

# Welcome to Back to School Night 2019



Alice West Fleet Elementary School

# Greeting from Fleet's Administrators



# The second grade team



Mrs. Jennifer E. Kim (Choi)



Mrs. April Sommer (Clark)



Mrs. Helen Gray



Mrs. Amy Casillas



Mrs. Julianne Smith (Tela)

# Daily Schedule

Second Grade Daily Schedule: 2019-2020

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50-9:15	Arrival and Morning Meeting				
9:15-10:45	Language Arts				
10:45-11:30	Language Arts	Specials	Specials	Language Arts	Specials
11:30-12:15	Specials	Specials	Specials	Specials	Specials
12:15-12:45	Lunch				
12:45-1:15	Recess				
1:15-2:30	Math				
2:30-3:30	Content				
3:30-3:41	Dismissal				



# Parent- Teacher Communication!

We believe that parents and teachers must work collectively to support the academic, social and emotional development of each child. Together, we can help your child reach his or her greatest potential. For that reason, phone calls, e-mails and scheduled conferences are encouraged to discuss any questions or concerns you may have.

- [Jennifer.choi@apsva.us](mailto:Jennifer.choi@apsva.us)
- [Helen.gray@apsva.us](mailto:Helen.gray@apsva.us)
- [April.sommer@apsva.us](mailto:April.sommer@apsva.us)
- [Julianne.Tela@apsva.us](mailto:Julianne.Tela@apsva.us)
- [Amy.Casillas@apsva.us](mailto:Amy.Casillas@apsva.us)

# Math Curriculum



## Grade 2 Curriculum Guide Overview

Quarters	Units and Durations				Assessment Window
Q1	<b>Unit 1</b> <b>Number Concepts: Part 1</b> <i>Two-digit Numbers</i> Suggested Time Frame: 4 weeks	<b>Unit 2</b> <b>Addition and Subtraction Fluency</b> Suggested Time Frame: 5 weeks			<i>To Be Determined</i>
Q2	<b>Unit 3</b> <b>Addition and Subtraction: Part 1</b> <i>Sums to and Differences within 50</i> Suggested Time Frame: 4 weeks	<b>Unit 4</b> <b>Geometry</b> Suggested Time Frame: 3 weeks	<b>Unit 5</b> <b>Number Concepts: Pt. 2</b> <i>Three-digit Numbers</i> 2 weeks	<i>To Be Determined</i>	
Q3	<b>Unit 6</b> <b>Fractions</b> Suggested Time Frame: 4 weeks	<b>Unit 7</b> <b>Addition and Subtraction: Part 2</b> <i>Sums to and Differences within 99</i> Suggested Time Frame: 5 weeks			<i>To Be Determined</i>
Q4	<b>Unit 8</b> <b>Time &amp; Money</b> Suggested Time Frame: 3 weeks	<b>Unit 9</b> <b>Measurement</b> 2 weeks	<b>Unit 10</b> <b>Data and Graphing</b> 2 weeks	<b>Unit 11</b> <b>Probability</b> 2 weeks	<i>To Be Determined</i>

# Language Arts Curriculum



## 2<sup>nd</sup> Grade ELA Yearlong Curriculum Map

Yearlong Curriculum Map <u>Preamble for 2<sup>nd</sup> Grade</u>											
Unit 1 <i>Growing as Readers and Writers (Fiction)</i>		Unit 2 <i>Expert Readers and Writers (Non-fiction)</i>		Unit 3 <i>Developing Opinions as Readers and Writers (Fiction)</i>		Unit 4 <i>Amplifying Reading and Writing Power (Fiction)</i>		Unit 5 <i>Reading and Writing Together (Non-fiction)</i>		Unit 6 <i>Putting it All Together (Fiction)</i>	
Sept. 3 - Oct. 11 6 weeks		Oct. 15 - Nov. 26 7 weeks		Dec. 2 - Jan. 30 7 weeks		Feb. 3 - Mar. 20 7 weeks		Mar. 23 - May 8 7 weeks		May 11 - June 19 6 weeks	
<u>Read</u>	<u>Write</u>	Read	Write	Read	Write	Read	Write	Read	Write	Read	Write
2.1 (a) 2.2 (c) 2.4 2.6 (d) 2.7 (c, f, g) 2.8 (d)	2.10 (e, h, i) 2.11 (a-h)	2.1 (k,m) 2.2 (a-c) 2.6 (d-f) 2.8 (a-h) 2.12 (a-d)	2.10 (a-f, h, i) 2.11 (d, g, j, k) 2.12 (e, f)	2.1 (d-e, g-i, l-m) 2.2 (a-c) 2.5 (a-b) 2.6 (d-f) 2.8 (a-h)	2.10 (a-i) 2.11 (b, c, e, f, i)	2.2 (a-c) 2.7 (b, d)	2.10 (a-i) 2.11 (a-k)	2.1 (d-e, g-i, l-m) 2.2 (a-c) 2.5 (a-b) 2.6 (d-f) 2.8	2.1 (d-e, g-i, l-m) 2.10 (b, d, h, f)	2.1 (m) 2.2 (a-c) 2.7 (a-i)	Focus SOLs based on student need
The following standards are embedded throughout the units: 2.1 (a-l); 2.2; 2.3; 2.4; 2.5; 2.6; 2.7i; 2.8h; 2.9 (a, b); 2.10 (a,c)											
<a href="#">2019-2020 Second Grade Yearlong ELA Sequencing, Pacing, and Planning Calendar</a>											
<a href="#">2019-2020 APS ELA Instructional Reading Level Expectations</a>											
During quarters 3 and 4, second grade students will participate in a program to develop digital writing skills. Keyboarding is a part of the 3rd grade Program of Studies under Business & Information Technology. The standard states, "Students will use a keyboard, mouse, touchscreen, touchpad and/or other input devices to perform learning tasks." Please see the district resources section (in the area of writing) for additional information.											

# Science Curriculum



PLEASE NOTE: THESE DOCUMENTS ARE INCOMPLETE AND IN DRAFT FORM  
2nd Grade Science Curriculum Map

Virginia Standards of Learning for 2nd Grade Science			
Preamble			
Science and Social Studies Pacing Guide			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>
Think Like a Scientist: Magnets and Forces	Changes in Matter and Weather	Plants and Animal Life Cycles	Interdependence and Environmental Changes
September-October (3-7 Weeks)	November-January (5-7 Weeks)	February-March (5-7 Weeks)	April-June (7-11 Weeks)
2.1(a, b, d, f) & 2.2	2.1(b, c, e) 2.3 & 2.6	2.1(a, b) & 2.4	2.1(e, f), 2.5, <u>2.7</u> , & 2.8

## Virginia Standards of Learning for 2nd Grade Science

*Change occurs all around us*

Science in second grade builds on the previous understandings of forces, water, weather, and plants and animals, and students explore these concepts through the lens of change. They examine how water changes phase, how visible and invisible forces change motion, how plants and animals change through their life cycles, and how weather changes the Earth. Students also examine how change occurs over a short or long period of time. Throughout the elementary years, students will develop scientific skills, supported by mathematics and computational thinking, as they learn science content. In second grade, students will develop skills in posing simple questions, planning and conducting simple investigations, observing, classifying, and communicating information about the natural world. Students engage in more aspects of the engineering design process.

### Scientific and Engineering Practices

- 2.1 The student will demonstrate an understanding of scientific and engineering practices by
- a) asking questions and defining problems
    - ask questions that can be investigated



# Social Studies Curriculum



## Social Studies 2nd Grade Curriculum Map

Virginia Standards of Learning for Introduction to History and Social Science: Focus on the United States of America						
<a href="#">Preamble for 2nd Grade</a>						
Quarter 1			Quarter 2	Quarter 3	Quarter 4	
September	October	November	December	March-April	May-June	Ongoing
<a href="#">Unit 1- Civics</a>	<a href="#">Unit 2- Economics</a>		<a href="#">Unit 3- Geography</a>	<a href="#">Unit 4- American Indians</a>	<a href="#">Unit 5- History: Famous Americans/ Transportation and Communication</a>	<a href="#">Ongoing- Holidays</a> On or around the date of each holiday throughout the school year
3-7 Weeks	3-8 Weeks		3-8 Weeks	3-8 Weeks	3-8 Weeks	
2.1 2.11 2.12 2.13	2.1 2.8 2.9 2.10		2.1 2.6	2.1 2.3 2.7	2.1 2.2 2.4 2.12	2.5

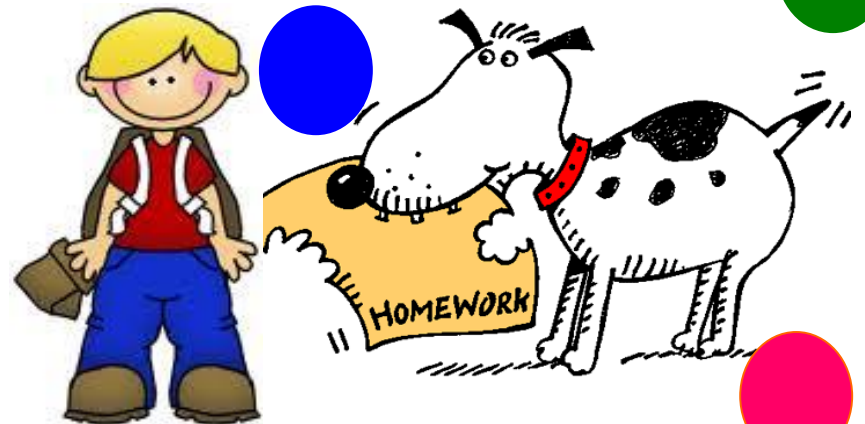
### [Tradebook Resources Folder](#)

Virginia Standards of Learning for Introduction to History and Social Science: Focus on the United States of America

*The standards for second-grade students include an introduction to the lives of Americans and their contributions to the United States as well as the heritage of the American Indians, past and present. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify selected American individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make*

# Homework and Planners

- Students write their homework in their planners each day
- Planners will be brought to and from home.



# Homework

- Monday – Thursday:
  - reading for 20 minutes
  - Math review



# ParentVue

For the 2019-20 school year, Arlington Public Schools (APS) will implement a new annual online verification process for updating and maintaining accurate student information.

- In ParentVue, you will be able to update contact information & find the latest information about your child's attendance and scheduling, as well as standards-based progress reports.
- Once you have activated your ParentVue account, you can sign in using your username and password at <https://vue.apsva.us>

Laptops will be set up and personnel will be available to assist you with setting up ParentVue accounts Thursday, August 29 from 6:00-8:00 pm in the Cafeteria, or Friday, August 30, from 9:00-11:00 am in the cafeteria.

Stay tuned for more dates in the future.

# Technology - AUP

Arlington Public Schools School Board Policy I-9.2.5.1, Acceptable Use Policy, governs the use of technology by students in schools. At Fleet, we use our own technology agreement to outline student expectations for handling of their device that adds on to the basic principles of the Acceptable Use Policy (AUP).

## Fleet ES Technology Acceptable Use Agreement

Rules & Responsibilities
<p><b>1. I will keep my device safe.</b></p> <ul style="list-style-type: none"> <li>I will use two hands to hold my device when I walk.</li> <li>I will never leave my device on the floor.</li> <li>I will keep my device in a safe, secure location and make sure I always know where it is.</li> </ul>
<p><b>2. I will be a good digital citizen.</b></p> <ul style="list-style-type: none"> <li>I will be responsible in how I use my device.</li> <li>I will use it to benefit my learning.</li> <li>I will follow teacher instructions.</li> <li>I understand that it is not issued to me for my personal entertainment.</li> </ul>
<p><b>3. I will keep my device charged.</b></p> <ul style="list-style-type: none"> <li>If my device charge is at 20% or less, I should plug it in.</li> <li>I will plug in my device whenever I am not using it. This might be during recess, lunch, specials, and at the end of the day.</li> </ul>
<p><b>4. I will respect school property.</b></p> <ul style="list-style-type: none"> <li>I will remember that this device belongs to the school and I need to take care of it.</li> <li>I will handle the device gently.</li> <li>I will make sure that my hands are clean before using my device.</li> <li>I will not eat or drink while using the device.</li> <li>I understand that I need to take care of my own device and its accessories.</li> <li>I will let a teacher know right away if my device is missing or lost.</li> </ul>
<p><b>5. I will only touch my own device.</b></p> <ul style="list-style-type: none"> <li>I will remember not to touch another student's or teacher's device.</li> <li>I know no one else should use my device.</li> <li>I understand that if I forget or misplace my device, I may not have a device until it is found/returned.</li> </ul>
<p><b>6. I will leave the device settings the way they were when it was issued to me.</b></p> <ul style="list-style-type: none"> <li>I will not use my personal accounts on my school device.</li> </ul> <p><u>iPads:</u> I will not put a passcode on my school iPad. I will not add a restriction code on my school iPad. I will not sign into a personal iCloud on my school iPad.</p>
<p><b>7. I will follow the rules my teacher gives about what I should be doing on the device at all times and will follow the APS Acceptable Use Policy.</b></p>

- All students in grades Pre K through 5 will have a lesson on the acceptable use of technology whether they have their own device or not

# Standards-Based Progress Reports

**Meets Standard:** The student consistently demonstrates mastery of the standard.

**Approaching Standard:** The student is in the process of mastering the standard.

**Developing Standard:** The student demonstrates initial understanding of the standard with support.

**Insufficient Evidence:** The teacher does not have evidence to determine a student's mastery level for this skill.

# Parent Involvement/ Opportunities to volunteer

- Join the PTA / Be a Room Parent (The PTA table is set up in lobby right now)
- Keep in touch with your child's teacher
- Attend Parent-Teacher conference(s)
- Talk to your child about what he/she is learning
- Volunteer to help in the classroom
- Read to/with your child at home and talk about what you read together

Thank you for coming!