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*By the end of Second Grade, your child should be able to do the following in **MUSIC**:*

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*Melody:*

- ▶ Move his/her voice up or down on the scale, using both solfège and Kodaly hand signs.
- ▶ Echo-sing using sol-mi-la.

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*Rhythm:*

- ▶ Identify whole notes, half notes, quarter notes, quarter rests, eighth notes, staff, bar lines, clefs, repeat signs.

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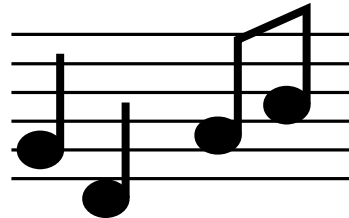
*Tempo:*

- ▶ Change tempo to fit the musical idea.

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*Style/Form:*

- ▶ Recognize identical/contrasting phrasing or sections.



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*Dynamics:*

- ▶ Explain dynamic relevance to a given song.

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*Tone Color:*

- ▶ Begin to aurally recognize the families of instruments: strings, woodwind, brass, percussion.

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*Instrumental Performance:*

- ▶ Perform two or more contrasting melodic or rhythmic patterns as a group on classroom instruments.
- ▶ Improvise a melody or harmony, given a specific rhythm within a pentatonic scale on a classroom instrument.

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*A student with an Individual Education Plan and/or 504 Plan will be provided the necessary accommodations as outlined in his or her specific plan.*

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*By the end of Second Grade your child should be able to do the following in **LIBRARY MEDIA**:*

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*Apply the Skills of a Curious Researcher:*

- ▶ Locate information in the Library Media Center (LMC) using alphabetical and numeric order.
- ▶ Locate specific resources in the LMC using call numbers.
- ▶ Distinguish between fiction and nonfiction.
- ▶ Use developmentally appropriate computer resources.
- ▶ Locate and use Kids' Information Portal (computer catalog) to find resources in the LMC using a variety of search methods.
- ▶ Identify basic information about resources using the computer catalogs.
- ▶ Use the table of contents and the index.
- ▶ Independently gather and interpret information from fiction, nonfiction, and reference sources.
- ▶ Use search engines, directories, and databases to access information on the Internet.
- ▶ Apply criteria for acceptable and safe online information.
- ▶ Skim to locate highlighted information.
- ▶ Develop basic note taking skills.
- ▶ Interpret and organize information in a variety of formats, including reports, graphic organizers, or presentations.
- ▶ Evaluate the research process and/or product.

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*Develop the Skills of a Life-long Reader and Communicator:*

- ▶ Identify characters, setting, and plot in a story.
- ▶ Classify literary genres.
- ▶ Independently select personal reading resources.
- ▶ Develop listening skills through literary experiences.
- ▶ Respond to literature in a variety of ways including discussing, recalling, sequencing, predicting, summarizing, paraphrasing, or comparing.

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*Demonstrate the Skills of a Responsible Community Member:*

- ▶ Follow library procedures.
- ▶ Demonstrate respect for the facility, resources, and other people in the LMC.
- ▶ List sources of information to credit creators of information.
- ▶ Explain the author/illustrators' ownership of their work.
- ▶ Explain copyright and the importance of giving credit. 9-07

# Academic Expectations

*What You Can Expect During Your Child's Year in **Second Grade***

## **Art, Music, Library Media, Technology and Physical Education**

*While all children learn in different ways, you expect your child to make progress in school every year.*

*This brochure defines what your child should be able to do in the areas of art, music, library media sciences, technology and physical education by the end of this year.*

*At Scotia-Glenville, learning is often integrated between subject areas. Reading and writing skills, for example, are also stressed in art, music, library media sciences, technology and physical education.*

*Our district also strives to have technology viewed as a set of complementary activities in all subjects.*

*Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.*

*Our district is committed to an education for your child that is consistent across our elementary schools and which will add depth and richness to your child's experiences.*



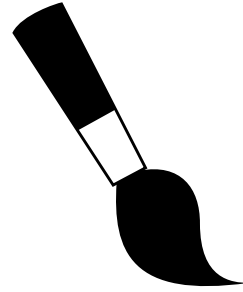
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**By the end of Grade Two, your child should be able to do the following in *ART*:**

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***Drawing:***

- ▶ Sketch preliminary ideas.
- ▶ Use overlapping lines.



***Painting:***

- ▶ Mix colors, creating shades and tints.
- ▶ Use crayon resist technique.

***Design/Composition:***

- ▶ Explain and demonstrate knowledge of balance of composition.
- ▶ Demonstrate a grasp of the illusion of 3-D space by overlapping shapes.
- ▶ Understand scale of an object in relation to distance (gradation of size).

***Color:***

- ▶ Make color selections based on knowledge of the color wheel, including analogous, complementary, monochromatic.
- ▶ Distinguish between the bright and dull qualities of color, to show color contrast.

***Printmaking:***

- ▶ Explore various printmaking techniques.

***3-Dimensional Art:***

- ▶ Use a variety of media and found objects to create a mobile.

***Art History/Appreciation:***

- ▶ Acquire and use a minimum of critical/analytical vocabulary of art terms, and become conversant with appropriate vocabulary.
- ▶ Gain a sense of history through observation of artists and their work, as they relate to other artists' work.

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**All learning is cumulative.  
What is taught the previous year is strengthened by what is taught this year.**

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**By the end of Second Grade, your child should be able to do the following in *PHYSICAL EDUCATION*:**

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***Body, Spatial and Social Awareness:***

- ▶ Perform different body movements with and without a partner.
- ▶ Perform different body movements to a series of beats of varying tempos.
- ▶ Change from a leading to a following position in relation to a partner.

***Effort and Controlled Movement:***

- ▶ Move in various ways showing definite contrasts of light and strong force.

***Locomotor Movements:***

- ▶ Jump a self-turned rope both forward and backward with yielding landings.
- ▶ Follow a fleeing partner's pathways to catch or over take them.
- ▶ Quickly perform dodging skills on a signal.

***Tumbling, Rolling Balancing and Weight Transfer:***

- ▶ Rock smoothly and repeatedly back and forth on the back.
- ▶ Roll in at least two directions.
- ▶ Balance using a variety of symmetrical and asymmetrical body shapes.
- ▶ Balance using different bases of support on low equipment.

***Dribbling, Kicking and Punting:***

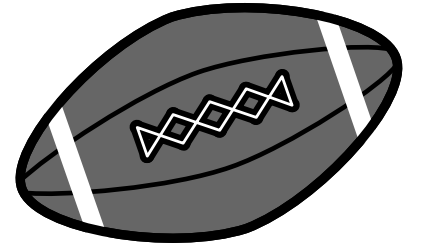
- ▶ Hand/foot dribble a ball while traveling slowly in different directions.
- ▶ Dribble around stationary objects while using the insides of each foot.
- ▶ Kick a stationary ball along the ground toward a stationary partner or target using the inside of the foot.
- ▶ Punt a ball as far as possible.

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***Throwing, Catching, Volleying and Striking:***

- ▶ Catch a softly thrown ball to different places in relation to the body.
- ▶ Toss to themselves and catch, using a scoop or other implement.
- ▶ Strike a small, lightweight ball upward using a hand or lightweight paddle.



***Fitness:***

- ▶ Demonstrate their understanding of exercise and the effects it has on the body as it relates to breathing, sweating and using muscles

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**By the end of Second Grade your child should be able to do the following in *TECHNOLOGY*:**

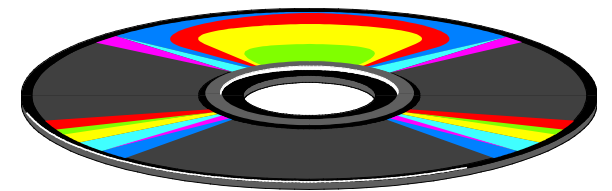
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***Basic Operations:***

- ▶ Insert/eject CD.
- ▶ Highlight text to change font size/style and to delete or replace.
- ▶ Access the Internet.
- ▶ Use Print Preview.

***Keyboarding:***

- ▶ Use correct hand and finger positions for keyboarding.



***Use of Software:***

- ▶ Use *Kidspiration* and/or *Kid Pix Deluxe* to produce a word processing document.

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