

The following reflect student practice in skills and concepts learned in earlier years as well as new skills and concepts:

Language Arts

The language arts curriculum has been aligned with the California English Language Arts Framework. It is designed to develop skills to enable students to apply a variety of strategies in reading, writing, speaking, listening, and critical thinking. At all grade levels, students read and discuss high quality literature selections appropriate to their maturity and interests. Enrichment activities are an integral part of the program, with opportunities for extended reading, making connections to other disciplines, and incorporating critical thinking and problem-solving skills. At all levels, vocabulary development and spelling practice are based upon words taken from students' reading and writing and from lists of words frequently used in writing.

Listening and Speaking

- Attend to a variety of literature read by others
- Attend to a variety of oral presentations
- Follow three step oral directions
- Identify a sequence of three events and predict the next step
- Make inferences about stories heard
- Speak audibly in complete sentences with others
- Recite poetry
- Relate a sequence of three events
- Use descriptive language in telling /retelling a story
- Differentiate between statements and questions when sharing
- Relate aspects of stories to one's own experiences
- Use appropriate verb tense throughout discussion

Reading and Writing

- Read from a variety of genre appropriate to grade level
- Use phonics and decoding skills in context
 - short vowels
 - vowel digraphs
 - prefixes, suffixes
 - consonant digraphs and blends
 - compound words
 - contractions

- Use context clues to determine word meanings
- Demonstrate comprehension by:
 - identifying main idea
 - stating cause and effect
 - recognizing story setting
 - identifying main characters
 - predicting outcomes
 - making inferences
 - using context clues
- Locate details in a story
- Use the table of contents
- Use dictionary/glossary
- Demonstrate library research by:
 - locating books by spine label
 - locating Easy (E) books
 - locating non-fiction books
 - locating title, title page, author, and illustrator
- Distinguish between fact and fiction
- Identify figurative language, synonyms, antonyms, and homonyms
- Use these conventions of writing:
 - print neatly and clearly
 - alphabetize to second letter
 - write date
 - capitalize beginning of sentences, proper names, days, months, holidays
 - use punctuation marks (period, quotation mark, exclamation mark)
- Write name, address, telephone number and name of school
- Write expanded sentences using
 - nouns
 - adjectives
 - verbs
 - adverbs
 - where phrases
 - when phrases
- Compose a short story with a beginning, middle, and end
- Write original poetry

Mathematics

The priority of the mathematics curriculum is the development of students' thinking and understanding through direct personal and interactive experiences. Concepts are taught through real-life situations and the use of a variety of tools, manipulatives, and materials.

Enrichment activities are an integral part of the program. Students participate in instructional activities based upon the following mathematical strands:

Logic and Language

- Classify and sort objects by attributes and make generalizations
- Use critical thinking and logical reasoning to solve problems
- Explain thinking in own words, written and oral

Measurement

- Measure and estimate length, volume, weight, time, and temperature in customary or metric systems
- State time to hour, half hour

Geometry

- Recognize figures that have symmetry, similarity, and congruency
- Identify differences and similarities in shapes and sizes

Functions

- Record or complete simple patterns and recognize their functional relationships
- Solve problems using concrete situations

Statistics and Probability

- Determine a location by using ordered pairs of numbers on a graph
- Predict outcomes and probabilities
- Interpret information from bar graph, picture graph or simple table

Algebra

- Make an equivalent set, given a set of objects less than ten

Numbers

- Read and write numbers to 1000
- Count by twos, fives, and tens through 100
- Place the correct number before or after any number up to 900
- Know addition and subtraction facts through eighteen
- Add three one-digit numbers
- Add and subtract two-digit numbers with and without regrouping

- Recognizing coins; add and subtract money under one dollar
- Determine the missing symbol or number in an addition or subtraction equation
- Know the place value for each digit for any number to 999
- Recognize and compare fractions

History/Social Science

The MCCS curriculum is based on the California History/Social Science Framework which includes major goals and interrelated strands that are the same for all grade levels. The major goals are:

Knowledge and Cultural Understanding
Incorporate what is learned from historical, ethical, cultural, geographical, economic, and sociopolitical accounts.

Democratic Understanding and Civic Values
Incorporate an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities.

Skills Attainment and Social Participation
Incorporate basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.

Students in Second Grade participate in units of study based upon the theme of "People Who Make a Difference":

People Who Supply Our Needs

- Geography and occupational roles related to food production
- Identification of physical and geographical features on maps
- Use of map symbols and legends and cardinal directions
- Explore basic economic concepts

Our Parents, Grandparents, and Ancestors from Long Ago

- Construct family histories
- Discuss family traditions

People From Many Cultures, Now and Long Ago

- People whose contributions can be appreciated by children
- Biographies of role models for children
- Recognition that our lives are affected by people from other times and places

Christian Education

Mid County Christian School offers Bible instruction. Biblical principles are fully integrated into all subjects and students learn and memorize Bible verses. The Bible is used to help students understand how to apply biblical truths to daily living.

ENJOYMENT: God Made the World for Our Enjoyment

Relationships with God

- Know we become part of God's family in developing a personal relationship with Christ
- Express trust that God keeps all His Promises
- Know that God answers prayer
- Know confidence and security in Jesus
- Acknowledge that the Holy Spirit works through His Word
- Know that God has a special and good plan for our lives

Relationships with Others

- Appreciate all other Christians
- Demonstrate care and concern for people of various races and cultures
- Know how the Body of Christ helps me

Relationships with the World

- Praise God for creating the world
- Identify the many blessings of God in their lives

Science/Health

The ultimate goal of science education is that of science literacy for all students. Science literacy means that students will:

- Be familiar with the natural world and recognize both its diversity and its unity
- Understand key concepts and principles of science
- Be aware of some of the important ways in which science, mathematics, and technology depend upon one another
- Have a capacity for scientific ways of thinking
- Use scientific knowledge and ways of thinking for individual and social purposes

Students will be active participants in learning to incorporate the scientific processes of observing, communicating, comparing, ordering, and categorizing. They will make connections with other disciplines and develop the capacity to relate science to everyday life. Major concepts include:

Physical

- Energy exists in different forms

Life

- Adaptations, interdependence, and environments

Earth

- Different forms of energy reshape products of the earth

Health

- Things to know to be safe and healthy

Environmental

- Healthy environments have particular characteristics

Physical

MCCS physical education activities are based on the California Physical Education Framework. The framework contains three major goals with interrelated curriculum strands for all grades.

Movement Skills and Movement Knowledge

Develop motor skills and an understanding of the fundamentals of movement through practice. Areas of study and practice may include:

- Locomotor skills - walking, running, hopping, jumping, skipping, sliding, galloping, leaping
- Non-locomotor skills - bending, rocking, swinging, twisting, stretching, pushing, pulling
- Manipulative skills - dribbling a ball with control using a preferred hand
- Partnership of heart and lungs in cardiorespiratory health
- Heart-healthy foods

Social Development and Social Interaction

Students develop appropriate social behaviors by working independently and with others during planned physical activity and at play.

Self-Image

Activities are designed to develop and maintain positive self-image and an understanding of sportsmanship and team skills.

The Arts - Visual, Performing and Vocal Music

MCCS encourages integrating instruction in the visual and performing arts as a means of enhancing and extending the curriculum for students at all grade levels. Instruction in the historical origins and cultural influences of the visual and performing arts is promoted to develop knowledge, appreciation, and performance skill for students.

Assessment of Learning

Teachers assess academic progress regularly to support student learning, a process which includes daily checking for understanding, formal and informal testing, and observation.

Mid County Christian School
A ministry of Twin Lakes Church

Highlights of the Core Curriculum

Grade 2

MISSION STATEMENT

Encouraging, equipping, and empowering the whole child to positively impact God's world by providing, in partnership with the home, a balanced education in a loving, Christ-centered environment.