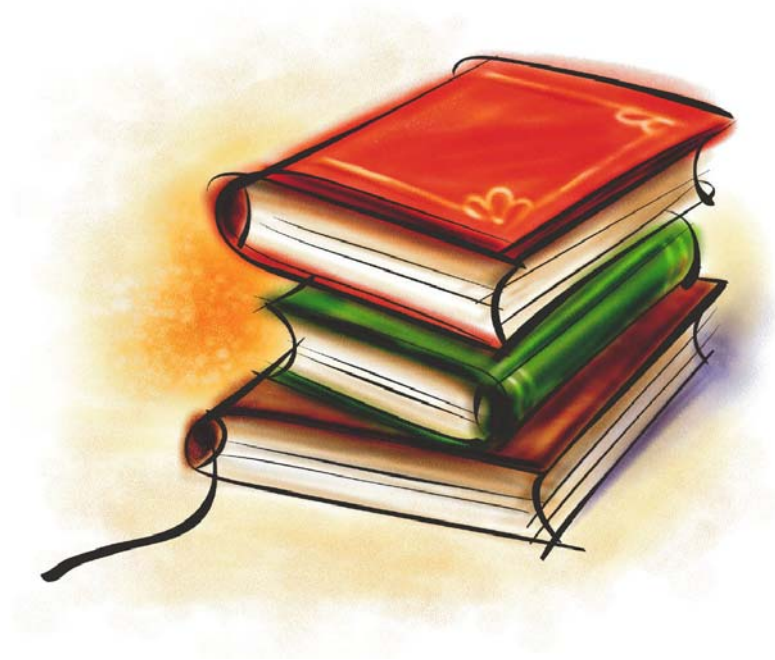


THE LEARNING COMMUNITY

AT

BROADALBIN - PERTH

2009-2010



Second Grade

Curriculum and Student Services

Overview

ENGLISH LANGUAGE ARTS

The Language Arts - Listening, Speaking, Reading, Writing - are a major part of our students' elementary school program. The goal of the Language Arts program is to develop students' ability to communicate effectively. The instructional emphasis is on developing confidence and competence in reading, writing, speaking and listening.

Students read and write everyday for various purposes and receive frequent written and oral feedback from their teacher and peers. Instruction occurs individually, in small groups and in whole class settings. Students are expected to read and understand more complex material as well as write and speak with more sophistication as they progress through the grades.

Reading

Reading is the meaningful interpretation of printed or written symbols. Reading (comprehending/understanding) is a result of the reader using their language skills, thinking skills, and knowledge of the world to recreate meaning. The main focus of our reading program is to increase skill development, build continuous comprehension and to motivate our students to be lifelong learners

In grade two, reading instruction builds upon previous learning and adds focus on:

Comprehension Strategies

- Literary Concepts:
 - Character
 - Setting
 - Problem
 - Solution
- Make use of supporting evidence
- Ask and verify questions when reading
- Make predictions when reading
- Infer meaning from text

Word Strategies and Phonics

- Vowel combinations
- Consonant clusters
- Words with silent letters
- Double consonants
- Word endings
- R-controlled vowels
- Sight words

Responses

- Personal response
- Summarizing

- Role playing

Progress in reading is assessed through:

- Daily observation
- Conferences and journal responses
- Comprehension check
- Running records and DIBELS benchmark assessments
- Word identification lists

Writing

The goal of our second grade writing program is to develop students who can write competently and with confidence. We believe:

- Students at every level need frequent opportunities to write and to receive a great deal of appropriate instruction and feedback.
- Students will be encouraged to write about their lives, ideas and interests.
- Students need to know that audience and purpose will influence decisions they make about their writing.
- Students need to know the qualities of good writing and how to measure their own work.

Second graders are introduced to the following types of writing pieces which are based on the New York State standards:

- Informational writing
- Directions
- Imaginative text
- Responsive writing
- Persuasive writing
- Personal narrative
- Friendly letter
- Free choice writing



Students are expected to produce at least 10 completed writing pieces each school year. They will complete their work with attention to the qualities of good writing, correct spelling and mechanics.

Progress in writing is assessed through:

- Quarterly benchmarks
- Individual conferencing and review of students' writing folder with attention to specific areas of instruction. We look for students to show the following:

Sentence Structure

- Use capital letters at the beginning of sentences
- Punctuate sentences correctly
- Can create simple and complex sentences

Paragraph Format

- Indents
- Contains a topic sentence
- Every sentence relates to the topic

- Sentences start with a variety of words
- Each paragraph has a beginning, supporting details and a closing sentence

Grammar

- Capitalization of proper nouns and the pronoun I
- Introduction to the proper use of apostrophe, comma, and quotations marks
- Parts of speech
- Proper use of verb tense
- Homophone/homograph/homonyms
- Synonyms
- Antonyms

Handwriting

The goal of our second grade handwriting program is to use upper and lowercase letters with appropriate size and spacing. Cursive is introduced in January and practiced throughout the remainder of the year. Students will use different types of paper with various lines.

Spelling

The goal of our second grade spelling program is for students to:

- correctly spell high frequency priority words within their everyday writing
- apply phonics principles in everyday writing



MATHEMATICS

The Saxon Primary Mathematics series was adopted because of its alignment to New York State and District standards. Saxon Math is a “hands-on” success-oriented program that enables all children to develop a solid foundation in the language and basic concepts of all areas of mathematics. It utilizes a multi-sensory approach to learning, emphasizes manipulatives and mental math, and is designed for heterogeneously grouped children.

It is the Saxon philosophy that mathematics builds on prior learning. New learning is presented in sequenced, small increments, with time provided between increments for practice. Mathematical strands are integrated throughout the year, rather than taught in isolated units, so that children see the interrelationships. Instruction progresses at a pace that allows children to develop competence and confidence.

Key features of the curriculum include:

- Problem solving for everyday situations
- Developing readiness through hands-on activities
- Establishing links between past experiences and explorations of new concepts
- Sharing ideas through discussion
- Cooperative learning through partner and small group activities
- Ongoing assessment
- Daily routines
- Practice through games
- Home/School Partnership

Key instructional components of Saxon Math 2 include:

- The daily math meeting, where the children practice skills related to the calendar, counting, patterning, weather, graphing, time, money, place value, tallying, problem solving, and mental computation
- The lesson, where new objectives, or increments, are introduced
- Guided class practice and homework, where children practice new objectives and review previously introduced concepts
- Number fact practice, where children are presented strategies to help them learn the number facts
- Written and fact assessments after every five lessons, where skills that have been practiced for at least five days are assessed and each child’s progress is monitored

Mathematical Content

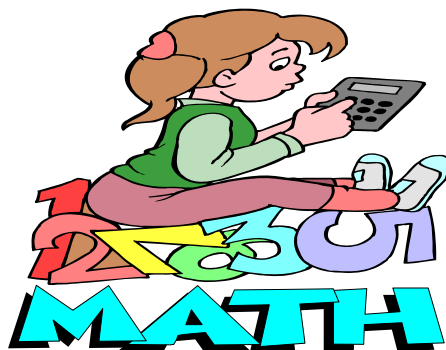
Saxon Math 2 contains the following content strands:

- Number Sense and Numeration

- Concepts of Whole Number Operations
- Whole Number Computation
- Fractions and Decimals
- Money
- Geometry and Spatial Relationships
- Measurement
- Data Analysis and Statistics
- Probability
- Patterns
- Algebra and Functions
- Problem Solving

Mathematics is a part of the ongoing daily routine of the classroom. By math becoming a part of everyday work and play, the children are encouraged to explore patterns, extend mathematical concepts and better meet challenging activities, while developing their mathematical intuition and understanding.

The Saxon program is supplemented with other resources to give our students additional perspectives and experiences with math. Our math is integrated and reinforced with all our curriculum areas.



SCIENCE

In the 21st century a person must be armed with a science overview to adapt to the extraordinary changes that will emerge, and to participate in the decisions that society will make. The key is education and programs such as STC to give every student science content and science process needed to develop scientific literacy.

Our elementary science program places an emphasis on acquiring skills, knowledge and attitudes toward science through active involvement in hands-on activities. Many of the ideas being studied have direct relation to other disciplines. Students are encouraged to make connections. We provide literature and other resources to foster such connections and supplement units with a wide range of materials including trade books, computer software, field trips, and guest speakers.

Teachers are encouraged to enrich science instruction with topics of interest to their students and themselves. The catalyst for such studies may be student-generated questions, teacher or parent interest or current events. Problem solving is the common thread, which ties these topical studies to our core curriculum. Teachers assess student progress by observing their development as observers, hypothesizers, careful data gatherers, and generalizers. Teachers will also observe students' work, review their journals, assess their written and oral responses.

Our core program includes a series of topical units of study that include hands-on activities, specific scientific skill development (e.g. observation, measurement), problem solving, and assessment.

Inquiry based units include the Scientific Method and the following process skills:

- Classifying
- Communication
- Creating
- Models
- Gathering
- Recording
- Organizing and Interpreting Data
- Generalizing
- Identifying Variables
- Inferring
- Making Decisions
- Formulating Hypotheses
- Manipulating Materials
- Measuring
- Observing
- Predicting
- Comparing and Contrasting

The second grade units include:

- Changes and Interaction
- Light and Shadow
- Weather
- Balancing and Weighing

Scientific Vocabulary for each unit:

Weather

properties of matter
solid
liquid
gas
evaporation
condensation
precipitation
water vapor
meteorologist
forecast
clouds (stratus, cumulus, cirrus)

Interactions & Changes

properties of matter (solid, liquid, gas)
mixture
solution
physical reaction
chemical reaction

Light, Shadow, & Color

Energy
shadow
light
opaque
transparent
translucent
reflection
refraction
spectrum
prism

Balancing & Weighing

properties
balance
fulcrum
beam balance
equal arm balance
mobile



SOCIAL STUDIES

Content Overview

The focus of the grade 2 Social Studies program is to acquaint students with rural, urban, and suburban communities, concentrating on communities in the United States. The students' own community will serve as an example for studying about and understanding other communities. Community studies will include content examples from a variety of perspectives including geographic, socioeconomic, and ethnic. Emphasis will be placed on self-identity, participatory citizenship, and social interaction. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities. Students study about communities from the perspectives of the following Ten Key Concept Goals.

The Ten Key Concept Goals of the Grade 2 Social Studies Curriculum are:

1. Change:
 - basic alterations in things, events, and ideas
2. Citizenship & Civic Life:
 - membership in a community (school, state, nation...) with its accompanying behaviors, rights, and responsibilities
3. Culture:
 - the way of living any society develops to meet its fundamental needs
4. Decision Making:
 - citizens can participate in decision-making, problem solving, and conflict resolution
5. Economic Systems:
 - rural, urban, and suburban communities collect taxes to provide services for the public benefit
 - rural, urban, and suburban communities make decisions about how to spend the taxes they collect
6. Environment & Society:
 - rural, urban, and suburban communities are influenced by geographic and environmental factors
 - lifestyles in rural, urban, and suburban communities are influenced by geographic and environmental factors
7. Government:
 - people in rural, urban and suburban communities develop rules and laws to govern and protect community members

- our local communities have elected and appointed leaders who make, enforce and interpret rules and laws

8. Identity:

- awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

9. Places & Regions:

- rural, urban, or suburban communities can be located on a map
- rural, urban, and suburban communities differ from place to place
- events, people, traditions, practices, and ideas make up urban, suburban, or rural communities

10. Wants & Needs:

- the conflict between unlimited needs and wants and limited natural and human resources

Key Terminology Presented as Part of the Grade 2 Social Studies Curriculum:

Culture:

tradition, culture, holidays, celebrations, Native Americans

Change:

past, present, future

Identity:

culture, similarities, differences

Places and Regions:

community, city, town, suburban, rural, urban, country, county, state, continent, planet, neighborhood, geography, oceans, landforms, peninsula, island, mountain valley, plain, lake, river, bodies of water

Needs and Wants:

goods, services, products, needs, wants, facilities

Citizenship and Civic Life:

citizen, volunteer, election, rights, rules, flag, Patriotic Holidays, responsibilities

Government:

rules, laws, leaders, president, governor, mayor, supervisor, court, election, flags, monument, officials, taxes, enforce

Human Systems:

symbols, maps, map key, compass rose, globe, directions

Factors of Production:

goods, services, wants, needs, producer, consumer, factory, volunteer,

natural/human resources, scarcity

Decision Making:

problem, solve, solution, conflict resolution, consequences

Environment & Society:

geography, environment, landforms (review all landform words)

Economic Systems:

consumer, producer, wants, needs, goods, earn, tax, volunteer, shelter, trade, income, budget, public, private



SPECIAL AREA INSTRUCTION

Music Instruction

Music is a basic part of today's educational system. We, as music educators, offer students an alternative to passive experiences (television, radio, theater, recordings, etc.) by providing the opportunity to expand their musical horizons through active participation in our music program.

Music is intrinsically worthwhile. It is worth knowing. It is a field of study with its own special body of knowledge, skills, and ways of thinking.

In addition, music is:

- **a science** - it is exact, specific, and must be 100% correct, 99% is not good enough.
- **mathematical** - it is rhythmically based on the sub-division of time and space into fractions that must be done instantaneously and not worked out on paper.
- **a foreign language** - most of the terms are in Italian, German, or French and the notation of notes certainly is not English, but a highly developed kind of shorthand.
- **history** - it has always reflected the environment and times of its creation - often even the national or ethnic feeling.
- **physical education** - It requires fantastic coordination of fingers, hands, arms, lips, cheek, and facial muscles. In addition, it also requires extraordinary control of the diaphragmatic, back, stomach, and chest muscles that must respond instantly to the sounds the ear hears, and the mind interprets.



Music is all of these things, but most of all, music is an art. As an art, it is an essential part of the human experience. Music operates in the realm of feeling and can educate for humanness in an increasingly mechanistic and depersonalized society. Music can no longer be considered a frill but a core subject, which stands at the heart of the curriculum. Thus we are able to fulfill our mission as music educators - to touch the hearts, stir the feelings, and kindle the imaginations of our students.

That is why we teach music.

Students will:

- be able to make/perform music alone or with others
- be able to improvise, interpret, and create music
- be able to use and understand the vocabulary and notation of music.
- be acquainted with a wide variety of musical styles and cultures through hearing, playing, and singing music of all kinds.

- develop an appreciation for music.
- support the musical life of the community (home, church, community bands and choirs, community theater) and encourage others to do so

In grades K-2, all students will begin an organized study of music that will continue through their high school years. Through general classroom music, students will be introduced to and have experiences with the various elements of music. The development of their physical, emotional and intellectual abilities will be encouraged through movement activities, singing, executing speech and rhythm patterns, developing instrumental and listening skills, and being exposed to and performing many styles of music from our culture and other cultures. These musical pursuits will attempt to foster an appreciation, understanding, and enjoyment of music - both for music's sake and for its role in a changing society.



Library Media Center

****Students will be introduced to the following skills:**

Functions of a Library: Awareness & Responsibility

- Use correct library vocabulary and terminology
- Demonstrate understanding of procedures for borrowing and returning library materials and using the online catalog
- Demonstrate understanding and use of media formats and collections (for example reference and periodicals)

Literacy

- Explore a variety of print and/or multi-media sources for reading, listening and viewing purposes
- Identify parts of a book (for example cover, spine, title page, copyright date)
- Recognize the characteristics of selected literary genres (for example, folk and fairy tales, biography, poetry, mystery, wordless books, fantasy, humor)

Information problem solving and research: Information seeking strategies

- Know how to use print, non-print and electronic resources (for example – online catalogs, search engines, websites, etc.)

Information problem solving and research: Location and access

- Understand and use Dewey Decimal Classification for non-fiction
- Use inverted names where appropriate
- Use online catalog (for example - school library catalog)
- Locate information in text and graphics that is needed to solve a problem



Information problem solving and research: Use of information

- Engage (read, view, hear) information in a source to collect and interpret data, facts, and ideas
- Use context clues for comprehension of information
- Identify and interpret significant facts taken from maps, graphs, charts, and other visual or graphical information
- Navigate effectively in electronic resources
- Record bibliographic information from resources used
- Use information about a topic from at least two sources for completeness and accuracy
- Extract and record the relevant information from a resource in their own words (for example – note taking)
- Recognize and practice ethical and legal use of information by respecting intellectual property (for example – copyright, plagiarism, source citation)

Information problem solving and research: Synthesis

- Organize information from at least two resources (for example – outlining, graphical organizers, topical subdivision)
- Understand and comply with an appropriate citing format
- Organize collected information in an acceptable format

****The following skills will be reinforced:**

Literacy

- Identify and locate appropriate titles for pleasure reading
- Select literature based on personal needs and interests from a variety of genres and by different authors
- Identify elements of fiction (for example – character, plot, setting, theme)
- Identify contributors to book (for example author and illustrator)
- Identify and differentiate between fiction and non-fiction
- Explore award winning books and noteworthy authors/illustrators

Information problem solving and research: Location and access

- Understand and use alphabetical arrangement of easy and fiction shelf order

Information problem solving and research: Use of information

- Use context clues for comprehension of information

****Students will apply the following skills:**

Functions of a Library: Awareness & Responsibility

- Understand that libraries contain collections of informational/recreational materials
- Recognize library media center staff roles and duties
- Demonstrate proper care of library materials and respect for library procedures

Literacy

- Read, view and listen for social interaction and enjoyment
- Identify and differentiate between fiction and non-fiction

Students will have an understanding of the following vocabulary upon leaving TLC:

Article	Check out	Fiction	Main Character	Report
Athena	Circulation	Glossary	Note taking	Reserve
Author	Circulation desk	Illustrator	Periodical	Shelf Marker
Bar Code	Copyright	Index	Plagiarism	Spine
Basic Bibliography	Dewey Decimal System		Publisher	Spine Label
CD –ROM	Due Date	Loan Period	Reference	Table of Contents
Call Number	Entry	Magazine	Renew	Title
				Title Page

Computer Technology

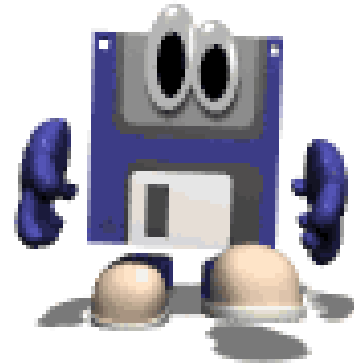
Computer instruction for students prior to the completion of Grade 2:

- Students will use developmentally appropriate instructional software to support learning in the curricular areas.
- Students will use a variety of technology resources for directed and independent learning activities.
- Students will identify the different parts of a computer and their uses.
- Students will communicate about technology using developmentally appropriate terminology.
- Students will exhibit proper care and responsible usage of computer systems and software.
- Students will use input devices (mouse / keyboard) menus, special keys and fingering techniques to interact with a computer.
- Students will demonstrate positive social and ethical behavior when using technology.
- Students will use the computer to communicate with others by drawing and writing. Students will save and print their work.
- Students will demonstrate the ability to follow visual, oral and written instruction at their developmental level.
- Students will discuss the social impact of computer technology on our lifestyle and recognize

- Computers are used in different careers for many purposes.

Examples of software used for lab instruction:

Math Concepts – Measurement	Word Muchers
Essential Skills – Sight Words	Reader Rabbit II
Key Skills – Phonics & Numbers	Keyboarding
Key Skills – Word Concepts	Numbers Undercover
Essential Skills – Reading Comprehension 2	
Learn About Science – Weather	Graph Club
Learn About Science – Astronomy	Thinking Things 2
I Spy Spooky Mansion	
Orchard –Reading Comprehention	
MS Power Point	
MS Word – paragraph, letter, poems	



On line websites appropriate to grade level and age such as Starfall, RAZ Kids and dancingmat.com may also be used.

Visual Art

The visual arts curriculum for TLC at Broadalbin Perth revolves around the New York State standards.

Standard 1 *Participating:* Every 2nd grade student attends art class once a week for 35 minutes. In these sessions, students will begin to form their opinion of what art is, and will be required to explore the concepts of visual language and its splendor. Their creation of art will be done in both individual and cooperative (group work) settings.

Standard 2 *Material Exploration:* Students are exposed to a variety art making processes and are taught many techniques for the manipulation of materials. In 2nd grade, more advanced methods for creating art are taught, such as printmaking and computer graphics.

Standard 3 *Analyzing:* Artworks are frequently displayed and discussed with the goal of learning the elements (line, color, shape, etc.) and principles (visual depth, movement, balance, etc.), and how and why they were used by a range of artists. In grade 2 students are given “evaluation cards”, and are asked to use these cards to share their ideas about the pieces of artwork they enjoy and which pieces are “not their cup of tea”. This exercise opens up opportunity for students to begin using the language of elements and principles in dialogue.

Standard 4 Cultural Contributions: Students will begin to learn about artwork from a range of cultures by discussing how and why it was created (for a story, for decoration, for a ceremony, etc.).

Physical Education

Philosophy: Physical education is an important part of the total education of every student at TLC as it provides experiences that improve the ability to move, that engage thought processes, and that contribute positively to the development of the value system and esteem in which students regard themselves and others. Through the natural medium of physical activity students learn valuable life lessons. The physical education program involves careful planning to allow for learning experiences that meet the social, emotional, cognitive, and physical needs of all students. A strong emphasis is placed on basic perceptual motor learning and development of body awareness and management.

Definition of a physically educated student: A physically educated TLC student:

- has learned the skills necessary to perform a variety of physical activities
- participates regularly in physical activity
- knows that physical activity has many benefits
- enjoys being physically active
- demonstrates responsible personal and social behavior while engaged in physical activity

Curriculum: In grades K-2 all students will begin an organized program toward becoming a physically educated student. This program will continue throughout his/her years within the Broadalbin-Perth Central School District and ultimately throughout his/her lives. Each of the following developmental areas will be addressed during a student's K-2 years with each year building on the previous years learning. Each area is an important part of the development of a physically educated student.

1. Spatial Awareness:

- Students will be able to understand the concept of boundaries
- Students will be able to understand the concepts of personal and general space
- Students will demonstrate the ability to move safely in general space

2. Body Management:

- Students will be able to identify main body parts
- Students will demonstrate the ability to move in a given direction
- Students will be able to perform static balances (perfectly still) on different body parts
- Students will be able to perform dynamic balances (moving) on different body parts
- Students will be able to perform various tumbling movements using appropriate techniques
- Students will demonstrate appropriate dance, rhythm, and choreographic principles

3. Locomotor Skills:

- Students will be able to demonstrate appropriate body mechanics while
 - walking
 - skipping
 - galloping
 - climbing
 - hopping
 - running
 - jumping
 - leaping
 - sliding

4. Physical Fitness:

- Students will meet New York State learning standard number one for physical education: personal health and fitness
- Students will understand why regular exercise is important
- Students will know what a healthy diet consists of
- Students will be made aware of activities that they can participate in on their own (outside of physical education) so that they may maintain their physical fitness level and, ideally, use to stay physically fit throughout their lives
- Students will know how to measure their own heart rates and use this as a performance guide
- Students will participate in the Presidential Physical Fitness Test twice a year (once in the fall and then again in the spring for comparison purposes). This test will measure strength, agility, speed, endurance, and flexibility)

5. Object Management:

- Students will demonstrate appropriate techniques when
 - throwing
 - dribbling (with feet and hands)
 - catching
 - striking (stationary and moving objects)
 - kicking



6. Cooperative Learning:

- Students will demonstrate the ability to work together to achieve a common goal
- Students will learn to fill and accept their own roles within a team setting
- Students will learn to solve disagreements without arguing, but rather, finding a comfortable meeting point
- Students will understand that the appropriate social interactions they learn in physical education can and should be applied to everyday life

STUDENT SUPPORT SERVICES

The faculty and staff at The Learning Community believe that the process of educating young children should not only address the intellectual side of the child; but the social, emotional, and physical aspects as well.

The Support Services Department provides numerous services in the areas of individual and groups counseling, occupational and physical therapy, and speech pathology services.

Direct services in these areas are achieved through a referral process initiated by the parent/guardian of the child or a TLC faculty member. Upon receipt of the formal referral, a thorough evaluation is completed to determine the specific area of concern and the most appropriate course of action.

A description of these services is as follows:

Academic Intervention Services (AIS)

AIS services are offered to those students identified as not meeting the NYS Learning Standards. In reading, Guided Reading lessons are taught to small groups of students with a goal of strengthening students' reading abilities. The small group format allows for much interaction between student and teacher, which in turn makes individualized instruction possible. Instruction is done through the use of high interest fiction and non-fiction trade books, with a goal of instilling a love of reading. As the students' skills improve, the books are read at increasingly more difficult reading levels. During the units the students often work on such concepts as word recognition and decoding strategies, vocabulary work, language skills, comprehension activities, reading fluency, and writing development.

Reading and writing intervention is given to small groups of AIS students. The goal is to strengthen students' weak reading and/or writing skills. Skills that are currently being addressed in the classroom are reinforced. Guided Reading lessons are taught as well, through the use of high interest trade books. Reading concepts worked on include fluency and word recognition, comprehension, and language skills. The writing skills worked on include sentence structure, organization of ideas, paragraph format, proper grammar, punctuation and spelling.

Social Work Services

Social work services are available to all children in The Learning Community in order to enhance their school experiences. The purpose of social work services in school is to help children deal with social, emotional and behavioral issues that may have a detrimental effect on their education experience. Children may be referred to the school social worker by a parent/guardian, administrator, and/or classroom teacher. Parental consent is necessary for all on going counseling in school.

Social work services available to students in second grade include:

- Individual Counseling
- Group Counseling, including Anger Management and Socialization groups*
- Support Groups, including Banana Splits and Grief Support groups*
- Crisis intervention as needed
- Classroom Character Education Programs upon request of classroom teacher

*Please note that groups offered to children in second grade may be based upon need.

Speech and Language Services

These receptive and expressive language skills are expected for second graders:

- All phonemes are correctly produced
- Use appropriate syntax during oral communication
- Accurately respond to oral direction
- Development of auditory memory
- Initiate phone calls and take messages
- Give directions for games; summarize a television show or conversation
- Begin to write effectively for a variety of purposes
- Begin to understand verbal humor

An impairment affects the child's ability to communicate in school with learning. Remediation for children with difficulties is available. Eligibility is based on several factors including age of child, type of disorder and severity of disorder. Evaluation of strengths and areas of weakness determine the type and frequency of therapy.

Physical Therapy

Physical Therapists (PT) work in a variety of settings such as hospitals, sports medicine clinics, and schools. The goal of therapy is very different in each of these settings. School-based PTs work with children who's motor skills are directly affecting their ability to function in the educational environment. This includes the ability to transition through the hallways, carry a tray in the cafeteria, negotiate crowded areas, and navigate stairways. Deficient motor skills also have an affect on a child's posture; which directly affects their ability to attend in class and to perform classroom activities in an efficient and timely manner (handwriting, fine motor tasks, coordination activities). Typically, school based PTs work with students with developmental

disorders such as Autism, Cerebral Palsy, Spina Bifida, and Fetal Alcohol Syndrome. They also work with children who have difficulty meeting their developmental milestones (motor skills should emerge at specific ages such as jumping, walking, running, skipping, object control skills, and balance activities).

Physical therapy provides students with appropriate compensatory strategies and strengthening in order to help them better navigate their school environment and improve their overall functional independence. PTs work together with teachers, related services providers, administrators, support staff, counselors, and psychologists in order to provide a specific plan consisting of strategies/modifications for each student, as well as, encourage carryover of skills into their daily classroom environment. Overall, PTs provide assessment and treatment in order to positively effect education and improve quality of life.

Overall students entering second grade should be able to demonstrate age-appropriate object control skills, cooperative play, coordination, and locomotor skills. Examples of these are listed below.

Object Control:

- Throw, roll, and toss with good techniques (step with the non-dominant foot, throw with the dominant hand)
- Be able to catch with just hands (not a body trap)
- Good hand-eye coordination: track an object as it moves through space
- Dribble (basketball) a ball with control: no slapping at the ball, keeping an upright posture (ball at belt level)

Cooperative Play:

- Be able to work with a partner or group while performing gross motor activities
- Be able to move safely in own personal space
- Demonstrate good teamwork

Coordination:

- Be able to maintain balance on both stable and unstable ground
- Be able to perform sit-ups and push-ups with good body mechanics
- Be able to play/climb on playground equipment safely

Locomotor

- Be able to go up and down stairs reciprocally (one foot on each step)
- Be able to run with quick changes of direction and stop when asked
- Be able to skip, run, gallop, and jog with good mechanics
- Be able to hop, jump, and leap with good mechanics

Occupational Therapy



Definition of School-Based Occupational Therapy:

An occupational therapist is a trained health professional that uses purposeful, goal directed activities and task analysis to enable a child with a disability to benefit from their individualized education program (IEP). Federal law mandates that occupational therapy (OT) in the school system be educationally relevant. The focus of OT services in a school setting is to promote functional independence or participation within the educational environment. Educational occupational therapy services are those services developed by educational personnel and the family and authorized in a student's IEP. OT services may be delivered directly to the child, on behalf of the child (consultation with parents and teachers) or through modifications and support for school personnel that will be provided for the child. The Committee on Special Education may determine that the student does not require occupational therapy through the educational program. Occupational therapy services are not intended to satisfy the medical needs of a student and therefore may not meet the total therapy needs of the student. However, the student's family may wish to pursue therapy services outside the educational setting.

The fine motor skills that a second grade student should display are:

- Can draw basic geometric shapes from memory
- Proper use of all eating utensils
- Holds writing utensil with three fingers with movement in the fingers.
- Ties shoelaces
- Eye-hand coordination is well developed
- The ability to write the upper and lower case manuscript letters using proper letter formation and placement on the line of print.
- Beginning cursive writing skills
- Visual Motor Skills
 - The child is ability to see (visual skills) and use their hands in a coordination pattern. This includes activities such as putting together puzzles and building with construction toys. (blocks, Legos)
- Grapho-Motor Skills
 - Any task that involves using a writing tool is considered a grapho-motor skill. These tasks include drawing, coloring, and using a pencil, completing math examples, organizing written information. The child should be able to copy information from a vertical surface (such as a blackboard) to a horizontal surface (paper on their desk).



