

WELCOME TO 2ND GRADE

Teachers:

- **Mrs. Silverio**
- **Mrs. Perez**
- **Ms. Audije**
- **Mrs. Ortega**

SY2023-2024

Wettengel's Phone Number: #632-7770

Maria Ulloa's Phone Number: #632-5176

GDOE website: www.gdoe.net

ALTERNATING SCHEDULE

GREEN: FACE TO FACE

Yellow: ASYNCHRONOUS AT HOME

On Green days, WETTENGEL STUDENTS WILL REPORT TO THE MARIA ULLOA CAMPUS.

On Yellow days, WETTENGEL STUDENTS WILL WORK ON ASSIGNMENTS AT HOME.

MAUES
Principal:
Beverly San Agustin
471-432-5176
<http://mauelementaryschool.weebly.com>

WES
Principal:
Evangeline Iglesias
471-432-7770
<http://wettengel.weschools.org>

JANUARY '24

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 1 New Year's Day
- 2 CLASSES RESUME
- 12 End of 1st Semester
- 15 HOLIDAY (M.L. King Jr Day) No Classes
- 2nd Semester Begins
- 14 Head Start Professional Development/Checkpoint
- 19 1st Semester Grades due at the end of the duty day
- 22 Elementary School - Parent Teacher Conference

- 4 Teacher Workday #1/1st Sem Begins
- 7-22 Professional Dev Days #1-12
- 23 Classes Commence
- 28 Head Start Classes Commence

AUGUST '23

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY '24

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

- 14 Valentine's Day
- 19 Presidents' Day

- 4 Labor Day
- 18 Head Start -No Classes (Home Visits / Assessments)

SEPTEMBER '23

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH '24

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 4 HOLIDAY (Chamoru Heritage Day) NO Classes
- 15 2nd Semester MIDTERM
- 25-29 INTERCESSION - NO Classes
- 29 Good Friday
- 31 Easter Sunday

- 20 1st Semester MIDTERM
- 27 Elementary/HS Parent-Teacher Conference

OCTOBER '23

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 1 Classes Resume
- April 1-May 10 DISTRICT WIDE ASSESSMENT
- 29 Head Start - NO Classes (Home Visits, Checkpoint)

- 2 HOLIDAY - (All Souls Day) NO CLASSES
- 3 Head Start Professional Development
- 10 (Veterans Day)
- 23 HOLIDAY (Thanksgiving Day) No Classes
- 24 MAKE-UP Day #1

NOVEMBER '23

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY '24

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 12 Mother's Day
- 22 END of 2nd Semester/ LAST DAY of Classes
- 23 Teacher Workday #2
- 2nd Semester Grades due at the end of the duty day
- 27 Memorial's Day

- 8 HOLIDAY (Our Lady of Camarin Day) No Classes
- 25 Christmas Day
- 18-29 INTERCESSION - NO CLASSES

DECEMBER '23

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

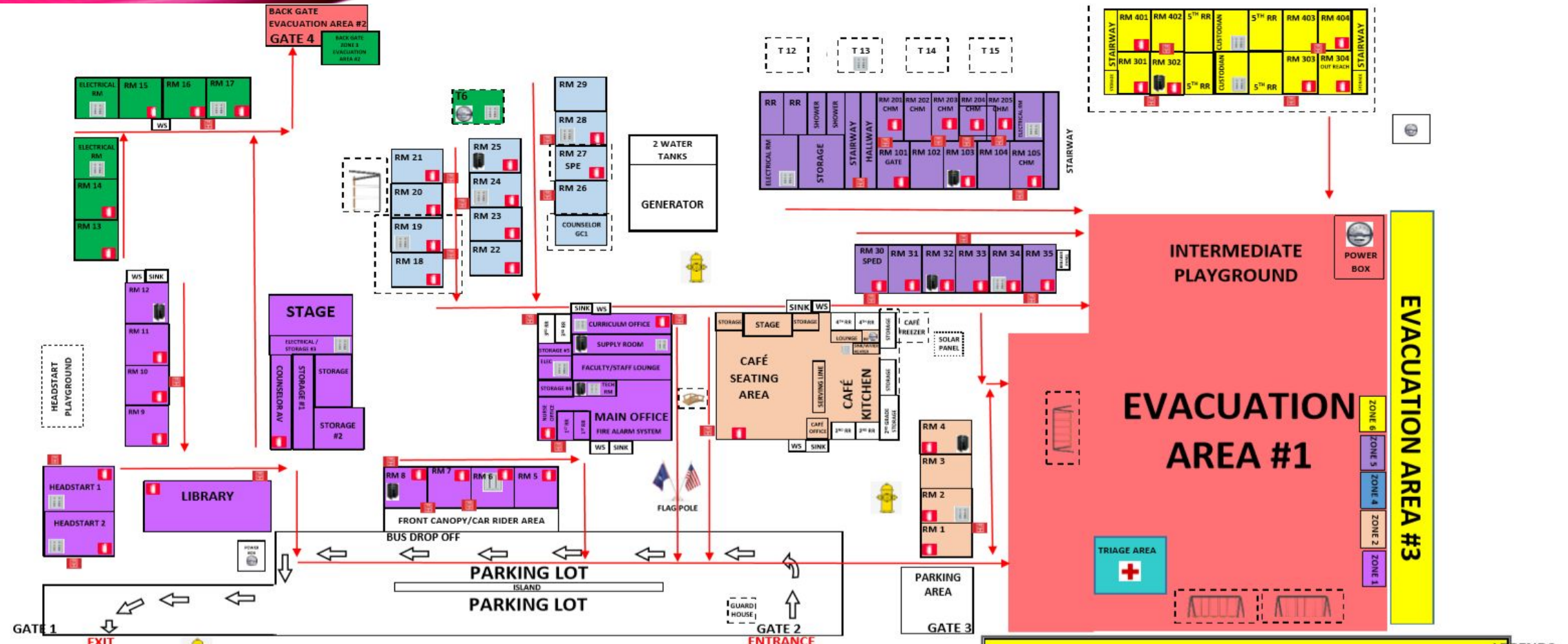
Summary (GDOE Calendar)

- 170 School Days
- 2 Teacher Work Days
- 2 Parent Teacher Conf. Days
- 12 Professional Dev. Days
- 186 Days

2ND GRADE BELL SCHEDULE

8:30-8:35	Attendance (Students prep for the day)
8:35-9:45	ELA (Reading, Language Arts, Spelling, Cursive)
9:45-10:00	Morning Recess (15 minutes)
10:00-10:45	ELA (Reading, Language Arts, Spelling, Cursive)
10:45-11:15	Math
11:15-12:00	Lunch (45 minutes)
12:00-12:40	Math
12:40-1:10	Chamorro (30 minutes)
1:10-1:25	Afternoon Recess (15 minutes)
1:25-2:43	Extended Subjects (Science, Social Studies, Health, Music, Art, PE, Technology)
2:43-3:00	Dismissal

MAUES SCHOOL MAP



MARIA A. ULLOA ELEMENTARY SCHOOL MAP

LEGENDS	
	FIRE EXTINGUISHERS
	FIRE HYDRANT
	FIRE ALARM
	POWER METER
	BREAKER BOX
	EVACUATION EXIT
	IDF BOX
	CONDEMNED AREA
	WATER STATION
	FLAGPOLE
ZONE 1	HEADSTART, 1 ST GRADE, MAIN OFFICE, CURRICULUM, NURSE, LIBRARY
ZONE 2	2 ND GRADE, CAFETERIA SODEXO, SPED
ZONE 3	KINDER, AV COUNSELOR, STAGE, T6
ZONE 4	3 RD GRADE, ESL, CONFERENCE ROOM, GC1 COUNSELOR, OT
ZONE 5	4 TH GRADE, CHAMORU
ZONE 6	5 TH GRADE, T BUILDINGS
RR	RESTROOMS



Guam Department of E D U C A T I O N



GDOE VISION STATEMENT

Every student: Responsible,
Respectful, and Ready for Life

GDOE MISSION STATEMENT

Prepares all students for life,
Promotes excellence and
Provides support



Guam Department of
E D U C A T I O N



Wettengel Mission:

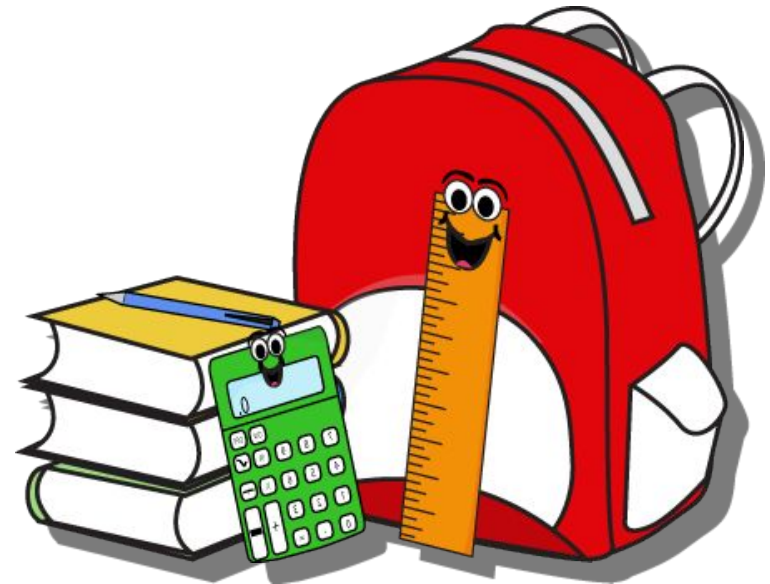
Wettengel Elementary School enables each student to be a productive citizen and life-long learner.

School-Wide Behavior Expectations



3B'S

- **Be Safe**
- **Be Respectful**
- **Be Responsible**



6 PILLARS OF CHARACTER

TRUSTWORTHINESS

We are honest.

We give things back when we find them.

We tell the truth.



We do what we say we are going to do.

We keep our eyes on our own paper.

We have courage to do what is right.

RESPECT

We follow the rules.

We use good manners.

We are kind to others.



We listen.

We treat others like we want to be treated.

We use self-control.

RESPONSIBILITY

We do what we are supposed to be doing.

We take care of our things.

We are leaders.



We finish our work on time.

We use self control.

We do our part.

FAIRNESS

We play by the rules.

We share.

We are good winners and losers.



We include everyone.

We treat everyone equally.

We take turns.

CARING

We are kind to others.

We are polite.

We are friends with everyone.



We help people when they are in need.

We think about other people's feelings.

We forgive others.

CITIZENSHIP

We listen to our teacher.

We help our friends!

We protect the environment.



We keep our classroom clean.

We follow the rules.

We cooperate with others.

6 PILLARS OF CHARACTER



August/September

Blue

6 PILLARS OF CHARACTER



October

Yellow

6 PILLARS OF CHARACTER



November

Green

6 PILLARS OF CHARACTER



January

Orange

6 PILLARS OF CHARACTER



February

Red

6 PILLARS OF CHARACTER



April

Purple

SUPPLIES PROVIDED

Here is a list of supplies that were provided by GDOE or the teacher. They will be kept in class.

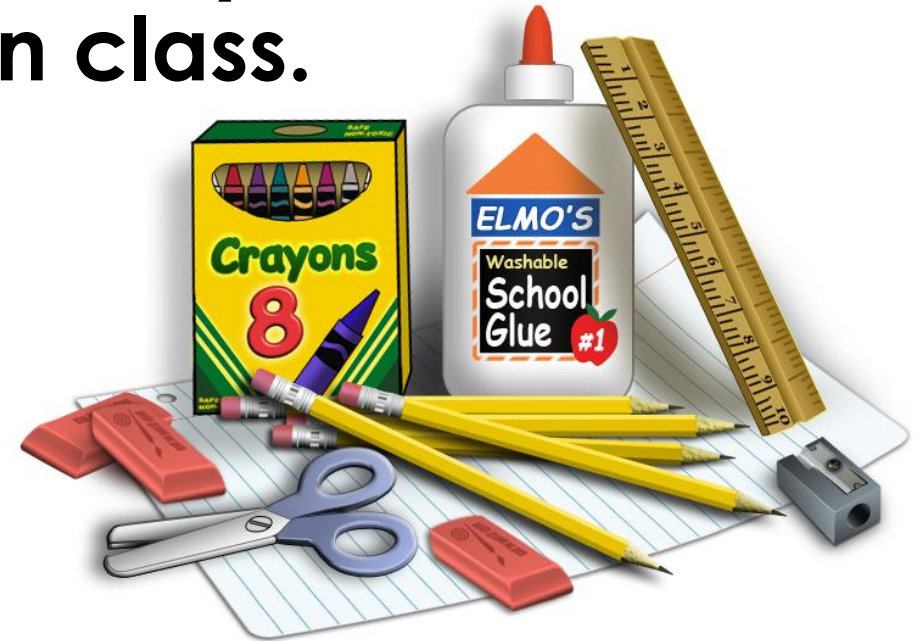
- Folder
- Filler Paper
- Pencil
- Sharpener
- Markers
- crayons
- Scissors
- Glue
- Ruler
- White paper
- Construction paper



SUPPLIES NEEDED AT HOME

What supplies you'll need at home. You may keep a set of supplies in your bag in case you don't like the brands that were provided in class.

- Pencils
- Eraser
- Sharpener
- Filler Paper (preferably college rule)
- Crayons, markers, and/or color pencils
- Scissors
- Glue



This is Wettengel's main source of Home/School Communication. Teachers will **NOT** be giving out their personal cell numbers.

How to log in

Website: www.classdojo.com

- Create an account
 - If you already have an account, add our class
- If you need assistance, ask your child's teacher for a printed sheet with directions or the QR code



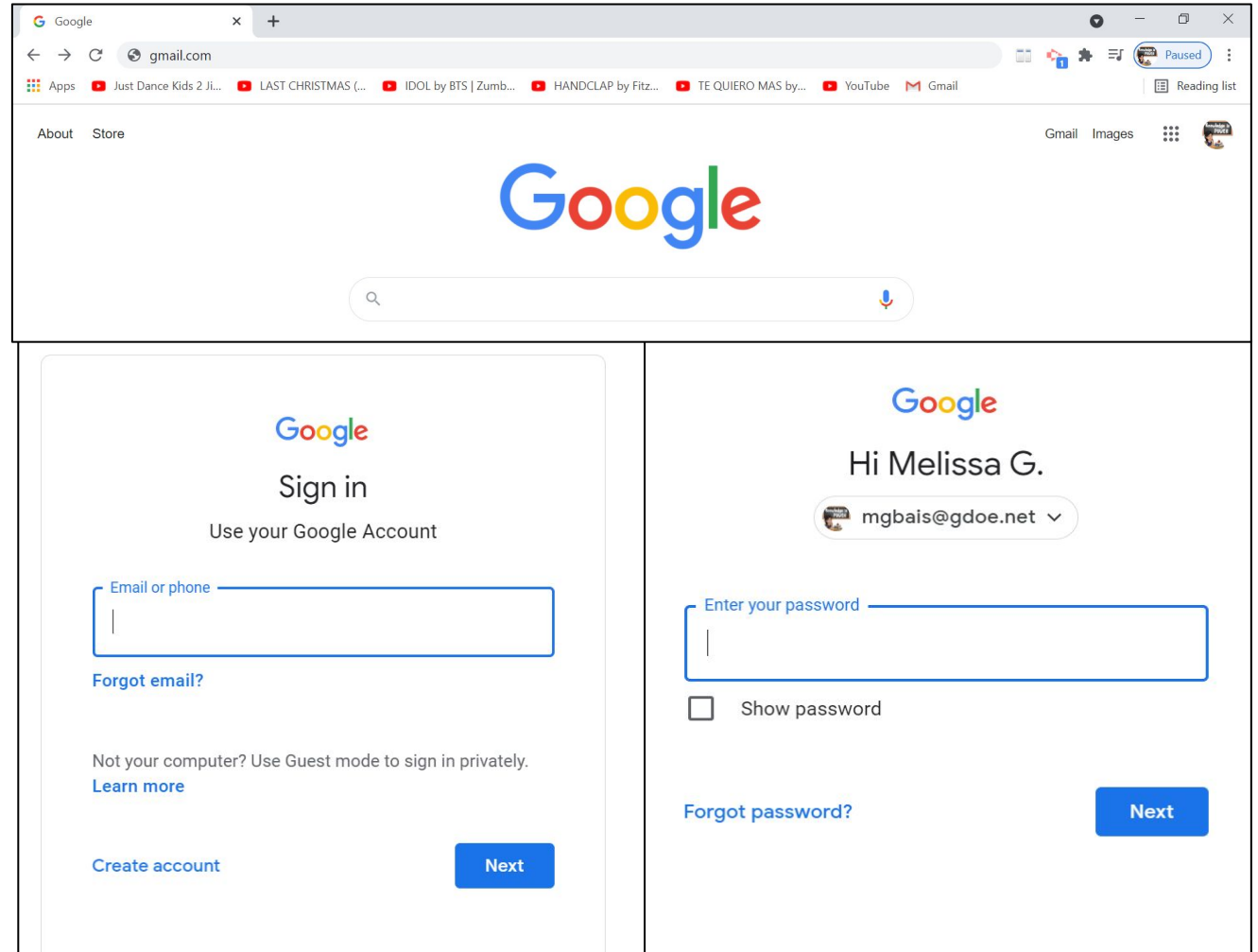
LOG INTO YOUR EMAIL

Type “gmail.com” into the browser. Enter your GDOE student email address. Then enter the password given to you.

Click on Google Chrome



You may ask your child's teacher or contact the office for your child's email and password.



TECHNOLOGY FORM

By signing, you are allowing your child to use the school laptops.



Guam Department of Education Student Registration

Part M: Education Technology Use Policy – User & Parent/Guardian Agreement

A printed copy of the policy will be readily available upon registration for student, and parent/guardian to read and review prior acknowledging and signing this form. Student and parent/guardian may request with the school registrar for a copy of the policy at any time of the school year.

Education Technology Use Policy User Agreement

I have read, understand, and will follow Guam Education Board Policy 379 Education Technology Use Policy when using computers and other electronic resources owned, leased, operated by the Guam Department of Education and/or personal devices accessing the GDOE network. I further understand that any violation of the policy that is illegal, prohibited, immoral, and/or unethical may result in disciplinary actions up to and including suspension or expulsion, access privileges revoked, and/or legal action.

Student Name (Print)

Student Signature

Date

Education Technology Use Policy Parent/Guardian Agreement

(Note: Student youths as defined under federal guidelines – are student youths 21 years of age or under.)

As a parent or guardian of [print the name of student] _____

Name of Student (Print)

I have read the Guam Board of Education Policy 379 Education Technology Use Policy. I understand that this access is designed for educational purposes. _____ has taken

Name of School

Reasonable steps to control access to the internet, but cannot guarantee that all controversial information will be inaccessible to student users. I agree that I will not hold the

Name of School

Responsible for materials acquired on the network. I, hereby, give permission for my child to use network resources, including the internet that are available through Guam Department of Education.

Parent Name (Print)

Parent Signature

Date



Guam Department of Education
Student Registration

Part N: Media/Photo Release Permission

MEDIA FORM

By signing this, you are giving permission to the school to take your child's photo to be posted on ClassDojo, the school Website, or any school related media platform.

_____ will be reporting newsworthy events by film, photograph, audiotape, or videotape student's name, image, student work and performance to display, publish or distribute these for the purpose of publishing on the school-approved websites, school bulletin or on social media sites for broadcasting online, television or radio as determined by the school.

External media organizations may attend school events and may record, film, photograph, audiotape or videotape student's name, image, student work and performance for the purpose of being published or broadcast online, on television or radio.

The respectfully requests your permission to use such picture/video. If, however, you do not feel comfortable granting this permission, we will respect your privacy.

Please check one option below and sign and date below:

- I DO** allow the school to release my child's name, photograph and/or work to be used as described above.
- I DO NOT** allow the school to release my child's name, photograph and/or work to be used as described above.

Name of Child (Print)	
Parent/Guardian Name (Print)	
Parent/Guardian Signature	
Contact Number	
Date	

EMERGENCY HEALTH FORM

This will be submitted to the nurse. If you have updates or changes, you must contact the nurse personally. Teachers are not allowed to make changes.



DEPARTMENT OF EDUCATION EMERGENCY INFORMATION & HEALTH FORM SY 20 21 - 20 22



Student: _____ School: Wettengel Elementary School
Last First Middle Initial

Date of Birth: / / Male Female Ethnicity: _____ Grade: _____ Rm: _____
Month Day Year

The information provided below will be used to update demographics on PowerSchool.

Father / Guardian:		Mother / Guardian:	
Mailing Address:		Mailing Address:	
Home Address:		Home Address:	
Place of Work:		Place of Work:	
Home Phone:	Work Phone:	Home Phone:	Work Phone:
Cell Phone:		Cell Phone:	
Email:		Email:	

Mode of Transportation: Bus Rider Car Rider Walker

It is required to provide an alternate contact name and number of an adult who can pick your child up from school if you cannot be contacted. All adults will be required to show photo identification when picking up your child. Students will be released ONLY to those listed below.

	Name	Relationship to Child	Home Phone	Work Phone	Cell Phone
1					
2					
3					
4					

In the event of a foodborne illness, DOE/DPHSS are authorized to obtain stool/vomit samples from the child in the interest of Public Health. Yes No

I give permission for the ambulance to transport my child to: GMH Naval Hospital GRMC in a medical emergency. Insurance: _____

In case of an Emergency, DOE Reserves the Right to release contact information to your child's bus driver or the Superintendent of Operations, Department of Public Works. _____ (Parent/Guardian Initial)

My child is able to participate in a regular PE class and physical activities: Yes No
 If NO, a Health Care Provider's Note is required.

Parent/Guardian Print & Signature

Date

Basic Health Data

To be filled out by Parent / Guardian to effectively meet the health needs of your child at school.

Yes	No	COVID-19 RELATED INFORMATION
		Wearing of Mask: Is student able to <u>wear a mask/face covering</u> during the school day? IF NO ; kindly ensure that your Health Care Provider complete a mask exemption note and provide guidance on proposed accommodations to be safely implemented at school.
		COVID-19 Did student ever test positive for COVID-19 ? IF YES , when (mm/dd/year): _____
		Vaccination Did student receive COVID-19 Vaccination ? IF YES , date of 1 st dose (mm/dd/year): _____ Date of 2 nd dose (mm/dd/year): _____

Yes	No	Complete Checklist below regarding your Child
		Rheumatic fever
		Diabetes
		Heart disease
		Skin problems Eczema Other: _____
		Seizures Date of last seizure: _____
		Hearing Problem Hearing Aid? Yes No
		Vision Problem Glasses Contact Lenses
		Asthma Inhaler Nebulizer
		Date of last asthma attack: _____
		Allergy to: Food Drugs Other, specify: _____
		Allergy to: Bee St Insect Type of reaction: _____
		Epipen: Yes No
		Current Medication(s): _____ Reason: _____
		Other Serious Illness or Injury: _____
		Other Behavioral or Mental Health Concerns: _____

(Please Draw a Map to your Residence)

List the names of all your children who are attending this school from the oldest to the youngest.

Child's Name	Grade

ATTENDANCE POLICY

- ▶ Attendance and Truancy
 - ▶ Daily attendance required at all synchronous sessions
 - ▶ Parent note need for all absences
 - ▶ 3 consecutive absences require doctor's note
 - ▶ Failure to meet attendance requirement will result in a truancy referral

GRADING POLICY

6 - Level grading - S1 & S2

4 - Exceeds Standard

In addition to demonstrating understanding & mastery of standard, content knowledge, and skills, student goes beyond what is explicitly taught or is able to apply the standard or skill to real world situations

3 - Proficient

Demonstrates understanding and mastery of standard, content knowledge and skills

2 - Approaching Proficiency

Defines and identifies content knowledge or uses skills alone but needs help demonstrating full understanding of standard

1 - Needs Support

Even with help, the student has difficulty performing basic skills or defining content knowledge and is well below grade level standard

0 - Unable to perform

Even with significant help, the student is not able to perform any of the basic skills or define content knowledge

NE - No grade/No evidence

No Work or Not Enough Work submitted to make a final determination (see teacher comments)

Important

Increments of **.5** may be used to recognize partial mastery of a level

CITIZENSHIP

Citizenship & Life Readiness Behavior Standards

Engagement

Participates in class discussions & activities, asks and answers questions, and is on-task either in-person or on video conferences, depending on model of learning or event.

Organization & Planning

Organizes notes, handouts, supplies, and instructional materials; plans assignments, activities and tasks effectively; and manages time efficiency to meet deadlines.

Completion & Submission of Assignments

Completes and submits assignments regularly and on time.

Conduct

Displays respectful and appropriate conduct when communicating with teachers, peers and others either online or during face-to-face instruction.

Accountability

Follows school rules and takes responsibility for actions.

Attendance & Punctuality

Attends class regularly and on time



CITIZENSHIP

Citizenship & Life Readiness Scale



Behavior Grading Criteria

- 4 - Consistently demonstrates all **6** behavior standards
- 3- Consistently demonstrates **4-5** behavior standards
- 2- Consistently demonstrates **2-3** behavior standards
- 1 - Consistently demonstrates only **1** of the behavior standards
- N= no demonstration of any of the **6** behavior standards

PROGRESS REPORTS VS. REPORT CARDS

- No more quarterly reports (1stQ, 2ndQ, 3rdQ, 4thQ report cards)
- Now Report cards will be done by semester (1st Semester/2nd Semester)
- Progress Reports will be done Mid Semester

Old	1 st Quarter	2 nd Quarter	3 rd Quarter	4thQuarter
	Mid/Final	Mid/Final	Mid/Final	Mid/Final
New	1 st Semester		2 nd Semester	
	Mid/Final		Mid/Final	

READING STANDARDS

ALL SECOND GRADE STANDARDS WILL BE TAUGHT. THESE PRIORITY STANDARDS ARE THE ONLY ONES THAT WILL BE REPORTED FOR REPORT CARDS.

Topic #1	Topic #2	Topic #3
<p><u>RL.2.1</u> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><u>RI.2.1</u> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words. <u>CCSS.ELA-LITERACY.RF.2.3.A</u> Distinguish long and short vowels when reading regularly spelled one-syllable words. <u>CCSS.ELA-LITERACY.RF.2.3.B</u> Know spelling-sound correspondences for additional common vowel teams. <u>CCSS.ELA-LITERACY.RF.2.3.C</u> Decode regularly spelled two-syllable words with long vowels. <u>CCSS.ELA-LITERACY.RF.2.3.D</u> Decode words with common prefixes and suffixes. <u>CCSS.ELA-LITERACY.RF.2.3.E</u> Identify words with inconsistent but common spelling-sound correspondences. <u>CCSS.ELA-LITERACY.RF.2.3.F</u> Recognize and read grade-appropriate irregularly spelled words.</p>
<p>Teach concurrently w/RF.2.3 & RI 2.1</p>	<p>Teach concurrently w/RL.2.1 & RF.2.3</p>	<p>Teach concurrently w/RL.2.1 & RI.2.1</p>

READING STANDARDS

ALL SECOND GRADE STANDARDS WILL BE TAUGHT. THESE PRIORITY STANDARDS ARE THE ONLY ONES THAT WILL BE REPORTED FOR REPORT CARDS.

Topic #4	Topic #5	Topic #6
<p><u>RL.2.5</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p><u>RF.2.4</u> Read with sufficient accuracy and fluency to support comprehension. <u>CCSS.ELA-LITERACY.RF.2.4.A</u> Read grade-level text with purpose and understanding. <u>CCSS.ELA-LITERACY.RF.2.4.B</u> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <u>CCSS.ELA-LITERACY.RF.2.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>RI.2.9</u> Compare and contrast the most important points presented by two texts on the same topic.</p>
	<p><i>Teachers will not be required to provide a grade for this standard, but they need to assess (e.g. aimswebPlus and Journeys or any other testing material).</i></p>	

READING STANDARDS

ALL SECOND GRADE STANDARDS WILL BE TAUGHT. THESE PRIORITY STANDARDS ARE THE ONLY ONES THAT WILL BE REPORTED FOR REPORT CARDS.

Topic #7	Topic #8
<p><u>RI.2.5</u> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p><u>SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <u>CCSS.ELA-LITERACY.SL.2.1.A</u> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <u>CCSS.ELA-LITERACY.SL.2.1.B</u> Build on others' talk in conversations by linking their comments to the remarks of others. <u>CCSS.ELA-LITERACY.SL.2.1.C</u> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>

LANGUAGE STANDARDS

ALL SECOND GRADE STANDARDS WILL BE TAUGHT. THESE PRIORITY STANDARDS ARE THE ONLY ONES THAT WILL BE REPORTED FOR REPORT CARDS.

Topic #1	Topic #2
<p><u>L.2.2</u></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>CCSS.ELA-Literacy.L.2.2.A</i> Capitalize holidays, product names, and geographic names.</p> <p><i>CCSS.ELA-LITERACY.L.2.2.B</i> Use commas in greetings and closings of letters.</p> <p><i>CCSS.ELA-LITERACY.L.2.2.C</i> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><i>CCSS.ELA-LITERACY.L.2.2.D</i> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.2.E</i> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><u>CCSS.ELA-LITERACY.L.2.1</u></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>CCSS.ELA-LITERACY.L.2.1.A</i> Use collective nouns (e.g., <i>group</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.1.B</i> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.1.C</i> Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.1.D</i> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p><i>CCSS.ELA-LITERACY.L.2.1.E</i> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><i>CCSS.ELA-LITERACY.L.2.1.F</i> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>

WRITING STANDARDS

ALL SECOND GRADE STANDARDS WILL BE TAUGHT. THESE PRIORITY STANDARDS ARE THE ONLY ONES THAT WILL BE REPORTED FOR REPORT CARDS.

Topic #1	Topic #2	Topic #3	Topic #4
<u>W.2.2</u> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<u>W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<u>W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<u>Cursive: GDOE.3.5.6</u> Write legibly in cursive leaving space between letters in a word, words in a sentence, and words and the edges of the paper.
		NOT A GRADED STANDARD, Must be taught and embedded with W.2.2 and W.2.3.	**to be taught but not used in final grade calculations**

MATH STANDARDS

ALL SECOND GRADE STANDARDS WILL BE TAUGHT. THESE PRIORITY STANDARDS ARE THE ONLY ONES THAT WILL BE REPORTED FOR REPORT CARDS.

Topic #1	Topic #2	Topic #3
<p><u>2.NBT.A.1</u> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <u>CCSS.MATH.CONTENT.2.NBT.A.1.A</u> 100 can be thought of as a bundle of ten tens — called a "hundred." <u>CCSS.MATH.CONTENT.2.NBT.A.1.B</u> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>	<p><u>2.NBT.A.3</u> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p><u>2.NBT.B.7</u> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>
<p>Teach concurrently with 2.NBT.A.3 4 weeks</p>	<p>Teach concurrently with 2.NBT.A.1. 3 weeks</p>	<p>4 weeks</p>

MATH STANDARDS

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Topic #4	Topic #5	Topic #6	Topic #7
<u>2.OA.A.1</u> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	<u>2.MD.C.8</u> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	<u>2.MD.C.7</u> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<u>2.MD.A.1</u> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2 weeks	2 weeks	4 weeks	2 weeks

MATH STANDARDS

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Topic #8	Topic #9		
<p><u>2.MD.D.10</u> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems 1 using information presented in a bar graph.</p>	<p><u>2.OA.C.4</u> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p><u>2.G.A.3:</u> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	
2 weeks	4 weeks	36 weeks	

SOCIAL STUDIES STANDARDS

ALL SECOND GRADE STANDARDS WILL BE TAUGHT. THESE PRIORITY STANDARDS ARE THE ONLY ONES THAT WILL BE REPORTED FOR REPORT CARDS.

Topic #1	Topic #2	Topic #3
<p><u>2.MD.D.10</u> 2.3.2 Read globes and maps and follow narrative accounts using them.</p>	<p>2.3.3 Construct and develop simple maps with titles, map legends, and compass roses <i>Teach concurrently with 2.3.5</i></p>	<p>2.3.5 Locate Guam, its surrounding islands, the U.S., selected countries, oceans, and continents on maps and globes. <i>Teach concurrently with 2.3.3</i></p>
36 weeks	36 weeks	36 weeks

SCIENCE STANDARDS

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Priority Standard, Skill, or Topic #1	Priority Standard, Skill, or Topic #2	Priority Standard, Skill, or Topic #3
Unit 1: First Rocks	Unit 1: First Rocks	Unit 2: River Rocks
2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of rocks by their observable properties.	2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly. 2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
18 weeks	18 weeks	18 weeks

PE STANDARDS

ALL SECOND GRADE STANDARDS WILL BE TAUGHT. THESE PRIORITY STANDARDS ARE THE ONLY ONES THAT WILL BE REPORTED FOR REPORT CARDS.

Priority Standard, Skill, or Topic #1

2.1.1 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges. EXAMPLE(S): Demonstrate locomotor movement in basic combinations of skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles; hop and jump a pattern on a floor ladder; walk and skip in a dance). (S.1.E.1.2)(S.1.E.2.2a)

36 weeks

HEALTH STANDARDS

ALL SECOND GRADE STANDARDS WILL BE TAUGHT. THESE PRIORITY STANDARDS ARE THE ONLY ONES THAT WILL BE REPORTED FOR REPORT CARDS.

Priority Standard, Skill, or Topic #1

2.1.1 Identify that healthy behaviors affect personal health EXAMPLE: Describe and demonstrate that exercising, eating healthfully, and getting enough rest can keep the body strong and healthy.

36 weeks

MUSIC STANDARDS

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Priority Standard, Skill, or Topic #1

2.3.2 Sing simple songs and play singing games from various cultures.

36 weeks

ART STANDARDS

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Priority Standard, Skill, or Topic #1

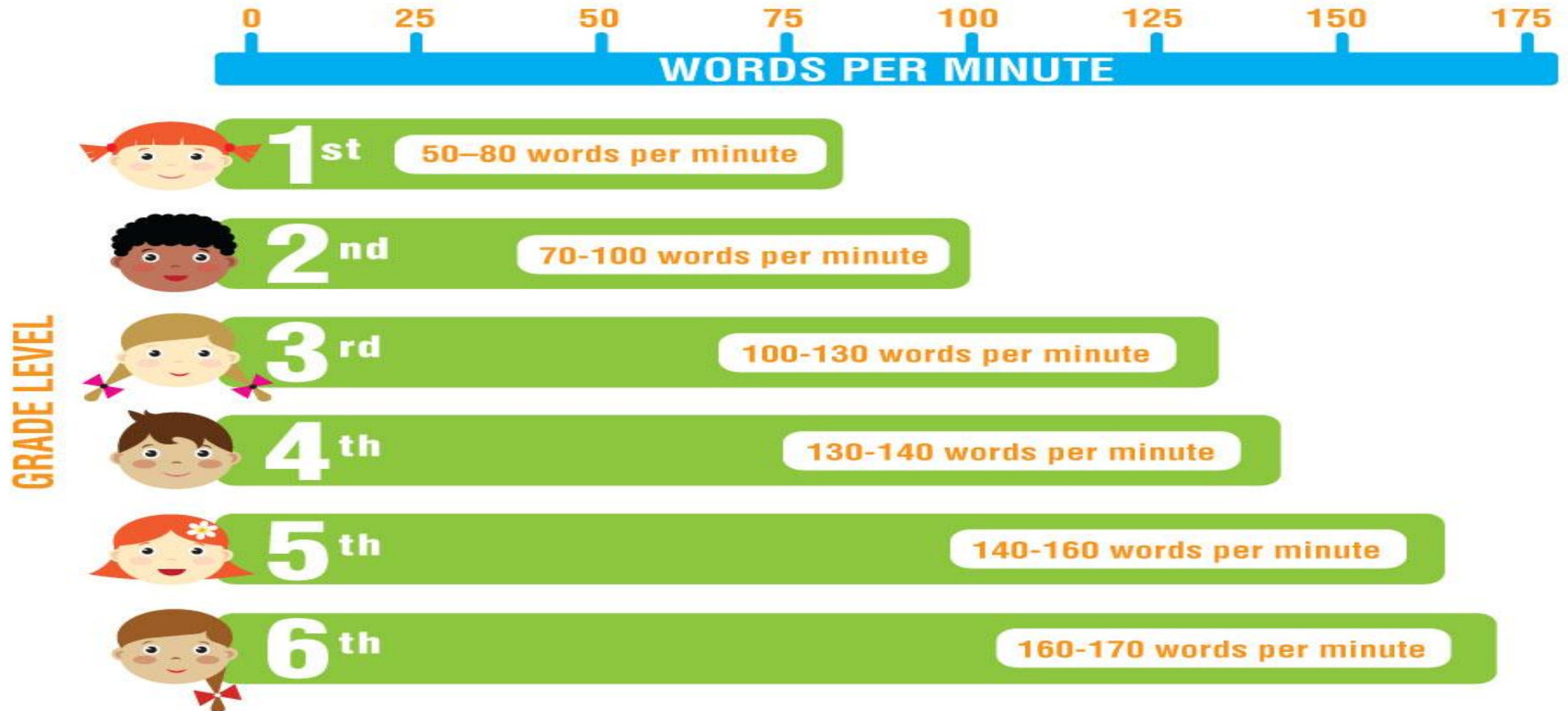
2.2.1 Demonstrate beginning skill in the use of basic tools for printing (drawing), crayon rubbings, and collage.

36 weeks

TECHNOLOGY STANDARDS NOT GRADED.

ISTE Standard 1: Empowered Learner (EL)	ISTE Standard 2: Digital Citizen (DC)
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
36 weeks	36 weeks

Reading Fluency Recommendations



HOME ONLINE PLATFORMS

GET EPIC

Directions:

-download the epic app

or

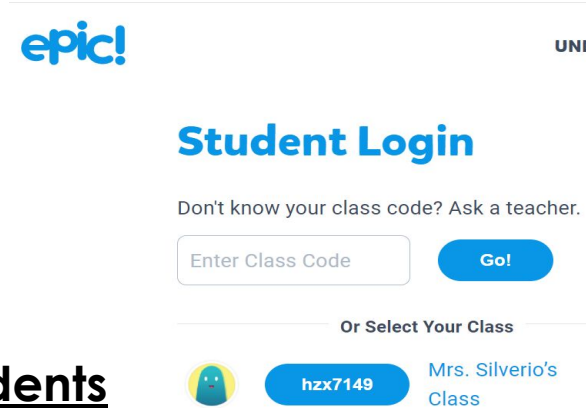
-go to kids.getepic.com/students

Enter the ClassCode:

Ask teacher for code

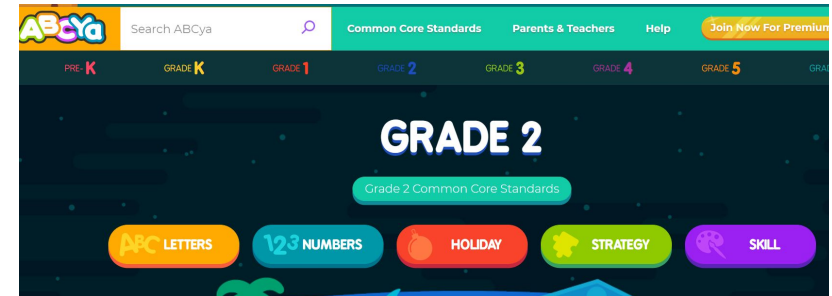
Find and click on your name

Begin your adventure of storybook reading !!!!!



ABCya!!!!

Link: <https://www.abcya.com/grades/2>



Directions:

-go to www.abcya.com

-click on grade 2

-choose a skill to work on

HAVE FUN LEARNING AND EXPLORING NEW SKILLS !!!!!!!!!!!!!