. Use music terminology.
3. Use the seven letters of the music alphabet.

The student will identify a composer and a music composition from each of four different music historical periods.

### Connect

#### 2.10 The student will exhibit respect for the contributions of self and others in a music setting.

1. Contribute to a group effort of making music.
2. Contribute to a group effort of listening to music.
3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

#### 2.11 The student will demonstrate an understanding of the relationship between music and other disciplines.

Research in music education includes several studies that document the positive influence of music instruction on the academic achievement, standardized test scores, and the overall success of American students. Those who participate in music activities also demonstrate an ability to work independently and with others. In addition, students employ critical thinking while developing musicianship and life-long skills.

## ART

The Chesapeake art curriculum is established upon the philosophy that art is an integral part of each student's education. Its aims are as stated in the Visual Arts Standards of Learning for Virginia Public Schools, Board of Education, Commonwealth of Virginia, April 2006. Chesapeake Public Schools offers an art program for all students in grades 1 – 5. Each elementary student receives a formal 45-minute art class once every two weeks. Elementary art lessons are designed to be incorporated with other subjects in the curriculum. The elementary art class correlates and supports math, science, history, and reading in visual form.

The standards for grade two focus on the acquisition of a reservoir of ideas for art making. Students will acquire ideas from their own experiences, their school, their communities, the environment, and the art of other cultures. Students will express these ideas, using an increasing variety of art materials, skills, techniques, and processes.

### Visual Communication and Production

The student will:

#### 2.1 Investigate various solutions to a single visual arts problem.

#### 2.2 Incorporate unanticipated results of art-making into work of art.

#### 2.3 The student will use literary sources to generate ideas for works of art.

#### 2.4 Identify and use

1. secondary colors – orange, violet, and green;
2. shapes – geometric and organic;
3. three-dimensional forms – cube, cylinder, sphere, pyramid, and cone.
4. pattern-complex, alternating, and repeating.

#### 2.5 Use environmental themes and historical events as inspiration for works of art.

#### 2.6 Create a work of art from observation source.

#### 2.7 Depict objects in proportion within a work of art.

#### 2.8 Collaborate with others to create a work of art.

#### 2.9 Identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.

#### 2.10 Create a three-dimensional work of art, using a variety of materials.

#### 2.11 Create a work of art by manipulating clay.

### Cultural Context and Art History

The student will:

#### 2.12 Recognize the careers related to the media they have studied.

#### 2.13 Compare the art, artifacts, and architecture of other cultures with that of their own culture.

#### 2.14 Identify symbols from various cultures.

#### 2.15 Identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans).

### Judgment and Criticism

The student will:

#### 2.16 Express opinions with supporting statements regarding works of art.

#### 2.17 Categorize works of art by subject matter, including portrait, landscape, and still life.

#### 2.18 Distinguish between natural objects and objects made by man in the environment.

#### 2.19 Interpret ideas and feelings expressed in personal and others' works of art.

### Aesthetics

The student will:

#### 2.20 Discuss local public art and its value to the community.

**2.21 Describe the meanings and feelings evoked by works of art.**

**2.22 Discuss the ways that the art of a culture reflects its people's attitudes and beliefs.**

## PHYSICAL EDUCATION

In Chesapeake Public Schools physical education is taught to students in grades 1-12. In grades 1-5, students receive physical education from a certified physical education teacher two times per week. Physical education helps students acquire the knowledge and skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. Our elementary and intermediate program allows students to explore, experiment,

and experience a wide range of physical activities without excessive peer pressure. We adhere to

the SOLs set forth by the Virginia State Department of Education.

**2.1 The student will continue to demonstrate the critical elements of locomotor, non-manipulative, and manipulative skills (isolated, small parts of the whole movement).**

- Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.
- Demonstrate educational gymnastic sequences including balance, roll, transfer of weight, and flight.
- Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic folk and creative dance sequences.

### Chesapeake Objective(s):

The student will demonstrate the ability to:

- Demonstrate developmentally appropriate competence in combinations of fundamental motor skills performed individually and with others.
- Practice general movement vocabulary.
- Demonstrate motor skills when participating in low-organized games.
- Cooperative effectively with a partner and a group to accomplish an assigned task during games and activities.
- Demonstrate how to use space to move safely in different directions at varying speeds.
- Drop a ball and bat it against the wall after it bounces.
- Demonstrate smooth transition from one locomotor skill to another (skip, hop, gallop, and slide).
- Demonstrate the skills of chasing, fleeing, and dodging to avoid others.
- Hit a ball repeatedly with a paddle.
- Kick a ball using all parts of the foot from a stationary position and while running.
- Change directions of travel from backward to forward to sideways quickly and safely without falling.
- Jump and land using a combination of one- and two-foot takeoffs and landings.
- Roll smoothly in a forward direction without hesitating.
- Perform balance activities on both a balance board and a balance beam.
- Combine various traveling patterns rhythmically to music.
- Demonstrate symmetrical and asymmetrical

shapes on a variety of body parts.

- Consistently hit a ball with a bat from a tee or cone.

**2.2 The student will apply the basic movement concepts to change locomotor, non-manipulative, and manipulative skills.**

- Use the concept of relationships in dynamic movement situations (over, under, around, in front of, behind, and through).
- Use feedback to improvement movement skill performance.

### Chesapeake Objective(s):

The student will be able to demonstrate the ability to:

- Explore relationships of body parts:
  - round (curved)
  - narrow
  - wide
  - twisted
  - symmetrical / nonsymmetrical
  - horizontal / vertical
- Explore relationships with people:
  - leading / following
  - mirroring / matching
  - unison / contrast
  - between
  - groups / partners
  - solo
  - alone in mass
- Explore relationships with apparatus, equipment, and other people:
  - over / under
  - on / off
  - near / far
  - in front / behind
  - along / through
  - meeting / parting
  - surrounding
  - around
  - alongside
- Explore relationships in dynamic movement:
  - quick movements adjusting center of gravity and base of support
  - stability
  - application of force (pushing and pulling)
- Recognize competent levels of performance in themselves and others.

**2.3 The student will identify and participate in physical activities that have cardio-respiratory, muscular, and flexibility benefits.**

### Chesapeake Objective(s):

The student will demonstrate the ability to:

- Identify activities that develop heart, lung capacity (jogging, biking, swimming, walking, dancing); muscular strength (pull-ups, push-ups, curl-ups); and flexibility (basic stretches).
- Participate in lifetime fitness activities that elevate heart rate, develop strong muscles, encourage range of motion in joints, and help prevent obesity and other diseases / health related disorders.

**2.4 The student will exhibit cooperative, respectful, and safe behavior in physical activity settings.**

### Chesapeake Objective(s):

The student will demonstrate the ability to:

- Work with class peers in cooperative group activities.
- Understand treating others with respect.
- Follow rules and procedures that are

established to maintain a safe environment.

**2.5 The student will identify opportunities outside of school to participate in regular physical education activities.**

### Chesapeake Objective(s):

The student will demonstrate the ability to:

- Identify local programs, clubs, and organizations that provide opportunities for participation in physical activities.
- Understand the benefits of participating in physical activity.

**Students are expected to follow the Chesapeake Public Schools Acceptable Use Policy (AUP) for any online activity related to these instructional objectives.**

## The Virginia Standards of Learning Tests

Students in grades three and five will take cumulative assessments to measure their competence on The Virginia Standards of Learning. These tests will be given in English, Mathematics, Social Studies, and Science. At grade five, a test of the Technology Standards will also be given. These cumulative assessments will be one of the pieces of information that will be used to consider students for promotion and retention.

## Graduation Requirements and Diploma Options

Students shall earn the standards credits outlined below. Students completing the requirements for the 22-credit diploma and graduate with an average grade of "A" will receive a Board of Education seal on the diploma. Students who elect the 26-credit diploma, and graduate with an average of "B" or better and successfully complete course work that will earn the student at least nine transferrable college credits in Advanced Placement, dual enrollment, International Baccalaureate, or Cambridge, courses will receive a Governor's seal on the diploma.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted for the specified courses required for graduation, provided the courses meet SOL requirements. Credit also applies to the total number of units (22 or 26) required for graduation in grades 9 – 12.

## Twenty-Two Credit Diploma

<u>Subject Area</u>	<u>Credit(s) Needed for Graduation</u>
English	4
Mathematics	*3
Laboratory Science	**3
History and Social Sciences	***3
Health and Physical Education	2
Foreign Language, Fine Arts or Career and Technical Education	****2
Economics and Personal Finance	1
Electives	6
<b>TOTAL UNITS</b>	<b>22</b>

\* Courses completed to satisfy this requirement shall include two different course selections from

among the following: Algebra 1, Geometry, Algebra Functions & Data Analysis, Algebra 2, or other mathematics courses above the level of Algebra 2.

\*\* Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth science, biology, chemistry and physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.

\*\*\* Courses completed to satisfy this requirement shall include U.S. and Virginia History, and U.S. and Virginia Government, and one course in either world history or geography or both.

\*\*\*\* Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall

include one credit in fine or performing arts or career and technical education.

\*\*\*\*\* Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

**Twenty-Six Credit Diploma or Advanced Studies Diploma**

<u>Subject Area</u>	<u>Credit(s) Needed for Graduation</u>
English	4
Mathematics	*4
Laboratory Science	**4
History and Social Sciences	***4
Foreign Language	****3
Health and Physical Education	2
Fine Arts or Career & Technical Education	*****1
Electives	3
<b>TOTAL UNITS</b>	<b>26</b>

\* Courses completed to satisfy this requirement shall include at least three different course selections from among the following: Algebra 1, Geometry, Algebra 2, or other mathematics courses above the level of Algebra 2.

\*\* Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among the following: earth science, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.

\*\*\* Courses completed to satisfy this requirement shall include Virginia History, and U.S. and Virginia Government, and two courses in either world history or geography or both.

\*\*\*\* Three years of one language or two years each of two languages.

\*\*\*\*\* Students must select from a list of courses approved for graduation requirements by the Board of Education. All credit-bearing courses in music, art, or vocational education will satisfy this requirement.

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**Chesapeake Public Schools  
Instructional Services Center  
304 Cedar Road • Chesapeake, Virginia 23322**

*The Chesapeake Public School System is an equal opportunity school system.  
The School Board of the City of Chesapeake also adheres to the principles of equal opportunity in employment and, therefore,  
prohibits discrimination in terms and conditions of employment on the basis of race, sex, national origin, color, religion, age or disability.*