



# 2<sup>nd</sup> Grade Syllabus 2025-2026

Second Grade Website

## 2nd Grade Level Standards

The following is a condensed version of what your child should be able to do by the end of second grade. This is not a complete list of standards taught in second grade, but gives you an overall understanding of goals:

### Reading/Language Arts

The reading/language arts program includes reading, writing, listening, speaking, and research skills. The reading program includes phonics and comprehension skills. The writing program includes written comprehension, handwriting, grammar, and spelling skills. Research skills help students use information from books, technology, and observation.

By the end of second grade, your child should be able to:

- apply word phonic skills to decode and encode multisyllabic words to read and spell words
- determine cause and effect
- describe main story elements (plot, setting, and character)
- sequence important events in a story
- identify and explain theme in a story
- identify central idea and supporting details in fictional and informational texts
- retell an informational text in sequential order using central idea and supporting details
- sequence main story elements and retell a story
- Identify and explain text features and use them to build knowledge about a topic
- using context clues to determine the meaning of unfamiliar words and phrases
- draw conclusions and predict outcomes
- use the glossary and dictionary to learn meaning of unfamiliar words
- write a personal narrative
- write descriptive paragraphs
- write informational texts including an introduction and conclusion
- write opinion pieces with reasons supporting opinions
- edit, revise, and publish writing
- use correct form when writing a letter
- recognize that words can have more than one meaning; and
- identify various types of literature

### Science

There are four inquiry-based units of instruction in second grade. Students use inquiry skills such as observing, classifying, measuring, inferring, predicting, and conducting investigations to learn science concepts.

By the end of second grade, your child should explore a variety of concepts in the life, earth, and physical sciences, which include:

- Develop an understanding of observable properties of materials through the analysis and classification of different materials
- Apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change
- Investigate and use models to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination
- Use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth
- Make observations and compare the diversity of life in different habitats

## Mathematics

The focus in mathematics is to learn and use basic facts and to understand mathematical concepts. Students study patterns, relationships and functions, numbers and operations, probability and statistics, and geometry and measurement. The goal is for students to be proficient in basic skills, develop conceptual understanding, and be skillful problem-solvers. By the end of second grade, your child should be able to:

**1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

**2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

**3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**

- a. Construct and justify a solution to a problem.
- b. Compare and discuss the validity of various reasoning strategies.
- c. Make conjectures and explore their validity.
- d. Reflect on and provide thoughtful responses to the reasoning of others.

**4. Connect mathematical ideas and real-world situations through modeling.**

- a. Identify relevant quantities and develop a model to describe their relationships.
- b. Interpret mathematical models in the context of the situation.
- c. Make assumptions and estimates to simplify complicated situations.
- d. Evaluate the reasonableness of a model and refine if necessary.

**5. Use a variety of mathematical tools effectively and strategically.**

- a. Select and use appropriate tools when solving a mathematical problem.
- b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.

**6. Communicate mathematically and approach mathematical situations with precision.**

- a. Express numerical answers with the degree of precision appropriate for the context of a situation.
- b. Represent numbers in an appropriate form according to the context of the situation.
- c. Use appropriate and precise mathematical language.
- d. Use appropriate units, scales, and labels.

**7. Identify and utilize structure and patterns.**

- a. Recognize complex mathematical objects as being composed of more than one simple object.
- b. Recognize mathematical repetition in order to make generalizations.

## Social Studies

Students use a variety of process skills relating to history, government, geography, and economics. These include chronological thinking, organizing and explaining information, analyzing and interpreting data, conducting research, and communicating orally, graphically, socially, and in writing.

By the end of second grade, your child should be able to:

- Identify the geographic location of the U. S. in relation to the rest of the world.
- Describe and compare various landforms over time within the U.S.
- Explain how the human features, physical features, and natural resources within the U.S. changes over time and impacts economic activity.
- Interpret data to show how geographic location and available resources impact economic decision-making.
- Identify and compare significant historical events, moments, and symbols in U.S. history.
- Examine current or past events from U.S. history, and discuss the possible causes and effects.
- Identify cultural and ethnic groups in the U. S., explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society.
- Use primary and secondary sources to research a national figure who demonstrated civic dispositions.
- Analyze how rights are granted to U. S. citizens through the founding documents.
- Use evidence to propose and communicate a resolution to a national issue.
- Explain how the distribution of human features, physical features, and natural resources within the U. S changes over time and impacts economic activity.
- Examine the purpose of currency and how income, savings, and spending are parts of a budget..
- Create a simple budget, and articulate the priorities using economic terms such as expenses, income, and savings.
- Interpret data to show how geographic location and available resources impact economic decision-making.

## Health

Students demonstrate a variety of concepts to promote a healthy lifestyle for them and their family and friends. These include understanding health concepts, understanding appropriate health behaviors, how to use products and services to promote a healthy lifestyle, using communication to be an advocate of good health, making good health decisions, setting goals, and demonstrating positive behaviors that reduce health risks.

By the end of second grade, your child should be able to:

- Define health terms
- Describe how drugs can be harmful and helpful
- Identify the stages of growth and development
- Locate bones on the skeletal system
- Identify healthy eating habits
- Describe ways to help family and friends stay healthy
- Describe ways that one's community as a whole can influence food choices and physical activity
- Explain ways to identify trustworthy and untrustworthy adults
- Describe what happens when you go to the dentist
- Develop a safety plan
- Set goals to promote good health
- Identify and demonstrate safety rules
- Demonstrate health ways to reduce stress

## Assessment and Evaluation of Students

Second grade students are assessed in a variety of ways, including:

- Checklists/Rubrics based on Work Samples like projects and book reports
- Quizzes/Tests
- Student/Teacher Conferences
- Oral assessment
- Journals
- Benchmark Tests-Reading and Math
- Teacher Observation Class participation
- Dreambox
- Reflex

## Long Range Plans:

### Reading

**1st Quarter:** Be a Super Citizen, Look Around and Explore, Meet in the Middle

**2nd Quarter:** Once Upon a Time, Lead the Way, Weather Wise

**3rd Quarter:** Everyone Has a Story, Time to Grow, Home Sweet Habitat

**4th Quarter:** Many Cultures One World, Genre Study: Nonfiction, Genre Study: Literary Texts

### Writing

**1st Quarter:** Personal Narrative Writing, Descriptive Essay Informational Writing, Persuasive Writing

**2nd Quarter:** Imaginative Narrative, Personal Essay Informational Test, Poetry

**3rd Quarter:** Imaginative Narrative, Procedural Informational Test, Research Report

**4th Quarter:** Thank-You Letter, Personal Narrative, Opinion Essay

### Math

Please note that fluency to 20 will be built into the curriculum year-round. This is a crucial component in ensuring mathematical success.

**1st Quarter-** Fluency to 20, Place Value to 1000, Comparing numbers using greater than, less than, equal to, Patterns with numbers (counting forward and backward within 1-999, even/odd)

**2nd Quarter-** Addition and Subtraction Meaning in word problems (add to/take apart with unknowns), Strategies to fluently add and subtract within 100

**3rd Quarter-** Measure and compare lengths using standard units of measurement, Telling time to the nearest five-minute interval, Counting money, Utilize place value reasoning to determine 10 or 100 more or less than a given number up to 999, True/False equations with reasoning

**4th Quarter-** Data Analysis of graphs (tally charts, bar graphs, picture graphs, dot plots), Geometric shapes and Equal Shares (partition into halves, fourths), Describe triangles and quadrilaterals based on attributes

### Science

**1st Quarter-** Materials From the Land

**2nd Quarter-** Landscape Shapes

**3rd Quarter-** How Landscapes Change

**4th Quarter-** Biodiversity in Habitats

### Social Studies

**1st Quarter -**Why Does Geography Matter?

**2nd Quarter-**Why Does History Matter?

**3rd Quarter-** Why Do People Matter?

**4th Quarter-** Why Does Money Matter?

Grading Percentages for each subject are:

The Grading Scale is as follows:

100-90 A  
89-80 B  
79-70 C  
69-60 D  
59 below F

### The School District of Greenville County Grade Weightings

Assessment is a key component of an instructional program. The following table lists the weightings of assignments and a minimum number of assessments expected in each category (shown in parenthesis). Examples of assignments are also listed where appropriate.

Content Area	Minor Grades	Major Grades	Other
Reading	(5) 60%  Comprehension Strategies and Skills, Retelling, Cold Read assessments, Protocols, Responses to Literature, Observations, Book reports, Projects Checklists/Rubrics, Portfolios, fluency	(2) 40%  Comprehension Strategies and Skills, Retelling, Cold Read assessments, Protocols, Responses to Literature, Observations, Book reports, Projects Checklists/Rubrics, Portfolios, fluency	N/A
Language Arts  (Writing, Research, Communication and Language Skills)	(3) 60%  Response Journals, Learning Logs, Writer's Craft, Writing Conventions, Writing Process, Writing Rubrics, Research Process, Reference Materials, Use of Technology, Presentation Rubrics, Writing Prompts/Narratives, Constructed Responses, Anecdotal Records, Observation Checklists, etc.	(2) 30%  Reading Projects, Presentation Rubrics, Writing Prompts/Narratives	Spelling Tests (5) 10%
Math	(7) 60%  Grades based on daily activities/assignments including subject specific content knowledge, process skills including communication, and/or effort; quizzes/tests, math assignments, observations, checklists, extending/refining assignments, presentations, performance assessments, <b>Examples include:</b> major/minor tests, culminating projects, performance assessments, process skills including problem solving and communication	(2) 40%  Grades based on daily activities/assignments including subject specific content knowledge, process skills including communication, and/or effort; quizzes/tests, math assignments, observations, checklists, extending/refining assignments, presentations, performance assessments. <b>Examples include:</b> major/minor tests, culminating projects, performance assessments, process skills including problem solving and communication	N/A

<b>Science</b>	<b>(5) 60%</b>  Grades based on daily activities/assignments including subject specific content knowledge, process skills including communication, and/or effort; quizzes, science lab participation, science/lab journal entries, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments.	<b>(2) 40%</b>  Major tests, culminating projects and performances; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills	N/A
<b>Social Studies</b>	<b>(5) 60%</b>  Grades based on activities/assignments including quizzes, writing assignments, observations, checklists, extending/refining assignments; grades may be based on subject –specific content knowledge, thinking/reasoning skills, and communication skills	<b>(2) 40%</b>  Major tests, culminating projects and performances; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills	N/A

**Disclaimer-** District Major Assessments in Reading and Math are not allowed to go home. Please check your child's Backpack from the Parent Portal for grade updates. You can request to come into the school to see any major district made assessments.

### Student Records

Student records are available in a variety of ways. Personal information is tracked through PowerSchool. This is a district wide attendance program that tracks attendance as well as contact information. Records of student's grades will be kept on Power School as well. This program helps teachers track students' grades and progress. Parents can track students' grades through Parent Backpack.

### Homework Policy

Homework assignments have the following purposes:

1. To extend the work introduced in the classroom and to encourage good habits by stimulating voluntary effort, initiative, independence, responsibility, and self-direction;
2. To provide opportunities for creative ability;
3. To reinforce school learning with additional practice, integration, and application;
4. To increase a student's skills and knowledge;
5. To encourage a carry-over of worthwhile school activities into permanent leisure interests;
6. To incorporate resources of the home and family;
7. To improve home-school relationships; and
8. To challenge every pupil.

### Makeup Work Policy

Students have 5 days upon return to school to complete and submit missed assignments and assessments for excused and unexcused absences. Students should work with the teacher to determine missed assignments/assessments to ensure completion. Additional time may be provided at the discretion of administration.

## Missing/Late Assignment Policy

Students are expected to submit assignments according to deadlines as communicated by the teacher. Missing assignments will be recorded as a zero (0) in the gradebook if not submitted by the deadline. Beginning on the third day after the due date, late assignments will result in a subtraction of one (1) percentage point for each day late. Assignments will result in a zero (0) after 10 days post deadline. Missing assignments will not be accepted from previous quarters. Deviation of this policy will be at the discretion of administration.

## Attendance and Tardy Policies

The administration at Woodland Elementary believes that good attendance is imperative to learning and encourages all students to be in school every day unless there is an appropriate reason for absence. (Students are required to bring a note from the parents within five days of the absence stating the reason for the absence.) The guidelines for determining lawful and unlawful absences are listed below:

### Unlawful Absences:

1. Students who are willfully absent from school without the knowledge of their parents.
2. Students who are absent from school without acceptable cause with the knowledge of their parents.
3. Students who are absent due to suspension from school.

### Lawful Absences:

1. Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance.
2. Students whose immediate family has a serious illness or death to occur.
3. Students who are absent due to a recognized religious holiday of their faith may be excused from attendance in school.

## Tardies

When a student is late to school, not only is instruction being missed in the classroom but a disruption is created when a student enters after the lesson has begun. All students need to be at school by 7:45 a.m. If a student must enter school later due to an unavoidable reason, the adult transporting the child must come into the office area to sign the student in and document the reason for being late. (If the problem becomes habitual, parents will be asked to come to a conference at the school to develop a plan to alleviate this situation.) Continued tardiness after the conference could result in referral to a district attendance officer for further action.

## Rules for Student Behavior

One major goal in school is to encourage the development of self-discipline. A classroom management plan offers guidance in making good decisions and taking responsibility for one's actions. Effective classroom management provides a safe, nurturing environment for students. This fosters academic, emotional, and social growth throughout the year.

## Non-Instructional Procedures

### Arrival

Students enter the classroom in an orderly fashion. Students are to hang up their belongings and unpack their backpack; backpacks should be left on their hook at the cubbies. Students will bring their homework folder and Chromebooks to their desks. Students will complete the daily morning work.

### Sharpening Pencils

Students should have at least one pencil on their desk at all times. If a sharper pencil is needed, he/she will place their dull pencil in their canister and take a sharpened pencil. Sharpening pencils will be done by students at the beginning and end of the day.

## Recess

Students play for 20 minutes a day on the playground, weather permitting. If weather prevents the class from going outside, students are invited to participate in indoor recess. This will consist of various recess centers. They may also choose to read, draw, or rest during this time.

## Movement between Special Areas

The teacher will escort students to and from the special areas, lunch, recess, PE, music, computer etc.

Students should stand quietly one block away from the wall, on the right side of the hallway. Hands should either be in pockets or behind the back and there is no talking.

## School Assemblies

Students will be expected to be respectful and attentive during all assemblies. Misbehavior will result in loss of privileges and/or consequences, depending on the severity of the misbehavior. Rewards will be given for students demonstrating appropriate behaviors.

## Dismissal

After distributing red folders and any pertinent information, students assist with preparing the room for the next day. Students are responsible for straightening the room, sweeping the floor, sharpening pencils, and stacking chairs. Students are dismissed when their van, bus, or car number has been displayed on the afternoon dismissal show.

## Money

All money needs to be sent to school in an envelope or Zip-Lock bag. It needs to be labeled, (lunch, field trip, etc.), have the amount written on it, and have the child's name on it.

## Presentation of Rules and Procedures

During the first week of school, all rules, consequences, reinforcements and procedures will be discussed with students. Rules, reinforcements, and consequences are posted in the classroom and will be reviewed as needed.

## Parent Communication

Second Grade supports the development of children as lifelong learners through partnerships with each child's home and family. Understanding that parent involvement is important for a child's success in school, we offer many opportunities for parent communication:

## Teacher Contact Information

Amanda Chandler -[akchandler@greenville.k12.sc.us](mailto:akchandler@greenville.k12.sc.us) (864) 355-5389

Pat Kiehl- [pkiehl@greenville.k12.sc.us](mailto:pkiehl@greenville.k12.sc.us) (864) 355-0415

Darby Marinelli- [dmarinelli@greenville.k12.sc.us](mailto:dmarinelli@greenville.k12.sc.us) (864) 355-0470

Jessica Martin -[jesmartin@greenville.k12.sc.us](mailto:jesmartin@greenville.k12.sc.us) (864) 355-0463

Colby Mayer -[cmayer@greenville.k12.sc.us](mailto:cmayer@greenville.k12.sc.us) (864) 355-2056

Karen McClain - [kmcclain@greenville.k12.sc.us](mailto:kmcclain@greenville.k12.sc.us) (864) 355-0436

Melissa Pitts- [mpitts@greenville.k12.sc.us](mailto:mpitts@greenville.k12.sc.us) (864) 355-0428

Emily Poynter - [epoynter@greenville.k12.sc.us](mailto:epoynter@greenville.k12.sc.us) (864) 355-0449

Nikki Rader- [nrrader@greenville.k12.sc.us](mailto:nrrader@greenville.k12.sc.us) (864) 355-0422

Amy Weinberg - [aweinberg@greenville.k12.sc.us](mailto:aweinberg@greenville.k12.sc.us) (864) 355-0467

Kristin White -[kewhite@greenville.k12.sc.us](mailto:kewhite@greenville.k12.sc.us) (864) 355-0495

Daily communication with parents takes place through notes, conference/discipline forms filled out by the student and teacher, emails, and phone calls.

Weekly communication takes place in the form of a short newsletter informing parents of upcoming events, changes in the schedule etc... Phone calls are placed, emails and notes are sent to notify parents of special things their child has done. Our grade level website is updated weekly with the current virtual newsletter.

There will be at least one scheduled conference between the child's teacher and parents during the fall. All parents are expected to attend these scheduled student-led conferences. Parents are encouraged to initiate conferences if they have questions by writing to the child's teacher or setting up an appointment.

When teachers observe the need for additional parent-teacher meetings, they will request that parents come in for special conferences. If you wish for a telephone conference, call the school, and leave your number. The teacher cannot be called to the telephone during the day.

## **Second Grade Supply List**

### **Second Grade**

- 24 Ticonderoga Wood #2 Pencils
- 4 Pack of Expo Dry Erase Markers
- 2 Elmer's All Purpose Glue Sticks
- 6 packs of Crayola Crayons (24 count)
- 3 Boxes of Kleenex
- 2 Marble Composition Books
- 2 Pocket Folders with 3 Prongs (Blue and Green)
- 1 Plastic Pencil Box
- 1 Headphones
- 1 pair kids scissors (blunt tip)
- 2 Flat pink erasers

### **Classroom Supply Wish List**

- 1 pack of copy paper per student
- Ziplock Bags (Boys-Gallon Girls-Sandwich)
- Hand Sanitizer
- Sticky Notes/or Index Cards
- Highlighters/or Color Pencils

## **Daily Schedule**

Each teacher will create a classroom schedule. The daily schedule will include each subject and when it is taught, recess, related arts, and lunch times. Please see your child's teacher for more information.

## **GCS 0 Attendance Plan**

On the 0 attendance plan, we will hold multiple LIVE sessions throughout the day. We will have **LIVE sessions** throughout the day and your child should attend the Google Meet through the Homeroom classroom link. We will have Google slides in the Homeroom classroom with assignments to be completed after the Meets. Thank you for your flexibility!

## **Adjustment to Syllabus**

A copy of second grade pacing guides are utilized in making daily lesson plans to ensure that we follow the appropriate time line. We make notations concerning the problems that arise, as well as the successes in the implementation. These notes, along with team decisions, allow us to make needed adjustments to return to the original timeline, and to plan for needed revisions in successive pacing guides.

## **Additional Pertinent Information**

Additional pertinent information is included in the Student/Parent Handbook. Please make sure that you and your child are aware of its contents. The handbook will be linked to our 2nd Grade Website and will also be posted on the Woodland Elementary Homepage.