

Physical Education

The student should be able to:

- Display age-appropriate skills during daily participation
- Explain classroom goals and participate with appropriate effort
- Display concepts of responsibility, sportsmanship, cooperation
- Follow directions
- Run, climb, track, kick, skate, tie shoes, punt, balance, strike, catch, dance, do calisthenics, build abdominal strength, skip, gallop, jump, hop, display fine motor skills, jump rope, tumble, throw, demonstrate backwards movement and show growth in flexibility and endurance

Flex

Students whose behavior, attendance or grades indicate that they may have problems in school are referred to the student assistance team. These at-risk students are directed to appropriate services in an attempt to make them successful in school.

Special Education

Some students need more support to learn. In order to help these children, an individual education plan (IEP) is developed by parents and support staff.

Once a student has an IEP, he/she will be assigned a special education teacher to oversee the plan.

This teacher will work with the parents, students, and other faculty and staff to meet the child's individual needs.

Administrative Staff

Westview Elementary 815-692-2623
Ron Schramm, Principal

Chenoa Elementary 815-945-2971
Dan Groce, Principal

Meadowbrook Elementary 815-657-8461

Chatsworth Elementary 815-635-3555

Upper Elementary 815-657-8238

Junior High School 815-657-8660
Dan Vaughan, Principal

High School 815-692-2355
Dan Schmitt, Principal
Chris Neidigh, Asst. Principal
Brad Beyers, Admin. Asst.

Director of Transportation 815-692-3484

Food Service Director 815-692-2115

Prairie Central CUSD#8 Unit Office
605 N. 7th Street
Fairbury, IL 61739
815-692-2504

Website: www.prairiecentral.org

Curriculum Expectations

for

Second Grade

Prairie Central School District #8

Dr. John Capasso
Superintendent



Purpose

This brochure is intended to provide parents and community members with a listing of important curriculum expectations which Unit District #8 has for its second graders. The lists do not contain all of the content or skills that Unit 8 students will be exposed to during a school year. A more complete listing is used by teachers to prepare lessons and activities on a daily basis; however this list should help parents and teachers as they discuss the academic progress of their children.

Curriculum Expectations by Content Area

Language Arts/ Reading

The student should be able to:

- Sound out multi-syllable words
- Recognize grade level words
- Self-check for comprehension and self correct
- Read 90 words per minute within a reading selection
- Identify and read a variety of literature (poetry, fiction, non-fiction, plays, and folktales)
- Retell parts of a story in order
- Identify the plot, characters, and setting of a story
- Answer questions about a story in a complete sentence
- Write stories with a beginning, middle and end
- Use a correct and complete sentence
- Read and write cursive
- Write an informational paragraph
- Speak clearly before a small group
- Comprehend, and follow, multi-step directions

Math

The student should be able to:

- Count, read and write whole numbers to 1,000
- Memorize, recite and apply addition and subtraction facts to 18
- Solve and explain two-step story problems using addition and subtraction
- Identify one and ten places in a three-digit number
- Count and solve problems using a combination of coins, and make change
- Apply geometry concepts
- Tell time to the five-minute level

Science

The student should be able to:

- Define natural resources and explain the importance of their protection and conservation
- Identify land and water habitats and match animals with them
- Explain the water cycle, food chain, and growth of plants and animals
- Explain the simple relationship among the sun, moon, earth and stars
- Identify solids, liquids and gases as well as ways to change them

Social Studies

The student should be able to:

- Define citizenship
- Recognize peoples' interdependence
- Demonstrate cooperation in different settings
- Explain traditions, cultures, and beliefs that shape America
- Identify where he/she is relative to the world, nation, state and town
- Identify places on the planet

Fine Arts - Visual

The student should be able to:

- Identify elements (line, shape, texture, value, color, form) and the similarities in the arts
- Identify and use art materials
- Identify the artist's role in society

Fine Arts - Music

The student should be able to:

- Demonstrate the ability to sing expressively, on pitch, with appropriate dynamics
- Identify instruments as well as instrumental families
- Identify characters, instruments and motives from Prokofiev's *Peter and the Wolf*
- Describe and identify melodic movement upward/downward, repeats/steps/leaps
- Recognize differing meters in 2's and 3's
- Recognize and identify sections of a composition (e.g. introduction, coda, AB, ABA forms)

Library/ Media

The student should be able to:

- Demonstrate book care and return books on time
- Demonstrate different library skills for a variety of purposes
- Demonstrate technological literacy
- Utilize assorted software to demonstrate knowledge
- Recognize and distinguish among a variety of literature