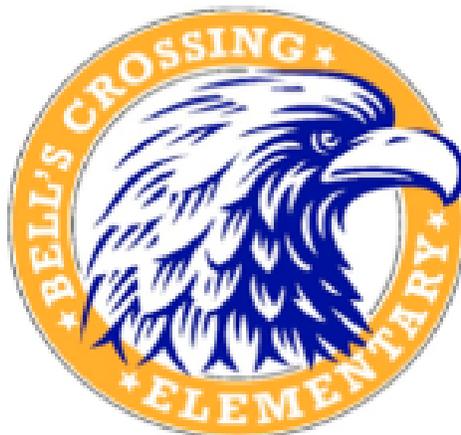




2nd Grade Syllabus 2023-2024 School Year



Bell's Crossing Elementary Second Grade Syllabus 2023-2024

All state standards that we are required to teach can be found on the SC State Standards website <https://ed.sc.gov/instruction/standards/> .

Reading & Word Study

Texts/Resources: Author & Genre Studies (various trade books), AR program, student dictionaries/thesauruses, charts, iPads, computer/PowerPoints, and teacher created materials

First Quarter Fiction Focus:	Second Quarter Nonfiction Focus:	Third Quarter Fiction Focus:	Fourth Quarter Genre Studies:
<ul style="list-style-type: none"> - Describe the main story elements and sequence the important events. - Identify and explain a theme in text -Identify different characters' perspectives in a literary text 	<ul style="list-style-type: none"> - Ask literal and inferential questions. - Retell the central idea and key details -Compare and contrast topics and ideas - Identify how an author uses words, phrases, illustrations, and photographs to inform, explain, or describe. - Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text 	<ul style="list-style-type: none"> - Identify and analyze the author's purpose. - Recognize differences between the points of view and perspectives of the narrator and various characters - Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action -Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each. 	<ul style="list-style-type: none"> -Read or listen closely to: <ul style="list-style-type: none"> a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; c. explain how cause and effect relationships affect the development of plot. <p style="text-align: center;">Poetry Workshop:</p> <ul style="list-style-type: none"> -Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each. - Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.
<p style="text-align: center;">Phonics Focus:</p> <ul style="list-style-type: none"> -Short vowel review -FLOSS: ff, ll, ss, zz -all, -oll, -ull -sh, th, ch review, wh/ph -ng an -nk -VCe review, - _ce -_ge, VCe exceptions -es and -ed 	<p style="text-align: center;">Phonics Focus:</p> <ul style="list-style-type: none"> -ing and close/open syllables -compound words and closed syllables -open/closed syllables, -tch and -dge -long VCC and Y as long I -Y as long E and -le -Ending pattern review -/er/ sound -R controlled review -Long A, Long E, Long O 	<p style="text-align: center;">Phonics Focus:</p> <ul style="list-style-type: none"> -Long I and -vowel teams -/oo/ and /oo/ as long U -Long U, ew, ui, ue -Diphthongs -ea, as short e -a as short o -/oi/ and /ow/ -Suffixes -s/-es and -er/-est -Prefix un-, pre-, re-, dis- 	<p style="text-align: center;">Phonics Focus:</p> <ul style="list-style-type: none"> -Doubling rule -ed, -ing, -er, -es -Drop -e rule -Y to I rule -/er/ and /air/ spellings -/ear/ -Alternate Long A and U -Alternate ch, gn, gt, t -ough as /aw/ and long O -Signal vowels -sion, -tion, -ture -Suffix -er, -or, -ist, -ish

Writer's Workshop

Texts/Resources: 6+1 Trait Writing Model, writing folders, journals, word wall, publishing materials, student dictionaries/thesauruses, computers/PowerPoints, author's chair, trade books

First Quarter Narrative Focus	Second Quarter Informative /Expository Focus	Third Quarter Narrative Focus/Fiction Diary Entries	Fourth Quarter Opinion Focus and Speeches
<ul style="list-style-type: none"> -Write real and imagined narratives -Describe characters and setting Sequence events using temporal words -Revise writing using appropriate capitalization, spacing, and punctuation -Communicate ideas and writing clearly with peers and adults 	<ul style="list-style-type: none"> -Write informative/explanatory texts to convey complex ideas and information -Explore print and multimedia sources using facts and definitions to develop points -Use adjectives and adverbs appropriately in writing -Use prepositional phrases appropriately in writing 	<ul style="list-style-type: none"> -Write narratives that recount a well-elaborated event or short sequence of events -Develop imagined characters and plots organize writing using narrative structures such as diary entries -Use sound words (onomatopoeia) to enhance details about the setting -Include talk bubbles in illustrations to give the reader more information about characters. 	<ul style="list-style-type: none"> -Explore print and multimedia sources to write opinion pieces -Arrange reasons in a logical way so that ideas build on one another -Understand that what you say can be put into writing -Borrow a word, phrase, or a sentence from another writer -Use examples to make meaning clear to readers -Write in a way that speaks directly to the reader -Use punctuation to make the text clear, effective, and interesting, and to support voice -Use some vocabulary specific to the topic or content

Math

Texts/Resources: Number talks, math games, pattern blocks, base ten blocks, unifix cubes, plastic money, hundreds charts, number lines, rulers, clocks, graphs, chrome books

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<ul style="list-style-type: none"> -Fluency to 20 & exploring even and odd numbers -Using place value to add -explore standard units of length -Relate addition and subtraction to length 	<ul style="list-style-type: none"> -Relate Skip counting to time -solving problems with money -place value to 999 -Expressing and Comparing 3 digit numbers 	<ul style="list-style-type: none"> -Relating skip counting to mental addition and subtraction -Estimating and comparing lengths -Generating measurement data to solve problems -Reasoning with shapes and their attributes 	<ul style="list-style-type: none"> -Applying strategies to add and subtract within 1000 -Using arrays for foundation of multiplication -Demonstrating fluency in addition and subtraction

Daily Math Review (math buzz) activities reinforce skills, including:

- Sequencing days and months/writing the date
 - Place value-ones, tens, hundreds, thousands
 - Addition and subtraction
 - Counting money
 - Measurement
 - Telling Time
- Counting by 2's, 3's, 4's, 5's, 10's
 - Creating and Identifying Patterns
 - Problem Solving
 - Data and graphing

Science

Texts/Resources: Science kits, science lab materials, computers, trade books, scientific process, teacher created materials, PowerPoints

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p style="text-align: center;">Intro to Science & Engineering Practices (SEPs) and Crosscutting Concepts (CCCs)</p> <p>The Science and Engineering Practices (SEPs) are the major practices that scientists apply as they investigate and build models and theories about the world, and that engineers use as they design and build systems. The Crosscutting Concepts (CCCs) represent seven themes that span across science domains (Physical, Life, Earth and Space, and Engineering, Technology, and Applications of Science).</p> <p style="text-align: center;">Landscape Shapes</p> <p>Develop a model to represent the shapes and kinds of land and bodies of water in an area. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	<p style="text-align: center;">How Landscapes Change</p> <p>Use information from several sources to provide evidence that Earth events can occur rapidly or slowly. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Design solutions to address human impacts on natural resources in the local environment.</p>	<p style="text-align: center;">Materials From the Land</p> <p>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. Analyze data obtained from tests to determine which materials have the best properties for an intended purpose. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p style="text-align: center;">Biodiversity in Habitats</p> <p>Plan and conduct an investigation to determine what plants need to grow. Make observations of plants and animals to compare patterns of diversity within different habitats. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p>

Social Studies

Texts/Resources: Various trade books, computers/PowerPoints, maps and globes, teacher created materials

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p style="text-align: center;">Why does geography matter?</p> <p>Utilize the college and career skills of a geographer to apply map skills and draw conclusions about the United States.</p>	<p style="text-align: center;">Why does history matter?</p> <p>Utilize the college and career skills of a historian to study the continuity and changes over time in the United States.</p>	<p style="text-align: center;">Why do people matter?</p> <p>Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships to develop solutions to communal problems.</p>	<p style="text-align: center;">Why does money matter?</p> <p>Utilize the college and career skills of an economist to understand how economic decisions affect citizenship within the United States.</p>

2nd Grade Philosophy

Second grade is an exciting place to be at Bell's Crossing! Our standards based curriculum is presented in such a way that all levels of learners are stimulated.

We work together to provide activities that foster thinking skills and problem solving. We support the theory that every child can learn. Between our team, our parents, and our students, we are confident that second grade is a place

to soar and succeed, to grow and lead.

Parent/Teacher Communication

Forms of Communication

- Weekly newsletters describing class and school activities will be sent out by email each week.
- Blue Communication folders are sent home daily with graded papers and other communications from the school and PTA.
- Email is the best way to reach the classroom teacher. Teachers will respond to e-mails within 1 school day. During school hours teachers may not always be able to check their e-mail, so please call the office if there are any transportation changes.

- Class Websites contain contact information, latest newsletters, and other school resources.
- Conferences are held at the end of Quarter 1 to discuss your child's academic progress and class behavior. If parents would like to request an additional conference, please reach out to the teacher.
- Each week, the school will send out a recorded message with important school information for the weeks ahead.
- Parent Backpack: A backpack for parents account provides parents, guardians, or contacts with a central place to sign in to do the following:
 - View their student's information including demographics, attendance, classes, grades, lunch balances, and test scores
 - Apply or register their students to Special Focus schools and programs (Fine Arts Center, Career Centers, etc.)
 - Receive alerts and notifications regarding their students
 - View their student's school and contact information
 - Manage parent and contact information for their students

Classroom Expectations

S.O.A.R. Behavior Expectations

- Stay Safe
 - Keep hands, feet, and object to self
 - walk from place to place
 - use safe words at all times
- Own Your Actions
 - do quality work at all times
 - keep your area clean and organized
 - be
- Respect Everyone
 - Listen actively to the teacher and others
 - take care others' property
 - follow directions
 - use kind words at all times

Grading Policy

GCS Grading Scale

A=90-100

B-80-89

C-70-79

D-60-69

F-59 or below

- Related Arts Grading Scale
 - Students will receive M (mastered) or P (progressing) in art, music, and P.E.
- Grading Floor
 - No student will receive below a 50 on an assessment. This grading floor enables the student to have a mathematical chance of passing the class and not giving up during the quarter.
- Progress Report
 - If your child has a C or below in the subject they will receive a progress report about every 4 weeks into the quarter.
- Parent Backpack
 - Parent backpack is a tool for parents and guardians to monitor their child's grades.

Makeup Work

Students, upon return from an excused absence have up to 5 days to make up missed work. A test will not be given on the day of return, but can be given one day later after the student returns. The same goes if the student has missed the review/study guide.

Homework

Homework in 2nd grade is beneficial, but optional. We encourage students to take a maximum of 30 minutes each night to complete the supplemental assignments provided by their teacher.

Chromebooks

Greenville County Schools issues chromebooks to all students. These devices are used at school to help ensure teachers can tailor their instruction and meet the needs of all students. This student-centered environment promotes creativity and responsibility in the classroom, while guiding students through an ever-changing digital world.

Students may take Chromebooks home for homework assignments and eLearning.

Chromebooks should be brought to school fully charged each day. Charging cords should be left at home in a secure location to charge chromebooks overnight. You

can visit our [BCES Chromebook Page](#) for more information on how to use, care, and

even troubleshoot with these devices. You can also visit the [GCSD personalized learning devices webpage](#) to learn more about this initiative.

Supply List



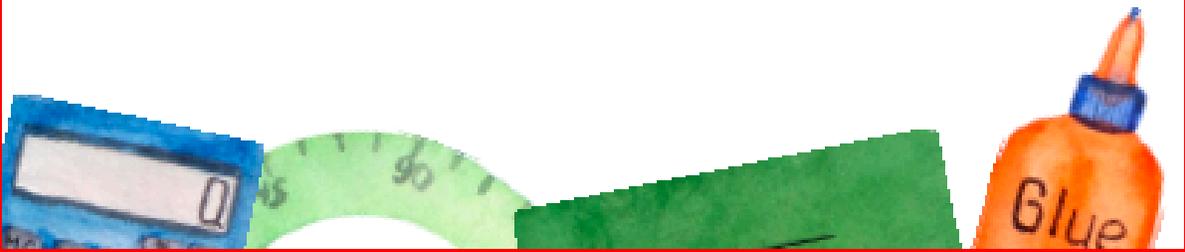
Bell's Crossing 2nd Grade District Primary Supply List

Essential Items

- Wood Ticonderoga #2 Pencils (qty 24)
- Expo Thin Black Dry Erase Markers (qty 4)
- Elmer's All Purpose Glue Sticks (qty 12)
- Crayola Crayons: 24 Count (qty 4)
- Crayola Color Pencils: 12 Count (qty 1)
- Kleenex (qty 2)
- Flat Pink Erasers (qty 2)
- Black and White Marble Composition Books (qty 4)
- Poly pocket folders with 3 prongs (qty 2: Blue and Yellow)
- Pencil Box
- Earbuds or Headphones

Wish List Items

<input type="checkbox"/> Highlighter (qty 2)	<input type="checkbox"/> Fiskars Scissors (Blunt Tip)
<input type="checkbox"/> Crayola Markers: 8 Count (qty 1)	<input type="checkbox"/> Post-it Notes



Class Schedule

7:45-8:00	Ela & Math Review, SEL
8:00-8:30	Word Study
8:30-9:00	Writing Workshop
9:00-9:15	Reading Mini Lesson
9:15-10:20	Reading Workshop
10:20-11:00	Related Arts
11:00-11:10	Interactive Read Aloud
11:10-11:35	Lunch
11:35-12:25	Math
12:25-1:00	Science
1:00-1:20	Recess
1:20-2:00	Social Studies
2:00-2:15	End of Day Reflection

Lunch Visitors & Volunteer Status

Parents may join their child in the cafeteria during the scheduled lunchtime. It is not required, however, it is very helpful to become a verified Level 2 volunteer. This allows parents/guardians to sign into the office and join their child in the cafeteria without a school personnel escort. This volunteer status also allows you proper verification to help in classrooms, attend field trips, etc. The forms can easily be completed [here](#). If you will be eating a school lunch, please send your lunch request to the teacher by email so the cafeteria can plan accordingly.

Birthdays

If you would like to bring a special snack for your child's birthday, please let me know several days in advance. All treats should be store bought and ready to serve. Birthday invitations to parties can be handed out in school only if all members of the class are included.